

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: [REDACTED].

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by, Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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

Section I must be submitted in hard copy and sent by, Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by, Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Bolton [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
8.	<p>If Yes, please provide more details:</p> <p>N/A</p>
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>We have worked with Northern Education – They have supported us in constructing this application.</p> <p>The will be invited to tender for the services of an external School Achievement Partner as detailed in section F of this application.</p>

Details of company limited by guarantee	
11.	Company name: The Olive Tree Primary School Bolton Limited
12.	Company address: <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> Bolton <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
13.	Company registration number: 7956473
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details: n/a
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:
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	4. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>

Company directors

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.

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: ██████████
	2. Name:
	3. Name:
19.	Please provide the name of the proposed chair of the governing body, if known: N/A

Related organisations

20.	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
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none">• their name; Daubhill Muslim Society• their Companies House and/or Charity Commission number, if appropriate; Charity Reg No 7027 89 and• the role that it is envisaged they will play in relation to the Free School.	
22.	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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc). The school will be affiliated to Daubhill Muslim Society and the school of thought will be Islamic Hanafi Deobandi.	

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.	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: Our affiliated organisation is involved in Nursery Provision. Daubhill Muslim Society	

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: ~~Chair of company~~ / Member of company (please delete as appropriate).

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 Olive Tree Primary School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input 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:	September 2018
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" 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:	Islamic Deobandi Hanafi
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Islamic, Deobandi Hanafi

10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Bolton
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
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>N/A</p>	

Section C: Education Vision

Please refer to page 15 of the, 'How to Apply' guidance for what should be included in this section.

Why you are seeking to establish the school

The Olive Tree Primary School will be a 4 – 11 Primary School opening in 2013 with one form of entry, initially to Reception and Year One. It is a response from the parents and community on the Daubhill area of Bolton to the need to add high quality capacity to the provision of primary education in this area of Bolton. The school will be located in a building that has been identified for the purpose in the Daubhill area of Bolton.

The Bolton Primary School Expansion Programme Consultation (2011-13) identified a need for the expansion of primary places in the borough

The document divided the borough into 5 areas. The proposed Olive Tree Primary School is in Area 5 that was identified as having the greatest need for new places proposing to create 170 new places. In the document Area 5 was describes as 'This is the area where the highest increase in the birth rate is seen, compounded by high numbers of international new arrivals.'

The table below outlines the growing shortfall of places in this part of the borough analysed by area. In the Daubhill area the actual number on roll in 2009-10 of 1591 is projected to increase to 1948 in 2014-15.

Data for Area 5

Ward	Intake capacity Sept 10	09-10	10-11	11-12	12-13	13-14	14-15	PAN Capacity Sept 10	09-10	10-11	11-12	12-13	13-14	14-15
Daubhi II	255	248	253	282	275	317	265	1785	1591	1637	1723	1779	1890	1948
Deane	140	169	139	135	142	124	132	980	993	984	984	994	993	987
Gt Lever	285	275	285	312	309	311	349	1995	1733	1788	1874	1958	2018	2018
Morris Green	180	187	180	180	188	196	211	1260	1243	1247	1249	1253	1263	1293
Area total	860	879	857	909	914	948	957	6020	5560	5656	5830	5984	6164	6336
Bolton total	3626	3538	3514	3623	3726	3863	3754	25382	23061	23222	23653	24235	24903	25473

Bolton Primary School Expansion Programme Consultation (2011-13)

The Olive Tree Primary School will be a faith based, Islamic primary school that will prioritise the highest possible standards of attainment for every child in the school. To support this aspiration, pupils will develop an understanding of the Islamic faith and respect for other faiths and beliefs. The ethos will be one which educates and nurtures pupils to be sensitive, tolerant and caring towards peers, the wider community and the environment. The school will welcome the children of parents of other faiths and those of no faith in order to create a stimulating environment for learning.

Of the twelve Primary schools within one mile of the proposed site of The Olive Tree Primary School, three have a Roman Catholic designation and two have a Church of England designation. There are none with an Islamic designation. The population of the area is predominantly Muslim and have expressed a desire for a denominational school to reflect their faith and in a survey completed in 2011, over 200 parents expressed a desire to see a school of this type open in the Daubhill area.

The Olive Tree Primary School will seek to significantly improve the life chances and choices of young people within the local communities by providing children with a strong foundation for future learning and enable access to the worlds of further and higher education by equipping learners with the skills, knowledge and confidence to realise, and surpass, their expectations and potential.

This proposal will meet the strategic need for primary education places in the area and the local demand from parents, many of whose children attend the Islamia nursery. The Olive Tree Primary School will run independently with its own governance but there is the potential for synergy between the two schools in providing a comprehensive family support structure for the parents of the area.

Vision Statement:

The Olive Tree Primary School will provide all pupils with an outstanding education to prepare them for future learning; an education delivered in the context of Muslim values of respect for others and their views.

The vision for the school is one where a respect for excellence in learning will pervade all aspects of school life. The school climate will be one of high expectation and aspiration for each child. High levels of support for the individual will be matched with appropriate challenge to ensure that every pupil maximises their attainment at the school. Our pupils will be confident individuals, responsible citizens and successful learners.

There will be no compromise on standards, especially in those areas of school experience that equip the pupils for success in later education and later life. We expect to be quickly oversubscribed – a position due to both the highest levels of attainment and the supportive faith ethos of the school.

This will be achieved in a fully inclusive atmosphere where the abilities and barriers faced by all pupils will be identified on entry to the school and addressed. Relations between pupils and between pupils and staff will be characterised by respect for the needs of others and a willingness to help other to overcome barriers to learning that they may encounter

Aspirations

Of the twelve schools within one mile of the proposed site of The Olive Tree Primary School, seven were judged Good at their last inspection and five were judged Satisfactory. The principal aspiration of the Olive Primary Tree Primary School is to be Outstanding in all aspects of its work as measured by Ofsted and the evidence collected from parents and the local community. This aspiration will be the prime driver for the leadership and management of the school

To measure and monitor pupil progress, targets will be set on entry and at the beginning of Key Stage 2 for attainment for each individual child. This will produce school-wide targets that will be benchmarked against national norms and expectations for each Key Stage. As a whole, targets for attainment in The Olive Tree Primary School will place the school in the top 20% of schools nationally

This measurement of individual pupil progress and the design and implementation of key interventions will be an important element of the Education Plan. This highly individualised approach to the management of learning will be the basis of the assessment, recording and reporting procedures for the school and will enable parents to be fully informed about the progress of their children.

The Olive Tree primary school will be the first of its kind to create 1:1 learning environment where all pupils use learning devices to create a personalised learning experience. Pupils will be able to access learning resources from anywhere in the school as well home. The school will also have a strong ethos of, continuing learning beyond school' and parents, as stakeholders will play a vital role in supporting this. Technology implemented by the school will be exemplary and a virtual community of learners will be created.

Ethos reflected in the Curriculum.

The school will follow the National Curriculum. There will be a strong emphasis on the development of literacy and numeracy given their all important role in enabling pupils to access the curriculum at The Olive Tree Primary School and in their subsequent secondary and tertiary education. Proficiency in literacy will be a key curriculum objective give the explicit reference to equipping learners for subsequent educational opportunity contained in the vision for the school.

Whilst curriculum delivery will initially be in traditional age based groupings, there will be a school wide emphasis on personalisation that will have the core objectives of raising levels of achievement for all pupils and meeting the demands of providing highly inclusive education that is tailored to the needs of each individual child.

Influence of religious beliefs on the curriculum

The school will have an Islamic religious character. Through the values of Islam, we will develop the core universal principles of equality, fairness, peace, tolerance and respect for all people through the school ethos. These values will be evident in behaviour and relationships between all pupils, staff and wider stakeholders in the

school. Striving for the highest possible standards of attainment will sit comfortably alongside this ethos of mutual support and understanding. Challenge to improve' is best suited to a climate where relationships are characterised by self-confidence and mutual respect.

The Olive Tree Primary School will focus on spiritual, moral and intellectual development rather than faith development. This will be centred on the universal teachings of Islam in particular respect, peace, forgiveness, mutual respect and well-being. Providing an environment where children recognise that children of other faiths and no faiths will have their own perspective on spiritual and moral issues which has to be respected. An environment where the children understand the meaning of communities and have outlook of the world being inter-dependent where actions in other parts of the globe can have a direct impact on us.

The school will promote mutual respect between pupils, building self-confidence in each child and creating an atmosphere of collaborative learning and reflective community with strong values underpinned by the teachings of the Islamic faith.

As with other faith – based schools, the Religious Education curriculum will be shaped by the tenets on the faith, and the acts of collective worship will be based on common themes such as the environment and respect and therefore will not isolate pupils from other faiths or no faith backgrounds.

Section D: Education Plan – part 2

Please refer to pages 16-20 of the, 'How to Apply' guidance for what should be included in this section.

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning

Curriculum general approach

The key curriculum principles in the Olive Tree Primary School are:

1. Every child will be supported and challenged to achieve their full potential during their time at the school.
2. Every child will have a positive view of education and an enthusiasm for learning during their time at the school and beyond.
3. The National Curriculum will be at the core of the broad and balanced curriculum but there will be particular emphasis on high levels of attainment in English and Maths.
4. In curriculum design and delivery, as well as in the management of learning, there will be a clear emphasis on personalisation.

When Olive Tree Primary School is fully operational, all staff in both Key Stages will deliver a curriculum that is based on the National Curriculum expectations for each year group. This will provide the curriculum framework for the school as a whole, traditional in its structure but focused on personalisation in its pedagogy and on core subjects of Maths and English within the content framework. Children will develop the necessary skills to become responsible for their own learning and independent learning will become a progressive theme throughout the child's progression through the school. The overall approach to the delivery of the curriculum will include thematic work covering the content requirements of a number of core and foundation subjects as well as some subject based teaching in English and Maths to ensure that each student has a full grasp of these core subjects.

Personalised learning with a high level of educational technology availability will be a crucial element of curriculum delivery. Information from the Early Years Foundation Stage assessment and year 6 reading assessment will provide a basis for the individualised assessment, recording and reporting process that will track the learning of every individual pupil as they progress through the school. This tracking process will be particularly detailed in recording each child's learning gains in the core subjects including learning gains that are achieved through thematic delivery. Thus weaker areas of the child's understanding may be identified and subject to focussed intervention programmes and support.

Curriculum planning will be a whole school process with all teachers required to play a full part and share lesson content and pedagogy with all other staff. In this way the capacity for whole school planning of each child's experience is maximised. Each teacher will have knowledge of the learning planned for each year in the school curriculum in order to avoid the possibility of repetition and ensure proper, planned

progression through the entire school.

We will generally use a themed approach to the curriculum that is relevant to the children in the school. Topics will usually be of one term duration, though the decision on this and the theme of the topic will be decided by the Headteacher designate in discussion with the relevant teaching staff.

Teachers will share access to all pupil tracking data that will itself be benchmarked against individual pupil targets. Using this open approach, all professional staff will have access to key information on all children and will be able to contribute to the success of each individual child. Staff Development priorities will focus on this holistic approach to monitoring individual pupil performance to ensure that from the first year of operation every teacher and Learning Support assistant will have the right skills to be able to contribute and use this individual performance evidence. Early Years Foundation Assessments and the national reading test for 6 year olds will provide a basis for measuring pupil progress throughout the school.

We want each child to work at a pace and level appropriate to them. Within each form group, learning will be carried out at an appropriate pace allowing each child to be challenged to reach their full potential and not be held back to progress at the general pace of the class. Training of support staff will focus on building the capacity to support this pace of individualised learning in each classroom.

The high degree of individualisation that will be found in the Olive Tree Primary School curriculum and pedagogy will be reflected in the extensive deployment of Assessment for Learning practice in the day to day operation of the school. All staff will be fully trained in the principles of Assessment for Learning alongside a full knowledge of the school's core assessment, recording and reporting systems. Every child, irrespective of their ability level or special need will know what they can do to improve their skills in the key subjects of English and Maths.

The Olive Tree primary school will be the first of its kind to create a 1:1 learning environment where all pupils use learning devices to create a personalised learning experience. Pupils will be able to access learning resources from anywhere in the school as well home. The school will have a strong ethos of, continuing learning beyond school' and parents, as stakeholders, will play a vital role in supporting this. Technology implemented by the school will be exemplary and a virtual community of learners will be created. One of the Directors appointed at the school is a world leader in learning technologies and has influenced and advised foreign governments on the use of mobile technology in learning. We will be bringing this in-house expertise to the school to provide pupils with a first class learning environment. Students will be using 21st century learning tools to facilitate their learning. Teachers employed by the school will demonstrate a level of pedagogical fluency in using technology in developing the learning environment at the school. The school aims to be a centre of excellence in using pedagogical technology.

Throughout the school the pupils will be encouraged to make full use of the extensive range of ICT that will be available and through this we will develop our pupils' communication and information retrieval and handling skills particularly in Key Stage 2 to prepare them fully for transition to secondary school. The school will invest in a high

quality Virtual Learning Platform for use by pupils, parents and staff. Through this technology the reach of the school can be extended to the home where parents can work alongside their pupils to raise achievement. In the Daubhill area 38.4 % of people have no access to the internet at home compared to 33 % in Bolton overall (Annual report of Director of Public Health 2008-09). Olive Tree Primary School's approach to the use of ICT and educational technology more generally will produce a generation of children in Daubhill who will have access to and the capacity to maximise usage of electronic communications and learning.

Curriculum - Reception and Key Stage One

The Reception curriculum at Olive Tree Primary School will follow statutory and non-statutory guidance of the Early Years Foundation Stage. The educational aims of the Reception curriculum will be based around the four guiding themes of the framework:

- A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.
- Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.
- Enabling Environments explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.
- Learning and Development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

Curriculum planning and delivery of the learning in Reception will be based on the six areas of learning –

- Personal, Social and Emotional Development;
- Communication, Language and Literacy;
- Problem Solving, Reasoning and Numeracy;
- Knowledge and Understanding of the World;
- Physical Development;
- Creative Development.
-

In Reception we will plan and organise content and pedagogy to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Much of the delivery will focus on structured play with the design of activities and the teacher's pedagogy focussed on the development of literacy and communication skills. It is important that in Reception we build a positive attitude to school and learning in every child in line with key curriculum principle 2 :

'Every child will have a positive view of education and an enthusiasm for learning during their time at the school and beyond'.

-
-

In KS1, our thematic approach will follow on from this approach by extending the six areas of learning in the Early Years Foundation Stage into KS1 whilst integrating these areas of learning with the requirements of the National Curriculum. This integrated approach will be the central to the teachers' curriculum planning in the Reception /Key Stage One phase. Learning will be through structured play and themed topics where each topic will seek to engage and stimulate the children's curiosity and interest. Throughout the two years of the Key Stage One curriculum, the balance between Learning through Structured Play and Thematic Work will evolve, and this will be reflected in the teachers' planning. Through this approach children will have the opportunity to develop the full range of skills, though there will be an emphasis on the full range of communication skills particularly thinking, speaking and listening skills, enabling pupils to communicate effectively with a range of other individuals.

The organisation of learning will involve a range of class grouping, from whole class teaching and small group work to one-to-one tutoring. Differentiation by task will allow each child to develop skills, knowledge and understanding at their own pace and allow children to exercise a degree of choice as to the activities that they follow. Assessment and review of progress in the activities will involve the children to support their understanding of their own learning and preferences.

In response to the issue of providing a smooth transfer from the Early Years Foundation Curriculum to the National Curriculum in Year One, in the Reception and Year 1 classes, children will be able to share learning across the the classes. Learning activity from Reception can be extended into Year 1 for those children who are not ready to progress to the National Curriculum. Similarly, children in Reception who are able to cope with aspects of the National Curriculum will have opportunities to work at this level during planned activities across two year groups. Thus learning in Reception/Year One will be individualised to maximise progress for each individual child and the child's introduction to the National Curriculum will be a smooth transition for each individual as they transfer from the Foundation Stage Curriculum. This means that they will study English, Mathematics, Science, ICT, Geography, History, PE, RE, Art, Music, PE..

Throughout the Key Stage 1 phase of the school there will be an increasing emphasis on thematic delivery, seeking areas of interest for the child that will secure their greater engagement with the learning process and school life generally. A key objective if the Reception/Key Stage 1 curriculum will be to give every child a positive view of the potential and joys of education. Learning will take place in a variety of contexts including outdoors and through educational visits both during school time and outside.

This creation of a creative and flexible curriculum for Reception/Key Stage 1 will operate alongside a focus on developing the core skills of English and Maths. Whilst recognising that unnecessary pressure on children at this age can produce a negative response to schooling itself it is at this age that many of the conditions for successful subsequent learning are met. So even at this stage there will still be an appropriate degree of support and challenge offered to children in respect of their progress in the core subjects. Careful and structured staff monitoring of pupil performance will provide the basis for this constructive challenge.

Curriculum – Key Stage 2

In Key Stage 2 children will continue to follow the National Curriculum Framework. Learning will continue to be largely topic based and thematic but there will be a greater use of whole class teaching compared to practice in Key Stage One. There will be a daily lesson in Maths and one in English to support the vision for and key curriculum aim of high standards in these subjects.

Throughout the Key Stage individual pupil attainment in the core subjects will continue to be tracked with the focus on skill development on English and Maths.

Towards the end of Key Stage 2 there will be a period on intensive collaborative work with staff from the secondary schools that are to receive our pupils. This will go well beyond the traditional activity of visits and will extend to the design of thematic curriculum projects that can be started in year 6 and can then be transferred to the first few weeks of secondary education. Secondary staff will be invited into the school where the detailed analysis of each pupil's strengths and weaknesses in core subject areas will be shared along with the thematic analysis of the SATs results in order that the secondary school is aware of, for example, an individual child's weak area in the Maths curriculum.

Transition

Though enjoying a completely separate legal identity, and occupying different premises, the Olive Primary Free School will work closely with the Daubhill Muslim Society, a local community organisation that has established the highly successful Islamia Nursery school, provision that is currently full, offering half day nursery provision to 72 pupils. Islamia Nursery was judged Good by Ofsted in November 2009, and all sub grades in the inspection were, good'. The inspector commented on the leadership and management of the Nursery:

“All staff, parents and children are actively involved with the setting’s self-evaluation process. There are clear targets for improvement, such as developing the outdoor area. The management team stimulate the enthusiasm of staff and channel their efforts to good effect. All staff are focussed on helping all children to make good progress in their learning and development, and promoting their welfare.”

Though children will be admitted from other providers, it is likely that the Islamia nursery will provide many of the Olive Tree school intake. The development of a partnership with the nursery, which admits children from the age of 3, will enable the staff team to construct a curriculum which builds on learner skills and development, incrementally securing progression for individuals without the barriers that can be created by transition from one school or pre-school setting to another. Partnerships will also be developed with other local Foundation Stage providers.

Managing effective progression to secondary school will also be an important part of the school support to develop positive attitudes to lifelong learning. Most of the pupils from Olive Tree Primary will progress to ESSA Academy and strong links will be built with the

Academy. One of the sponsors of the Olive Tree Primary School is a member of the Board of ESSA Academy which will provide a positive link at governance level. Importantly there will be a comprehensive transition programme to support movement from year 6 to year 7, a programme that will be based in real curriculum activity that will span the two schools. Teacher exchange will be welcomed giving teachers in both year groups an understanding of the pedagogical differences between primary and secondary education. We expect that the Academy will be able to report that pupils from Olive Tree have a significantly reduced, 'learning loss' at school transfer than pupils from other schools.

D2: Provide a coherent and feasible school timetable and calendar

Curriculum Model

Initially there will be a daily Whole School Assembly of 20 minutes. As the school grows, a daily Assembly will take place but the assembly will be at separate times for Foundation Stage/ Key Stage 1 and Key Stage 2 so that the topics covered can be appropriate for the age of the children.

The following curriculum models for Key Stage One and Key Stage Two have been chosen in order to achieve the key aims of the Olive Tree Free Primary School curriculum and the vision of the sponsors. Currently traditional in design, it provides discrete time for core subject development alongside time for the use of play for pupil development in the first few years of education. The wider range of Foundation Subjects have a position in the timetable and an indicative amount of time, but the detail of delivery will be left to the Headteacher designate to finalise. A key consideration for this will be the possibility of building in more flexible blocs of time for the extended project based study.

Key Stage 1 timetable

	8.30-8.50	8.50-9.15	9.15-9.45	9.45-10.05	10.05-11.20	11.20-12.15	12.15-1.30	1.30-2.10	2.10-2.50	2.50-3.10	3.10-3.30
Mon	REGISTRATION+ ASSEMBLY	PHONICS	LITERACY	PLAYTIME	SKILL DEVELOPMENT THROUGH PLAY/THEMATIC WORK	MATHS AND NUMBER	LUNCH + PLAYTIME	SCIENCE	RE	PLAYTIME	STORY
Tues								MUSIC	HISTORY or GEOGRAPHY		PSHE
Wed								SCIENCE	PE		STORY
Thurs								PE	ART		PSHE
Fri								RE	ICT		STORY

KS1 timetables will last 23 hours and 45 minutes each week, excluding 20 minutes for registration, assembly, lunchtime and 2 lots of 20 minute playtime each day. Within this schematic timetable, each session will have a range of individual, group or whole class activity as designed by the teacher.

Where possible the work in subject areas 1:30 – 2:50 will be linked to the Thematic work developed in the morning sessions. Skill Development through Play will offer a range of learning related play activities to children which will offer the opportunity for

staff to assess pupil development of a range of cognitive and affective areas.

Throughout the two years of the Key Stage One curriculum, the balance between Learning through Structured Play and Thematic Work will evolve, and this will be reflected in the teachers' planning.

For all pupils in the school there will be an enrichment programme that will commence at 3:30 during which a range of activities will be offered for children to choose from. This will also offer a timetabled space for the delivery of catch-up programmes and interventions to address specific learning needs of individuals. Attendance will be voluntary but strongly encouraged and it will also provide an opportunity for parents to learn how they can support their child's learning. The focus of these catch-up opportunities will be English and Maths in support of the school vision and curriculum aims.

Key stage 2 timetable

	8.30-8.50	8.50-9.15	9.15-10.05	10.05-10.50	10.50-11.10	11.10-12.30	12.30-1.30	1.30-2.30	2.30-3.30
Mon	REGISTRATION+ ASSEMBLY	SKILL DEVELOPMENT & LEARNING REVIEW	MATHS	PE	PLAYTIME	ENGLISH	LUNCH /PLAYTIME	SCIENCE	RE
Tues			MATHS	RE		ENGLISH		INDIVIDUALISED INTERVENTION WORK	
Wed			MATHS	PSHE		ENGLISH		SCIENCE	HISTORY or GEOGRAPHY
Thurs			MATHS	MUSIC		ENGLISH		HISTORY or GEOGRAPHY	ART
Fri			MATHS	PE		ENGLISH		SCIENCE	D&T

KS2 timetables will last 26 hours and 40 minutes each week, excluding 20 minutes for registration, assembly, lunchtime and one 20 minute playtime each day. In Key Stage 2 ICT will be delivered throughout the curriculum without the need for specific lessons. Tuesday afternoon will be personalised learning time to focus on specific skill areas for individual children.

Only one example timetable has been created for each key stage at this point as we expect all staff to be involved in devising the curriculum led by the headteacher designate. At this point the actual timetable will be reviewed but time allocated to each subject would be as shown in the example above though the delivery will be through a theme based approach in many cases.

For detail of the proposed school timetable at this point in the development of the school please see the section above, where we have linked the proposed timetable to the curriculum thinking for Olive Tree Free Primary School.

School Organisation

Each year group will recruit up to 30 pupils and these will be the basic teaching unit: pupils will therefore be allocated to classes by age. We strongly believe the research that the quality of teaching is more significant than class size. Each class will have one excellent teacher and one Learning Support assistant allocated to it along with additional support where pupils with Special Educational Needs or English as an

Additional Language require such support. The staffing plan envisages an early and extensive investment in SEN and EAL reflecting the importance that the sponsors place on meeting the needs of every individual child. However, the core of the school's accountability model is that the teacher is responsible for the learning of pupils and the school will endeavour to give the teacher as much trained support as possible to achieve the best for her/his pupils.

This traditional educational model is, we believe, the one best suited to achieving our educational vision as laid out in Section C. We believe that this model of school organisation facilitates the highest level of personalisation in the delivery of the curriculum and develops secure relationships between pupils and adults in the early years of education. It also gives the clearest model for professional accountability and provides the basis for rigorous performance management.

Pupils of different ages will mix together in the Enrichment activity and the Headteacher designate will seek further opportunities for flexibility in the curriculum that may include the possibility of joint working between classes and age groups as the school develops it's more sophisticated approaches to, 'stage not age' learning. When the school is full we believe that this will generate additional professional resource that will be deployed within the class structure e.g. cross year-group specialised language teaching in response to identified weakness common to a small group of pupils or additional learning support to enhance small group work in certain subject areas.

Depending on the site available there will be access to high quality play areas adjacent to the main school building; these areas will be shared between groups. The school will negotiate access to open play spaces should these not be available in one of the chosen sites.

The school will require pupils to attend for 190 days in the year. There will be three terms in the year in line with the annual calendar chosen by the Local Authority. This decision is based on the complex range of schools attended by siblings of potential pupils of Olive Tree Primary Free School. Arrangements for the timing of the school day can be found in the section on, 'Curriculum Model' above.

These term and day times will be the subject of review upon the appointment of the Headteacher designate but currently the sponsors are minded to adopt the prevalent local model, albeit with a much extended day from that found in most primary schools. It is in the additional time of the school day that the learning additionally will be found to support the drive to the highest standards in Maths and English in line with the school's vision.

Extra-curricular activities will be arranged as a class or as a whole school where this is possible or desirable. In Olive Tree Primary Free School, the class teacher will act as the tutor to the children and provide necessary pastoral support

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

We will provide an inclusive curriculum for all children irrespective of their ability, gender, ethnic origin, faith, social background or disability. Personalisation of curriculum delivery will be a core tenet of learning at Olive Tree Primary School. Our whole school individualised learning programme will allow all children to work at their own level where possible linked their own interests.

In order to achieve this, the school must develop clear and responsive approaches to the identification of the strengths and weaknesses of individual pupils at the earliest possible point in their school career in order to establish a baseline against which progress in core skill acquisition can be measured. Individualised targets will be set termly to set challenging yet realistic and achievable goals for all children, setting high expectations. As a consequence of this approach, children with a special educational need will not be singled out as every child will have individualised learning.

The information gained from comprehensive screening on entry will be shared with all staff who will be required to reflect the needs of identified individuals in their class planning, including in their schemes of work and pedagogical approaches. The school will develop an Individual Education Plan for all children identified as having identified additional needs and the monitoring procedure will be based on the requirements contained in this plan. This monitoring of the delivery of the plan will be the responsibility of the SENCO, whose role will go beyond pupils with SEN and include all of those children with identified additional needs, including Gifted and Talented.

In the first two years of the school's operation, the school will invest in a 0.5 SENCO post filled with an appropriately qualified member of staff. This early appointment reflects the importance that the sponsors place on meeting the needs of the individual child. After two full operational years, a full time SENCO post will be created. The SENCO post will carry a much reduced teaching load to facilitate this teacher's face to face engagement with pupils with an Individual Education Plan. Paperwork associated with the role will be expected to be done when the school is not in session. Governors will receive regular reports on the progress of all children with an Individual Education Plan as part of the performance reporting arrangements that will include whole cohorts and sub-groups within the cohort.

The rigorous implementation of Assessment for Learning against national benchmarks in the Assessing Pupil Progress tool will provide a checking system to identify children who may require an Individual Learning Plan subsequent to entry to the school. Liaison with other professionals and with the family will also provide the stimulus for the development of a plan should it be necessary.

Specific groups with identified Additional Learning needs will be the subject of specific interventions.

Gifted and talented pupils will be given opportunities to work with older pupils wherever possible, and particularly during Enrichment Activity. Teacher lesson planning will be monitored to ensure that differentiation by task is evident. In Key Stage 2 links with secondary schools will establish a bespoke Gifted and Talented programme

The school will contain a high proportion of *Children with EAL*. The school will employ a dedicated EAL teacher to work in class with those pupils for whom English is a significant language barrier. This appointment will be for 0.5 fte in the first two years increasing to a full-time equivalent post after that time. Any additional support contracted by the school will depend on the level of identified need, but no need will go unmet. Class based support will be the preferred method of helping these children, though there will be the opportunity for intensive one to one support in Enrichment and potentially at other times during the school day, using timetable flexibility.

Children in receipt of *Free School Meals* will receive discreet support to ensure that finance is no bar to the widest range of additional activities such as school visits. In addition the school hopes to set up a breakfast club in which FSM pupils can participate without charge.

Space will be made available for children to complete their homework in a quiet and positive environment from 3.30pm Monday to Thursday. Access to computers to take home will be offered for those children without a home computer – an important support given the high proportion of homes in Daubhill without access to the internet.

For *Children with disabilities*, building design and modification will make it as accessible as possible to children in wheelchairs. A disability equality scheme will be devised and implemented and positive attitudes towards disability will be encouraged in all staff and pupils.

ICT will be a significant resource in meeting the needs of pupils with different learning abilities and different learning needs. The school will have a significant investment in ICT with an electronic whiteboard in every classroom to give immediate access to on-line resources and bring learning themes to life for children. The school, will provide arrange of laptop computers and hand held devices for the use of children in school and at home.

It is not possible to identify exactly the relevant resources given the range of barriers that children will face, but in this ICT rich environment, each teacher will be required to research the availability of on-line programmes and learning that can be an element of addressing the needs of each pupil with an Individual Education Plan. Relevant resources will be identified in the Individual Learning Plan and access and usage of the programmes will be monitored by Senior Staff. As such, ICT will contribute to the educational vision for the highest quality teaching in the context of a most individualised approach to learning.

Pupils with English as an Additional Language will comprise a significant group within the school. It will be higher than the Bolton figure of 25% of pupils. In response to this, the school will employ a teacher with specific EAL expertise from the outset, increasing the role from 0.5 in the first two years to full timer thereafter. Additional support will be procured where necessary. As indicated above the school will adopt a philosophy of in-classroom support for pupils for whom the acquisition of English provides a significant

barrier. Given the potential numbers of children involved, each teacher in the school will be required to undergo training and achieve qualification in the teaching of English as a second language. The school will fund this training and the teachers will be expected to achieve an appropriate qualification in this area of work. In addition as part of its community role, the school will provide Adult EAL classes that will build the capacity of parents to support the learning of their children in this area. Consequently, in the classroom, there will be trained EAL teachers supported with additional support in class for those pupils that require it. Again there will be a high level of individualised support working towards the highest achievement levels – a position entirely consistent with the educational vision for the school.

The proportion of pupils with Special Educational Needs attending Olive Tree Primary School is likely to be in line with or above the average for Bolton (20%). Our school will fully implement the Special Educational Needs Code of Practice, enabling all pupils with special educational needs (SEN) to reach their full potential.

The pupils with SEN will be a significant sub-group of those children identified as having additional needs and as such they will enjoy the monitoring and support for the group as identified above. Our approach to the management and support for SEN we will adopt a graduated approach, through School Action and School Action Plus, and Early Years Action and Early Years Action Plus in our Reception class. Recognising that the school may have limited expertise to provide the appropriate support for pupils on the SEN register we will seek to have a service level agreement with the local authority's SEN support team as well as any other specialised services that will provide the necessary expertise, including the Health and Social Care sector and the voluntary sector.

Arrangements for the delivery of the SEN Code of Practice will be fully described in the school's policy in this area. The policy will be developed by the governing body with advice from the Headteacher designate during the establishment process. At this point it is possible to describe what the responsibility structure will be for the implementation of the policy and meeting the needs of SEN children.

Whilst it is the responsibility of the classroom teacher to ensure that the specific learning needs of the SEN pupil are met in the classroom, it will be the role of the SENCO to ensure clearly identify what the needs of individual SEN pupils are, research and identify the appropriate resources and teaching approaches, communicate these needs to the classroom teacher, monitor that the required interventions and approaches have been used and finally to evaluate annually the impact of the interventions on the learning of the individual child. This evaluation will be reported to the parents of all pupils on the SEN register, interventions will be kept under review by the Senior Leadership of the school and a summary will be provided annually to the Governing Body. The responsibilities for the delivery of effective support are clear.

D4: Tell us how your definitions and measures of success will deliver your aspirations for achievement

The education vision for Olive Tree Primary School is for a school where every child will reach their maximum potential and where the level of individualised support will ensure this. As referred to earlier, the school will have a comprehensive process of measuring pupil progress against national norms that will involve the use of target setting for all pupils. From Key Stage 2 these targets will be shared with the pupils, but throughout the school targets for progress will be shared with parents in order to enable them to support their achievement.

Qualitative measures of success will involve meeting internal targets and more significantly looking at the assessment of external groups and agencies as to what the school is achieving and how well it is performing. Principal amongst these will be the assessment of Ofsted Inspectors when the school is inspected. An Outstanding Ofsted judgement will be the measure of success for the school as a whole and this will be achieved within the first 5 years of operation. In addition to this, there will be a comprehensive approach to collecting data regarding the perceptions of parents and the wider community to the operation of the school. We need to be clear about what the parents want from the school and how they think the school is performing against those features of school life that they value. The clearest simple indicator of success will be that the school is oversubscribed, though this in itself will not be sufficient to demonstrate complete success in the perceptions of the community. Consequently there will be an annual survey of parent and community attitudes towards the school, the results of which will be fully reported to the parent body and to the governors who will be charged to take any appropriate action.

Excellent attendance is crucial to the achievement of high standards. Attendance targets will be set beyond the National figures for each year group and as for other pupil outcomes the responsibility for monitoring and reporting will lie with the class teacher for his/her class and with the headteacher for the whole school. Attendance data will be reported to the governing body termly. For school climate and pupil behaviour, an important indicator of success will be the absence of fixed term or permanent exclusions. The Headteacher will involve governors as early as possible where exclusion becomes a possibility.

Given the significance of positive climate amongst staff and other stakeholders in the school the governors will undertake to use the Hay McBer school climate survey annually in order to scientifically measure the school climate and be able to question and intervene should evidence suggest that this is necessary.

Quantitative success measures for the whole school will simply be benchmarked against national standards of overall attainment and pupil progress. This is consistent with the vision of developing an outstanding school in this area of Bolton and reflects the sponsor's determination to meet the challenge of the school's vision in respect of pupil achievement. Whilst the target setting process below is relatively simple, it has clarity and communicates aspiration.

In the Foundation Stage, the school will aim to exceed the national figures by 3% which will also exceed the averages for EYFS in Bolton. Based on 2011 outcomes these

figures would be:

Target Area	Target based on 2011 data (+3%)
6+ in all CLL areas of learning	65%
6+ in all PSE areas of learning	82%
78+ points	82%
78+ points plus 6+ in CLL and PSE	62%

Similarly for Key Stage One targets for Maths, English and Science will be set at 3% above the national average. Based on 2011 outcomes these would be:

Target Area	Target based on 2011 data (+3%)
Level 2+ Reading	88%
Level 2+ Writing	84%
Level 2+ Maths	93%
Level 2+ Science	92%
Level 3+ Reading	29%
Level 3+ Writing	16%
Level 3+ Maths	23%
Level 3+ Science	23%

For Key Stage 2 whole school targets will similarly be set 3% above the National Average.

Target Area	Target based on 2011 data (+3%)
Level 4+ English	84%
Level 4+ Maths	83%
Level 5+ English	32%
Level 5+ Maths	38%
Level 4+ English and Maths	77%
Level 5+ English and Maths	24%
2 Levels of Progress English	87%
2 Levels of Progress Maths	86%

For individual pupils, targets will be set in Maths and English for each Key Stage on entry to the Key Stage. The targets will be reviewed each half term or when there is significant external evidence to suggest that they should be reviewed e.g. on receipt of Optional SATs results. Individual Key Stage targets will be based on solid evidence of attainment to date and benchmarked against the national expectations of progress. For example, for individual pupils in Key Stage 2 targets will be reflect a minimum of 2 levels of progress between the key stages, and it is expected that the majority of pupils will achieve at least 9 sub-levels of progress between the beginning of year 3 and the end of year 6 – thus exceeding the expected level. Where appropriate, higher targets still will be set. All pupils will be expected to make at least, 'expected progress' in English and Mathematics.

Progress towards targets will be assessed by staff on an on-going basis through the

Assessment for Learning recording process using the national Assessing Pupil Progress materials to ensure accuracy of the teacher assessments against national benchmarks. The use of Optional SATs, where available, will also provide a check on the accuracy of teacher assessments as well as a reliable dataset against which individual pupil targets will be reviewed. Where necessary, external validation will be brought in to quality assure the internal assessment processes. In the event of significant variance from an individual target, a case conference involving the Class Teacher, Support Assistant and a member of the senior leadership will be called to discuss the issue. It is likely that parents/guardians will be invited to this meeting.

Clarity of responsibility and accountability will be a cornerstone of the Leadership and Management processes of Olive Tree Primary school. Nowhere will this be more evident than in the monitoring and evaluation of Teaching and Learning and pupil outcomes. The Curriculum organisation of the school with one teacher responsible for each year group lends itself to absolute clarity of accountability. Additional resource such as EAL and SEN support will be deployed by the teacher in the classroom.

The Headteacher will be responsible for the attainment and progress outcomes for the school as a whole and this accountability will be carried out through the annual Performance Management arrangements where at least one target will relate to whole school performance. Whole school attainment will be reported to the governors by the Headteacher in the form of an annual report in plain English that will be based on the Raise-On-line report. The governors will procure a highly qualified Achievement Partner with successful Primary Headteacher experience to provide professional support and challenge to the Headteacher and validate the Annual Report on attainment and the school Self-Evaluation Form.

The school self-evaluation process will involve all staff and stakeholders. It is important that governors will play a clear challenge role in the process and they will be supported in this by the Achievement Partner. Self – Evaluation will be on-going throughout the year and will evaluate the school's performance against national attainment measures (see above) as well as a number of other indicators that will be agreed with the Governing Body in discussion with the Headteacher. Evidence will be collected from all relevant sources including Raise On-line, the Performance Management framework and stakeholders. The results of self-evaluation will provide the basis for a whole School Development Plan will constitute a plan for School Improvement that will tie together judgements on school performance and the provision of resources to support change management and the development of staff.

The Class teacher will be responsible for the attainment and progress of pupils in their class. In the annual Performance Management arrangements class teachers will have at least one target relating to attainment and progress of pupils in their class. Performance Management of non-class based staff will be carried out by the most appropriate member of the Senior team. Again, at least one of the targets will be related to pupil performance.

The Class teacher will be responsible for the Performance Management of Classroom Support assistants of which there will be one in each class.

Whilst pupil attainment will be a significant element in all Performance Management arrangements there is also a need for robust monitoring of Teaching and Learning. Without the highest quality teaching and learning the vision of an Outstanding school will be unattainable. Consequently, a robust quality assurance process will be established to ensure that teaching in the school is subject to continuous improvement. Classroom observations will be carried out by the head teacher or senior management team on a half termly basis. Following the observations, teachers and classroom assistants will be graded according to the Ofsted criteria and along with the grading will be provided with constructive feedback on how to improve their practice. The outcomes of the observation schedule will be integrated into the Teacher and Classroom Assistant Performance Management system. Identified areas for improvement will be supported by the resources and priorities of the School Development Plan. A comprehensive programme of training, including an emphasis of developing a common understanding of the lesson grading criteria, will be an important element of the school staff development programme.

The comprehensive Performance Management process will be supported by clear job descriptions for all staff that will make their responsibilities and accountabilities clear. In addition there will be a clear and staged procedure for addressing competence issues in all staff, involving stage one and two written warnings and a final warning process. Comprehensive support will be offered to staff involved in the competency procedure including the assignment of a senior member of staff or external support as a tutor. All stages of the process will be evidence based and recorded in line with the school policy.

To achieve the school's vision of highly personalised learning, the quality of assessment and tracking throughout the school will be of paramount importance. With initial assessments of pupil attainment being taken upon entry to the school a baseline for achievement is established. National Curriculum related targets for each pupil will be set at the beginning of Year One and pupil performance in the core subjects of English and Maths will be assessed every half term. This process will be linked into the use of Assessment for Learning in the classroom through the Assessing Pupil Progress matrix. Data will therefore be available for the tracking of the progress of every child in the school at any point of their school career.

However, the key issue is how this data is used to support learning and inform planning. The Performance Management structure makes clear the responsibilities for pupil attainment, but in order to provide additional support, each class teacher will have a termly meeting with senior staff (initially the headteacher) where progress against targets for each child and groups of children in the class will be discussed. In the event of issues emerging for individual pupils or groups of pupils, an intervention plan will be developed with the teacher. In the case of an individual pupil the writing of an Individual Education Plan may be considered. As mentioned above, the provision of staff development will be clearly related to the Performance Management cycle which will in itself link to pupil progress and pupil outcomes.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

At Olive Tree Primary School we will adopt practices and arrangements that are in accordance with the School Admission Code, the School Admission Appeals Code and admissions law as it applies to maintained schools. Locally we will operate within the parameters of the Bolton Admissions system. As such we will seek to “buy in” to the Bolton Local Authority for the management of admissions and for the administration of an independent appeals procedure. This will support the objective of providing places for those in the community that we wish to serve irrespective of disadvantage or other factors. It also re-inforces our desire to be an active member of the Bolton family of schools.

We will offer 30 places per year group beginning with an entry of 30 in each of Reception and Year One in September 2013. (See Section D1 for details)

Where the number of applicants exceeds the number of places available after the admission of pupils with a Statement of Special Educational Needs, we will apply the following criteria:

1. Looked after children
 2. Pupils who can demonstrate an exceptional medical or social need to attend the school with supporting professional evidence.
 3. Pupils with siblings already in the school
 4. Pupils who live nearest to the school based on a straight line measurement from the front door of the school to the home
-

As a Faith School Olive Tree Primary will offer at least 50% of places without reference to faith, complying with the requirements of the DfE. We recognise that for an entry of 30 pupils per year this would mean:

Applicants <i>with</i> the school’s faith	Applicants <i>with other or no faith</i>	Accepted <i>with</i> the school’s faith	Others accepted
50	1	29	1
40	2	28	2
50	15	15	15
30	20	15	15

In the event of a tie between two or more children following the application of the oversubscription criteria, a random allocation process will be administered by an individual unconnected to the school.

D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes

The Education Vision for Olive Tree Primary School states that education will be in, the context of Muslim values of respect for others and their views'.

We believe that these values will underpin all behaviours in the school, whether adults or pupils and as such our approach to behaviour management will be supported by this vision. In addition the disruptive behaviour of a few can have a significant impact on the learning of the many, and in a school committed as it is to achieving the highest possible standards for all, instances of disruption will be dealt with according to clear guidelines. This approach to behaviour management is geared to maximising pupil outcomes.

Before opening, the school governors, working with the Headteacher designate, will write a comprehensive school behaviour policy that will cover all aspects of behaviour in the school including exclusions.

Sponsors recognise the central significance of good behaviour to the operation of a successful school. We know that good pupil behaviour in class is best encouraged by the provision of engaging lessons taught by excellent teachers within a stimulating resource environment. The classroom environment and the quality of relationships between pupils and staff and between pupils themselves are crucial. All adults in the school will be encouraged to recognise and praise good behaviour and good manners, and in turn all adults will be expected to be good role models for the pupils. As such there will be a positive approach to behaviour management with a clear system of rewards, a system that will be developed to provide tangible benefits for those identified pupils.

Whilst the emphasis will be squarely on the promotion of positive behaviour within school, a system of staged sanctions will be developed to respond to examples of disruptive behaviour in the classroom.

Stage 1 – In class low level disruption will be dealt with by the teacher using the authority of her/his position and recognised techniques associated with this. Shouting by staff will be actively discouraged and seen as signifying the need for change on the part of the adult.

Stage 2 – In the event of continued disruption the child's name will be written on the board as a clear signal to the child that if poor behaviour continues then further action will be taken and the child may be removed from the room.

Stage 3 – The child is removed from the room and spends the rest of the session with the Headteacher or Key Stage Co-ordinator. Once this has happened the child's parent/guardian will be contacted and informed, and the child will be subject to sanctions appropriate to the circumstance and the child.

Stage 4 – Persistent examples of this behaviour will trigger a meeting between the Headteacher and the child's parents and the agreement of a home-school contract

Stage 5 - In the unlikely event of further continuation the imposition of a fixed term exclusion will be considered. Permanent exclusion will only be considered in the event of serious violence of where a child is considered to pose a real threat to the welfare of other school members. Any exclusion will be considered a failure of the school given that the school target will be that there are no exclusions of any kind.

Any exclusion will be subject to the current DfE guidance on process including the provision of work for the pupil for the first 5 days of any exclusion. The governing body will establish an appeals committee that will hear appeals against all exclusions in a timely manner. On exclusion, the parent/guardian will be informed of the exclusion and of the appeals process and their rights in the matter.

The above staged process is to deal with examples of poor behaviour in the classroom and around the school. In the case of violence towards staff of other children and bullying of other children stages and processes will be sharper and condensed. Violence and bullying will not be tolerated at Olive Tree Primary and parents/guardians will be immediately informed should a child behave in this way. Whilst we are concerned to improve the behaviour of all children in a sensitive manner, bullying and physical threat shift the focus to the protection of other children in the school.

High rates of attendance will be central to the core mission of achieving high standards and maximising pupil outcomes. Attendance is a key variable in securing the high standards that the school aspires to: poor attendance correlates to low levels of progress and attainment. It is recognised that the quality of teaching and learning is linked to attendance and this further reinforces the importance of recruiting the best teachers and supporting them with high quality performance management. We will work closely with parents to impress on them the importance of pupil attendance at school, using parental newsletters and open evenings to communicate its importance.

Responsibility for the monitoring of attendance will be with the classroom teacher who will be at the heart of the pastoral support for children in her/his class. The school will adopt a professional approach to significant non-attendance by buying-in the services of an Education Welfare officer skilled at addressing issues of attendance. Deployment of the officer will be at the discretion of the headteacher following the recommendation of the class teacher. We believe that the national threshold for persistent absence of 20% is too high and we will operate to a figure of 15% for a term after which absence issues will be investigated by the class teacher.

As in most Primary schools, the class teacher will be responsible for the pastoral care of each child in his/her class. In this way, any pastoral barriers to learning will be identified and addressed in a holistic way. An unhappy child will not learn to their full potential, and the class teacher will know the child and their circumstances well and be able to link this knowledge to knowledge of the child's performance. In addition, dedicated curriculum time in the form of PSHE and registration will give the opportunity for one to one conversation with the child. When the school is fully operational the structure will include a senior member of staff with responsibilities for each Key Stage. This post will have the role of co-ordinating pastoral support in the school, by providing support for individual teachers where they require it with particular children and building a picture of the pastoral needs of the children in the Key Stage as a whole. With this overview the will have the capacity to recommend that the school buy-in additional specialised help for individual children or groups on children.

Within school, the core of pupil well-being is in the relationships between pupils and staff and between pupils themselves. Constructive relationships build pupil self-confidence and facilitate collaboration between pupils. This in itself both increases a sense of well-being per se and can give the child confidence to raise concerns with adults. The Olive Tree Primary School's faith ethos will make a considerable contribution to the development of positive and constructive relationships with its emphasis on respect for others and their beliefs. Relationships within school will be a principal indicator as to whether the vision for the context of the school's operation has been achieved.

The potentially destructive influence of bullying is recognised. As with behaviour management generally, the sponsors are keen to take a positive and pro-active position to create a climate in the school where bullying is recognised for the destructive force that it is for individuals and for particular groups of children. As such, anti-bullying messages will be delivered in a range of ways. Through the PSHE curriculum, children will be made aware of what constitutes bullying and what damage it can do. The school's anti-bullying message will be strongly communicated to parents/guardians through newsletters, face to face conversation, posters and Induction meetings. They will be encouraged to report the early signs of bullying to the school, given that parents/guardians are likely to be the adults who notice the first signs in a bullied child. All staff at the school will be trained to spot the signs of bullying and in the use of techniques to tackle it.

In the event of bullying taking place. The school will take strong and immediate action to stamp it out. The process to deal with this is outlined above in the section on behaviour management. In this it will be evident that bullying is treated in the same way a physical violence towards other pupils with a severity of sanction to match.

The above strategies for behaviour management, pupil well-being an attendance are consistent with the vision for Olive Tree Primary which states that

'The vision for the school is one where a respect for excellence in learning will pervade all aspects of school life. The school climate will be one of high expectation and aspiration for each child. High levels of support for the individual will be matched with appropriate challenge to ensure that every pupil maximises their attainment at the school. Our pupils will be confident individuals, responsible citizens and successful learners.'

A positive climate for learning and achievement will be created by the above policies, actions and interventions that ensure

- The highest standards of behaviour in the classroom and around school such that teaching and learning are not disrupted. So called, low level' disruptive behaviour in the classroom is a significant drag on the performance of the class as a whole. The staged process laid out above gives a clear procedure for dealing with this re-enforcing the message that this will not be tolerated.

- A complete absence of bullying in the school such that no child will have his or her learning disrupted an experience of learning blighted by bullying. This is additionally in developing preparedness for lifelong learning and evidence shows that being the subject of bullying at school generates a negative attitude towards education later in life.
- The focus of the class teacher as the person responsible for pastoral welfare of pupils and also for the attainment of individual pupils gives a sharp focus of responsibility for the teacher to be aware of any issues that pose a barrier to learning for individual children. The individual class teacher has a holistic responsibility for the child, but will be able to commission significant additional resources (SEN support, EAL tutor support, Education Welfare Officers, Educational Psychologists) to support their management of the child's learning.
- The Olive Tree Primary ethos will make the well-being of each and every child the concern and responsibility of all. Individual self-confidence is a prerequisite for taking responsibility for your well-being, and this self-confidence will be engendered by high levels of achievement that will be re-inforced for every child through positive feedback to the child and their parents/guardians.

D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

The sponsors of Olive Tree Primary School have extensive and deep roots in the community of Daubhill in which the school will be situated. As well as the provision of a mosque for the residents of the area which provides a focal point for community activity, the Daubhill Muslim Society already sponsor the highly successful Islamia Nursery which provides good successful and oversubscribed early years education to 72 part time pupils in the area each attending for 5 half days per week. The parents in this nursery recognise the quality of education that is provided and are providing considerable pressure for a free primary school in the area. (See demand evidence in section E)

Olive Tree Primary School will be situated in the Rumworth Ward of Bolton. The socio-economic make up of this ward in relation to the rest of Bolton is demonstrated by the following table.

	Rumworth	Bolton	England
People with no Qualifications	46.2%	33.3%	29.1%
People with a Level 4/5 qualification	10.8%	15.8%	19.8%
Residents in social group D and E	52%	37%	33%
Ethnic group – Asian or Asian British	44.5%	9.1%	4.6%
Residents born in South Asia	17%	3%	2%
Responding as, Muslim' in the Census	37.2%	7.1%	3.0%
Percentage of persons from birth to aged 5	9.8%	7.7%	7.2%
Economically active	53.7%	65.5%	66.6%

Reported in Rumworth – Ward Profile January 2007 - Bolton Council

Though this data is drawn from the 2001 census data it is highly likely that subsequent trends have accentuated the differences from the Bolton and England picture in the intervening years. From an analysis of this data it is clear that the Rumworth community has a significant Muslim community high proportions of who were born in South Asia - people who have moved into the country and this area with the highest aspirations for their families. Although the ward has a high proportion of people with no qualifications and only half of the England average for people with higher level qualifications there are high levels of aspiration for the children being raised in this community.

As such it will be clear that the key element of the vision for Olive Tree Primary will be the achievement of the highest standards for each and every child in the school. Olive Tree Primary will make a real and significant difference to the overall level of qualifications achieved by the residents of the area. This will in itself make a long lasting impression on the re-generation of the Daubhill area and provide the most significant contribution to community development. Almost half of the employed population in Rumworth worked in the bottom three occupational tiers, compared to around one third in Bolton. Equally only a quarter of all workers in Rumworth were employed in the top three occupational tiers compared to 36% in Bolton, and 40% nationally.

The education vision for Olive Tree Primary School is that we will create a school for the community that will reverse these employment inequalities for the people of Rumworth. In overall population terms the proportion of the very young is higher than the Bolton and English averages and this is borne out by the data on anticipated school places in Section C of this proposal and by the table below.

	Rumworth	Bolton	England
Percentage of population 0-15	26	21.7	21.2
Percentage of population 16-29	22	17.4	17.5
Percentage of population 30-44	21.6	22.1	22.5
Percentage of population 45 - 59	14.1	18	18.9
Percentage of population 60-74	10.5	12.7	13.3
Percentage of population 75+	5.9	7.1	7.6

Rumworth's population density is significantly higher than Bolton & England & Wales at 60.4 people per hectare, compared to 18.7 in Bolton and 3.5 in England & Wales.

The Daubhill community is a relatively young vibrant community that has high aspirations and has experience of devising, developing and managing solutions from within the community. The Olive Tree Primary School will be a further expression of the community's ability to deliver successful enterprises that meet the clearly identified needs of the community.

As the data above demonstrates, a significant proportion of the residents of Rumworth ward are Muslim. However, of the 12 Primary schools that are within one mile of the proposed site for Olive Tree Primary, five are schools with a Roman Catholic or Church of England denomination. Given the religious make-up of the Rumworth ward, there are high numbers of parents/guardians who would wish their children to have the choice of a school with an Islamic faith denomination. The vision for Olive Tree Primary is to meet this demand for choice, but to do so in a way as to simply add to the options available for faith based education. The influence of the religious character of Olive Tree Primary will be similar to the other faith based schools in the area, seeking to offer the highest quality education to achieve outstanding outcomes but in the context of a faith based ethos that will provide a positive and supportive environment for every child.

In developing this proposal the sponsors have held extensive consultation with the local community and leaders of that community. This consultation has informed the vision for Olive Tree Primary, specifically the determined focus on the highest standards of attainment for the pupils of the school as well as the commitment to establish a Muslim faith school as a real alternative to existing provision.

- A series of discussions have been held with parents through the Nursery, Mosque and in small groups to understand the parent's views and aspirations. It is clear that many parents would support the concept of a faith based school which delivers outstanding education but in the context of an Islamic faith based ethos.
- We have held two public meetings one at the Society and one at the Bolton Council of Mosques which were well attended. Discussion have also taken place with local nursery providers.

- The consultation process started almost two years ago when over 210 parents signed a petition supporting the school and indicating that they would send their children to our Primary School. This feedback has been essential in developing our vision, our plan and choice of location.
- We have also held series of conversations with politicians including the local MP, ward councilors and the leader of the council, all of whom have indicated their support for our proposal.
- Discussions with the Local Authority(LA), including the Director of Children Services, have also been very fruitful and supportive. Indeed, a senior manager from the LA has visited one of the proposed premises and supplied some local data included in this proposal.
- Discussions have also taken place with the Bolton Council of Mosques and the Interfaith Council to gauge their views and elicit their support for the application. Both organisations have offered their full support to the Olive Tree Primary School.

Along with the consultations that have taken place to date there will be a full programme of consultation as part of the project management between the approval of this proposal and the opening of the school.

Olive Tree Primary School will seek to become a full and widely respected member of the Bolton Family of schools. Though our Free School Status will give us the capacity to operate outside the restrictions that apply to other schools we believe that the interests of the children and the requirements of our vision for the school will be best served by establishing positive relationships with surrounding primary and secondary schools. As such we will

- Look to join local groupings/clusters of primary schools where educational and community issues can be fully discussed
- Identify the support services that the school will need to buy into and carry out our own value for money review of the services as offered by the Local authority. Other service providers will also be reviewed, but if the Local Authority can satisfy our requirements on quality and value for money then they will be a preferred supplier.
- Build strong relationships with the secondary school (ESSA Academy) where we expect most of our children will move to for their secondary education. ESSA has already offered to provide advice and support in establishing the Olive Tree School and one of our sponsors is on the Board of ESSA Academy.

There are a range of strategies that we will employ to enable us to remain aware of the needs of our community. Governors, particularly parent governors will have a key role and they will be offered support to establish practical means of systematically consulting those that they represent. Parent governors will be required to hold termly open meetings with their constituency in the school and there will be a special place on the school website for a parent/community blog. Other governors will be encouraged to collect perceptions of the school and its progress from community and

business leaders. As a key part of planning for school development the school leadership will keep all relevant data under review, particularly data on numbers of births in the catchment and any other significant socio-economic changes. It will be the responsibility of the headteacher to research, analyse and report the significance of any changes to the governing body and to also reflect the potential impact of these changes in the school's strategic plan.

Community Cohesion is extremely important to the sponsors of the Olive Tree Primary School. It will be important that whilst it will be a school with a Muslim faith designation, it will not be seen as solely a Muslim school. To support this ideal, sponsors will require the school to commit to a programme of liaison with the full range of pre-school providers in the area. This programme will involve visits to the school for parents and providers in order that they understand and recognise the high quality of education at Olive Tree Primary. In addition the headteacher will annually visit pre-school settings of all religious denominations and none to meet prospective parents face to face and discuss what Olive Tree Primary could offer to their children.

D8: If you are intending to be designated as a school with religious character, show how the needs of all children (whether of a particular faith or none) are fully provided for within the education plan.

The Olive Tree Primary School will focus on spiritual, moral and intellectual development rather than “faith development”. This will be centred on the universal teachings of Islam in particular, peace, forgiveness, mutual respect and well-being. It will provide an environment where children recognise that children of other faiths and no faith will have their own perspective on spiritual and moral issues which has to be respected.

The school will promote mutual respect between pupils, building self-confidence in each child and creating an atmosphere of collaborative learning and reflective community with strong values underpinned by the teachings of the Islamic faith.

The school will be welcoming to pupils from all faiths and this will be reflected in the admissions policy as well as in the welcoming, inclusive and peaceful environment within the school.

As with other faith-based schools, the Religious Education curriculum will be shaped by the tenets on the faith as recommended by SACRE however we will not have any devoted religious education.

The acts of collective worship will be based on common themes such as the environment and respect. These may be informed by universal Islamic beliefs and values and will be delivered in a non-faith non-sectarian way and will not therefore isolate pupils from other faiths or no faith backgrounds.

The Admissions policy is an important element to ensure the school is reflective of the society it serves. Locally we will operate within the parameters of the Bolton Admissions system and adhere to our admissions policy as set out in D5 of this application.

Our uniform policy will be in line with mainstream schools. Children will be required to dress smartly and with modesty. Where children wish to wear items of religious significance such as the Hijab or the cap or any other item, they will be allowed to do so subject to meeting health and safety requirements.

School meals are also seen as an important element of personal and physical well-being and school life. We will ensure that the school meals menu reflect the diverse community make up and their individual requirements to ensure the child's needs are catered for.

Our recruitment and selection criteria will also promote equality and diversity so that the staff make up reflects the community it serves and have staff from different faiths.

Where events are organised they will be based on key calendar religious dates to promote understanding, tolerance and respect of the different faiths, ensuring that no child is left to feel isolated.

Our starting point is based on a clear understanding that each individual is unique, has talent and potential and our role is to raise their aspiration to fulfil their potential. This will inform the personalised learning plans which will aim meet the different needs of the pupils. The school's Islamic ethos of respect for pupils with different needs or beliefs will characterise relationships in the school and the individualised learning environment, where all pupils use learning devices to create a personalised learning experience to take account of the different needs of all pupils.

The Sponsor's commitment to Community Cohesion will bring a comprehensive programme of liaison with community organisations and Pre-school providers of all faiths and none. Through this programme we will identify and better understand the needs of all groups of children on the Olive Tree Primary School catchment area.

Section E: Evidence of Demand and Marketing

5.1 Demonstrating Demand

Bolton Borough Council forecast shows the following unsatisfied demand in the central area of the borough for Primary School (Reception) places for the next four years.

Demographic Data supplied by Local Authority

Bolton Primary Schools, with a count of the children who live closer to each school than any other, by year of entry to reception. This demonstrates the significant and growing need for additional school places in central Bolton.

The location of the new school would fall in the Daubhill area, but would also be in close proximity to other central areas with a projected deficit. The table below identifies closest schools (within one mile of the proposed site of Olive Tree Primary School) and their projected intakes as a result of the Bolton Primary School Consultation programme.

From the table it should be noted that there is no increase at all proposed for the five schools in the Daubhill area, and for those schools within a mile of the proposed site, the only increases proposed are in a faith schools, St William of York RC (from 2011) and St William of York (from 2012). Both schools are approximately 0.8 miles (distance calculation from Ofsted) from the site of Olive Tree Primary School.

Closest Primary Schools	Admissions Capacity 2010	Proposed admission number		
		2011/12	2012/13	2013/14
Brandwood *	60	60	60	60
Sunning Hill*	60	60	60	60
St Ethelert's RC*	30	30	30	30
Haslam Park *	45	45	45	45
Pikes Lane*	60	60	60	60
Clarendon	60	60	60	60
Gilnow	30	30	30	30
Bishop Bridgeman	60	60	60	60
St Peter and St Paul RC	30	30	60	60
St Mary C of E	30	60	60	60
St William of York RC	30	30	60	60
Heathfield	30	30	30	30

* Indicates the schools in closest proximity to the proposed site. And those deemed to be in the area of Daubhill in the Bolton Primary School Expansion Programme Bolton Council Consultation (2011-13)

In the report (Outcomes of the Primary School Expansion Programme Consultation – November 2011) on the outcomes of the consultation and the decisions from it, the Local Authority report stated that:

'Despite the additional temporary increases and the longer term proposals identified in the consultation document, there remains immediate pressure for primary school places in some areas of the Borough. At present it is expected that out of the 17 discrete pupil planning areas, 10 have fewer than 10 pupil intake places available, with the greatest pressures, and an overall shortage of places being experienced in the south and south east of the Borough.' and

'The number of available intake places in certain areas (i.e. the south and south east) is likely to remain very tight for the next year or two'.

The schools in the table above that are under one mile from the proposed site comprise over half of the schools in the, South' area of the borough.

See Appendix E1 Bolton Council Report – which clearly indicates the need for more primary School Spaces.

Also See Appendix E2 – Article showing Need for extra Primary school space in Bolton.

It is clearly evident that there is a shortage of primary school spaces in the Borough and in particular in the Rumworth / Daubhill areas. The schools have indicated that there are no plans to increase in take when there is an increase in number of places.

To better understand and assess the local demand, views and aspiration of parents we undertook extensive consultation with local people including:

- Public meetings,
- Signing of petitions
- Coffee morning discussions with parents
- Pre-application forms completed by parents.

(see section D for details)

As part of our previous free school application we consulted residents to gauge local support for our proposal.

We asked the parents to sign a petition if they would support the application and also asked: ***Do you have children of primary school age that you would send to DMS Primary School?***

We had overwhelming support with 210 parents signing a petition to support the application and indicating that they would send their children to the school.

We then refined our questionnaire to find out exactly what age groups we would be able to fill. We also needed to know whether parents would apply to our school for a place for their child.

We asked parents to complete a pre-application form for th child to be cosndered for a place at the Olive Tree Primary School as a first choice. Parents were asked to give their child's name, address, date of birth, and to select when their child would enrol.

This again provides clear evidence of the demand and need for a school which offeres to provide excellent education where there is a culture of learning, high expectatons, aspiration, challenge and inclusion.

Results from Pre-Application:

Question 1 Would you select The Olive Tree Primary School as your child's/children's first choice preference?	Response	Number of responses	
	Yes	126	
	No	0	
	Don't know		
	TOTAL	126	

Table to show Postcodes and Year Entry to Reception 2013

Year of Entry to reception	Postcode	Year of Entry	Postcode	Year of Entry to reception	Postcode	Year of Entry to reception	Postcode
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL1	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BI3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		

Total Pre- Applications – 55

Table to show Postcodes and Year Entry to Year One 2013

Year of Entry to Year One	Postcode	Year of Entry to	Postcode	Year of Entry to Year One	Postcode	Year of Entry to Year One	Postcode
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3	2013	BL3
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL5	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		
2013	BL3	2013	BL3	2013	BL3		

Total Pre- Applications – 50

Table to show Postcodes and Year Entry to Reception 2014 AND 2015

Year of Entry to Year One	Postcode	Year of Entry to	Postcode	Year of Entry to Year One	Postcode	Year of Entry to Year One	Postcode
2013	BL3	2013	BL3			2015	BL3
2013	BL3	2013	BL3			2015	BL3
2013	BL3	2013	BL3			2015	BL3
2013	BL3	2013				2015	BL3
2013	BL3	2013					
2013	BL3	2013					
2013	BL3	2013					
2013	BL3	2013					
2013	BL3	2013					
2013	BL3	2013					
2013	BL3	2013					
2013	BL3	2013					
2013	BL3	2013					
2013	BL3	2013					
2013	BL3	2013					
2013	BL3	2013					

Total Pre- Applications – 18 and

4 No. for 2015

E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

The school will be welcoming to pupils from all faiths and this will be reflected in the admissions policy as well as in the welcoming, inclusive and peaceful environment within the school.

Community Cohesion is extremely important to the sponsors of the Olive Tree Primary School. It will be important that whilst it will be a school with a Muslim faith designation, it will not be seen as solely a Muslim school. To support this ideal, sponsors will require the school to commit to a programme of liaison with the full range of pre-school providers in the area. This programme will involve visits to the school for parents and providers in order that they understand and recognise the high quality of education at Olive Tree Primary.

In addition the Head teacher will annually visit pre-school settings of all religious denominations and none to meet prospective parents face to face and discuss what Olive Tree Primary could offer to their children.

Our vision is clear, it is not to focus on faith development and therefore we hope to have a diverse community. We also appreciate that the Islamic faith in itself has a diverse community and we will ensure that all students experience a positive experience of mutual respect and tolerance.

We have had discussions with the local authority and as such we will seek to “buy in” to the Bolton Local Authority for the management of admissions and for the administration of an independent appeals procedure. We wish to make the admission process as open, transparent and equitable as possible.

Section F: Capacity and capability

Please refer to pages 24-27 of the, 'How to Apply' guidance for what should be included in this section.

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

The individual working on this project are all committed to the project and have pledged to dedicate their time to ensure is managed and run properly.

As detailed in F5 below we have a team of good calibre, experienced and skilled individuals who have a good understanding of the education sector, who have been involved in the running and managing of educational establishments as well as individuals who bring in a range of skills required to run a school, including business management, project management, building management, ICT, etc.

We understand that we still require individuals with skills and expertise including HR, finance. Marketing, etc. We will recruit individuals with these skills to compliment the team on the governing body.

We will also aim to recruit experienced staff with the relevant skills and experience to run the school efficiently.

See F5 and profile showing expertise and skills of individuals involved in The Olive Primary School.

F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

We have identified the need support and expertise in respect of financial management. We have had initial discussions with ESSA Academy with a view of buying in time for their Financial Director to support and oversee the financial management arrangements of the school.

We have also had discussion with the Local Authority with a view of procuring their financial and legal services offered to schools and Academies to ensure we have robust financial management systems and arrangements for the Olive Tree Primary School.

We will recruit someone with the appropriate financial expertise and through understanding of the school budgets and financial systems onto the board of governors to support the financial administration and management.

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

We have a strong team of individuals who are involved in school settings and running of schools. We also have individuals involved in the education sector who have the relevant expertise required to run a school.

We have also developed networks and relationships with other existing schools who have committee to offer their support and expertise should our application be successful. We are confident that we can put in a team of individuals who plan, manage and deliver the setting up, development and management of the school.

We are fortunate to have the level of expertise in project management, ICT, building management, development of the education plan, business management all of which are critical in the setting up of a school.

The group have also demonstrated their ability to deliver a quality educational setting through managing the Nursery at the society which received a good Ofsted report.

We fully understand that we will have gaps in expertise and we have many individuals in the community who have offered to assist and support the school. Where necessary we will procure the expertise required.

F4: Show how your staffing structure will deliver the planned curriculum.

Teaching Staff

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Pupil Numbers	60	90	120	150	180	210
	HT	HT	HT	HT	HT	HT
Reception	Teacher M6+TLR	Teacher M6+TLR	Teacher M6+TLR	Teacher M6+TLR	Teacher M6+TLR	Teacher M6+TLR
Year 1	Teacher M6+TLR	Teacher M6+TLR	Teacher M6+TLR	Teach M6+TLR	Teacher M6+TLR	Teacher M6+TLR
Year 2		Deputy	Deputy	Deputy	Deputy	Deputy
Year 3			Teacher M6	Teacher M6 +TLR	Teacher M6	Teacher M6
Year 4				Teacher M6 +TLR	Teach M6	Teach M6
Year 5					Teach M6	Teach M6
Year 6						Teacher M6
SENCO	0.5 fte	0.5 fte	1 fte	1 fte	1 fte	1 fte
E2L	0.5 fte	0,5 fte	1 fte	1 fte	1 fte	1 fte

Assumptions of the Teaching staff model

- The model above is schematic only. The same teachers will not stay with the same class for their school career but will be adjusted according to the requirements of quality teaching. On appointment the Headteacher designate will be invited to review this staffing model, though the sponsors are committed to the underlying principles contained in the model.
- The costs of teachers in this model are based on those costs in the current Teachers' pay and conditions arrangements. When the Headteacher designate is appointed it is likely that she/he will want to establish a pay scale and conditions of service that reflect the vision and objectives of the Olive Tree Primary school. This will be particularly relevant in the need to create greater flexibility for posts carrying responsibilities that are financially rewarded. However Olive tree Primary expects to at least match the national pay scales for all teachers and seek ways to enhance remuneration in order to attract the best teachers to the school.
- The deputy post will be appointed in the second year of operation and will be teaching in and responsible for the development and quality of Key Stage One. This will free up the Headteacher to focus on the development and quality of Key Stage Two. The Deputy will remain a classroom teacher with a responsibility to model best practice to other new staff and provide support for any ITT placements in the school and any NQTs appointed.
- The first two teachers appointed (for 2013) will be given allowances with

responsibility for English and Maths. Their role will be to vision, plan and co-ordinate these subjects.

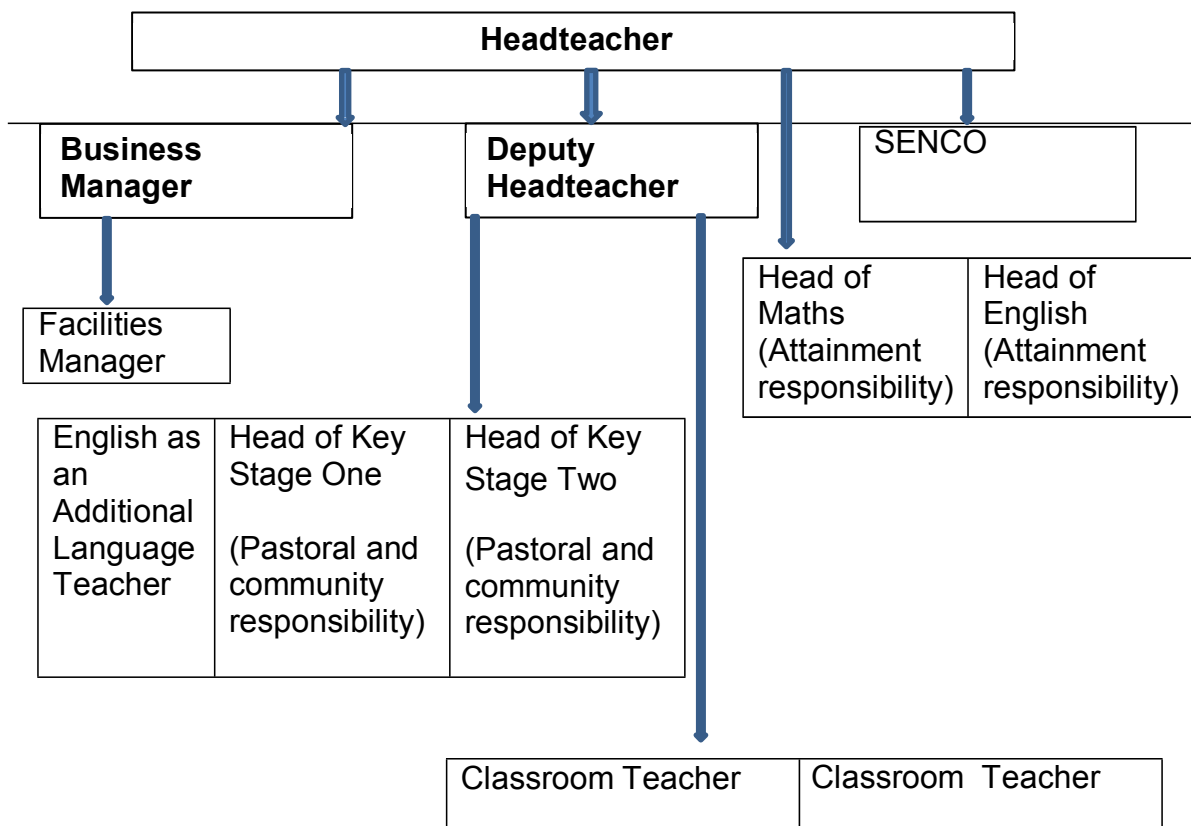
- We recognise that there is a significant investment in SEN and EAL in the early years of the school. This is to re-enforce the commitment of the sponsors that the strategy for ensuring the needs of pupils with differing needs is fully and effectively implemented. These staff will be classroom based in order to understand pupil need and build the capacity of other staff, teaching and non-teaching, to respond to these issues in a consistent manner. This will ensure that inclusion and genuine personalisation is at the heart of the school from the outset. In addition this staffing arrangement will be able to ensure that all staff gets appropriate PPA time without needing to resort to supply staff.
- From Year 4 of operation we will introduce a TLR for two teachers who will be responsible for co-ordination of pastoral care and support, one to cover Reception and Key Stage One and another to cover Key Stage Two. We recognise that this will give a high number of staff with additional allowances, but we feel that the high number of such posts will prove an incentive for teachers to want to work at Olive Tree and just as importantly will ensure that leadership is distributed throughout the school with appropriate reward for the high level of accountability that will go with it. In addition such an approach will support succession planning for senior posts in the school.

Support Staff

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Reception	LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days
Year 1	LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 Days	LSA 30 hrs:5 days	LSA 30 hrs:5 days
Year 2		LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days
Year 3			LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days
Year 4				LSA 30 hrs:5 days	LSA 30 hrs:5 days	LSA 30 hrs:5 days
Year 5					LSA 30 hrs:5 days	LSA 30 hrs:5 days
Year 6						LSA 30 hrs:5 days
Business manager/Admin	1.0 fte	1.0 fte	1.5 fte	1.5 fte	1.5 fte	1.5 fte
Facilities Mgt	1 fte	1 fte	1 fte	1 fte	1 fte	1 fte

The Business Manager will be a full time appointment from the outset and if necessary will receive full train to fulfil the roles required in relation to financial management of the school. In respect of the role of Financial Director as is required by the Funding Agreement of academies, Olive Tree Primary School will seek to purchase support from the ESSA Academy, with which it will share a director. The additional 0.5 appointment in year 3 will be a term time only appointment. The current projections include a site manager. Should significant building work be required then this role will have a clear function providing technical support to the Headteacher from the outset. Should this not be the case we will examine the possibility of sharing the function with an adjacent building.

The final teaching/business staffing structure is as follows:



Blue lines reflect the Performance Management responsibilities of individuals in the final structure. Consequently, to meet the Education Vision requirements for a strong management of individual pupil performance all teaching staff in the school report to either the Headteacher or the Deputy Headteacher. Given the clear emphasis in the vision on the highest levels of attainment, the maths and English Heads of Subject will both report directly to the Headteacher. Similarly the Deputy Headteacher will have oversight of pupil pastoral support and welfare, including relations with the community, and consequently the heads of Key Stage and EAL teachers will report to the Deputy Headteacher.

The Senior leadership team of the school will comprise the Headteacher, Deputy Headteacher and the Business Manager. Other staff will be invited to join this team as required by the Headteacher.

All Learning Support Assistants will be performance managed by the Classroom

teacher with whom they work against clear quality criteria to ensure that they have a positive impact on pupil learning.
Externally procured support will be performance managed by the Headteacher or Deputy Headteacher with the exception of support commissioned to support SEN which will be managed by the SENCO.

Roles and Responsibilities

Headteacher	Whole School Leadership. Overall accountability to governors and sponsors for standards of pupil attainment and overall effective management of the school in line with the sponsors' vision. The quality of ethos and relationships within school and relations with external stakeholders. Safeguarding. Senior Leadership Team leader
Deputy Headteacher	Support for the Headteacher in whole school leadership. Oversight of all pupil support and pastoral arrangements. Co-ordination of parent and community links. Classroom teacher. Senior Leadership Team member.
Head of English	Subject leadership and accountability for pupil performance in English across the school. Classroom Teacher
Head of Maths	Subject leadership and accountability for pupil performance in Maths across the school. Classroom Teacher.
SENCO	Professional leadership of Special Educational Needs and Additional Educational Needs in the school. Classroom support for pupils with SEN/AEN need. Management of additional resource brought in for SEN/AEN
Head of Key Stage One	Responsible for the leadership and co-ordination of pupil support and welfare for children in Key Stage One. Classroom Teacher.
Head of Key Stage Two	Responsible for the leadership and co-ordination of pupil support and welfare for children in Key Stage One. Classroom Teacher.
EAL Teacher	Professional leadership of EAL support and training in the school. Classroom support for pupils with EAL need. Management of additional resource brought in for SEN/EAL
Classroom Teacher	Responsible for the performance of all pupils in the class and the leadership, management and deployment of classroom support and resources in the class
Learning Support Assistants.	Providing support for the learning of individual children and identified groups of children as directed by the classroom teacher. Lunchtime and pre and post school supervision.

Business Manager	Responsible for oversight of all matters in the school relating to finance, human and physical resources, procedures and information management. Preparing reports as required for Headteacher and Governors. Senior Leadership Team member.
Facilities Manager	Responsible for the cleaning security and maintenance of the school buildings and grounds. The movement and maintenance of resources around the school.

Both the final structure and the build up of staff towards this are matched by the funding model contained in Section G and the two funding scenarios that are described there.

F5: Provide realistic plans for recruiting a high quality principal designate other staff and governors in accordance with your proposed staffing structure and education plans.

Olive Tree Primary School does not currently have a preferred headteacher designate. It is the wish of the sponsors to recruit the best possible candidate from the market to deliver the Education Vision of the school. In order to achieve this we will advertise nationally and locally as well as using the services of a specialist recruitment agency in order to fill this vital post with the best person available.

We recognise that the DfE will find the appointment of a Headteacher for two terms before the school opens i.e. from January 2013, but the sponsors are looking to find additional funding to employ the Headteacher designate from one full academic year before the school opens i.e. from September 2012, or as soon as possible thereafter.

During the implementation phase the headteacher's role will be to work closely with the project management team to ensure that the Education Vision and associated priorities are met. They will be the principal educational voice of the sponsors, converting their views and vision into the practical realities of an operational school. This will involve:

- Provide a high level of educational drive and leadership for the whole project, becoming the public face of Olive Tree Primary School.
- Ensuring that the fullest consultation is carried out involving all stakeholders and other providers. In addition the Headteacher will develop an on-going consultation strategy that will maintain communications with local community groups and providers.
- Lead on the development of all Olive Tree Primary School's policies and procedures, working closely with the sponsors.
- Write the Job Descriptions and Person Specifications for all other staff to be employed at Olive Tree Primary.
- Establish the framework for the Performance Management system and the data systems that will be required to setup the highest level of personalised monitoring of pupil progress.
- Establish procedures for a robust financial system for the school including arrangements for audit. This will require work with the Finance Director designate.
- Develop and implement a communications and marketing strategy that will ensure that the Free School is well known and that the vision and objectives of the school are clearly understood in the wider community and the local education community. This to include the writing and production of appropriate materials and the design and establishment of a school website.
- Lead on the management of all building and refurbishment work that will be required to establish the high quality learning environment that will be required.
- Advise governors and lead the processes of staff recruitment and appointment such that these processes comply with the most rigorous standards.

- Advise governors on the choice and purchase of uniforms for pupils at the school.
- Purchase furniture and resources, including ICT, which will equip the school for operation in the first year.
- Liaise with the Local Authority and other possible providers with respect to securing the additional services that the school will have to, buy-in' in the earliest years of its operation (eg specialist SEN and Education Psychology)

Although there is currently no preferred Headteacher designate the sponsors have developed a Person Specification that will be the focus of their search for an outstanding candidate.

Person Specification for Headteacher of Olive Tree Primary School

Training & Qualifications	Essential	Desirable	Means of assessment
Qualified Teacher	✓		DfE Check
Degree	✓		Sight
Higher degree		✓	Sight
National Professional Qualification for Headship or registration		✓	GTC
Recent participation on range of relevant in-service training	✓		Application

Experience of teaching and school management	Essential	Desirable	Means of assessment
3 years successful headship		✓	Application/reference
At least 4 years as senior manager of a successfully improving primary school	✓		Application/reference/interview
Recent experience of raising measurable achievement of students at KS1 and 2	✓		Application/reference/interview
Experience of leading significant improvements to quality of teaching and learning	✓		Application/reference
Experience of partnership working with other schools and agencies		✓	Application/interview
Experience of working with multi-ethnic communities		✓	Application/reference/interview

Professional knowledge and understanding	Essential	Desirable	Means of assessment
Understanding of students' educational development	✓		Application/reference/interview
Understanding of school leadership and management principles and strategies	✓		Application/reference/interview
Able manage a budget in way that ensure the delivery of the school's priorities	✓		Application/reference/interview
Able to monitor and evaluate the effectiveness and progress of a school's work	✓		Application/reference/interview

Able to design and implement high quality School Improvement Plans	✓		Application/reference/interview
Up-to-date knowledge of the most effective teaching and learning strategies	✓		Application/reference/interview
Aware of the potential of new technologies to enhance effective teaching and learning	✓		Application/reference/interview
Understand the role of the Governing Body and Sponsors in a Free School	✓		

Personal qualities, skills and abilities	Essential	Desirable	Means of assessment
Excellent interpersonal skills	✓		Application/reference/interview
Able to organise, prioritise and delegate	✓		Application/reference/interview
Communicates well orally and in writing with all stakeholders	✓		Application/reference/interview
Possess the energy and drive to turn vision into reality	✓		Application/reference/interview
Team leader with the capacity to generate and develop the enthusiasm of the staff	✓		Application/reference/interview
Able to calmly respond to challenging situations	✓		reference/interview
Able to empathise and communicate effectively with students	✓		reference/interview
Strong stamina and resilience	✓		reference/interview
Support for the Muslim ethos of the school	✓		

Special requirements	Essential	Desirable	Means of assessment
No adverse criminal record	✓		CRB check
A good attendance record	✓		Reference

To ensure the recruitment of high quality teachers we will:

- Advertise every post in national and local press as well as relevant educational journals following on from the production of clear Person Specification and Job Description
- Establish a staffing sub-committee of the governing body who will be trained in, 'Safer Recruitment'. This sub-committee will be advised by the Headteacher at all stages of the appointment process.
- Design a rigorous interview process that will include every applicant being observed teaching by the headteacher. In the case the appointment of the first two teachers for 2013 before the school is open the headteacher will set up alternative arrangements for this observation. No teacher will be appointed without having been observed teaching.

The group of individuals working on the school project is made up of members of the community mostly residing or working in the Rumworth Ward of Bolton.

The group include individuals who are passionate about education and improving the life chance of local children and seek to provide excellent education in an environment that promotes intellectual, physical, emotional, social, and spiritual development inspired by the origins of Islamic faith.

The group has a broad and diverse range of skill sets and are committed to the proposal and bring the degree of expertise, experience in education, business and finance, ICT, construction and property management and project management. (see appendix F1 personal profiles)

Some of the individuals have been involved developing and running the Nursery offer promoted by the society which underpinned by the same values and principles and the success is clearly evident from the last Ofsted inspection reports.

The group has worked well together at this bid stage and are committed continue their support and involvement for the long term in the running of the school. We fully understand and appreciate that should our application for our free school be successful then we will need to recruit individuals with skills to fill the gaps we have identified. We will ensure that the Governors recruited bring the expertise and skills needed to fill the gaps identified to ensure that we have:

- The right calibre of people with the appropriate expertise, knowledge and skills
- A diverse board to reflect the community we serve
- Individuals who are committed and passionate about the education and well-being of the children.

We are committed to ensuring that we have the right management and governance structures to meet our high standards and aspirations and discharge our responsibilities diligently and provide a high quality educational offer.

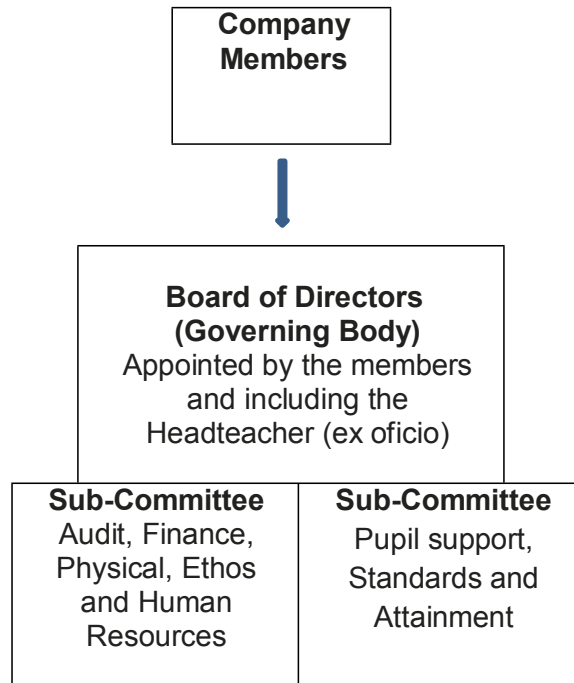
The individuals listed below have already indicated their commitment and offer a good foundation to build the governing body.

Name	Occupation	Expertise
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Skill / Expertise gaps identified include:

- Legal
- Financial management
- PR, Communications and Marketing
- Human Resources

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.



The Company members are the owners of

Company Name: THE OLIVE TREE PRIMARY SCHOOL BOLTON LIMITED
Company Number: 07956473

In this role the members will appoint Directors of the company. They will also set the strategic direction for the school that will be in line with their view as sponsors of the company. There will be an annual members meeting at which the Board of Directors will prepare a report covering the work of the school in the preceding year.

Company directors will operate as the Governing Body and members will appoint a majority of the Governors As well as one founding member the Governing Body will also include as full members –

- The Headteacher (ex Officio)
- A parent representative elected by ballot of all parents
- A representative of the school staff
- A community or business representative (appointed by the Members)
- Five further members appointed by Members for the additional expertise and capacity that they bring.
- A representative of the Local Authority.

This gives a total of eleven of which one will be a member. The governing body

will be concerned with the day-to-day operations of the school and will be constituted in line with the company Articles of Association. The full governing body will meet half termly from the date of the school's opening. This meeting schedule for the full Governing Body will be reviewed at the end of the first full year of operation.

When the school is open, two sub committees will be established and these will lead to less frequent meeting of the full Governing Body. The sub committees will be:

- Audit, Finance, Physical and Human Resources
- Pupil Support, Standards and Attainment

With this structure the latter will operate as an appeals committee for the decisions of the former.

Reporting accountabilities will allow for the proper escalation of issues of concern. The Headteacher will provide a written report for the Governing Body for each and every meeting of the Governing Body. In this way the Headteacher will escalate to the governors any issue that relates to the role and responsibilities of the Governing Body. (Identified below). In turn should discussion of an issue at the Governing Body be deemed to require decision or action from the Members of the company, then an extraordinary members meeting will be called separately for decision. This members meeting can be called by a simple majority of either the Governing Body or the members themselves.

Members are responsible for the operation of the company as a whole and its compliance with the requirements of company and charity law. As such they are responsible for the human and physical resources that constitute the Olive Tree Primary School. They will appoint the majority of Directors (Governors) of the school. They will be responsible for agreement to any strategic partnerships that Olive Tree Primary School enters into.

Directors (Governors) will establish the strategic framework within which the school and its staff will operate. They will set clear aims and objectives for the school and reviewing progress towards these will form the key part of the monitoring and evaluation role of the Governing Body. In carrying out this role they will

- Agree a full range of policies and procedures for the operation of the school. Policies will be reviewed on a cyclical basis.
- Agree targets for the school in respect of measurable areas of achievement and operation e.g. Pupil attainment, recruitment
- Contribute, as appropriate, to the School Self Evaluation process and the School Development Plan
- Appointment and Annual Performance Management of the Headteacher.
- Carry out the role of, 'Critical friend' to the Headteacher.

The Headteacher will be responsible for the day-to day operation of the school in line with the Job Description, the core purpose of which is

To provide professional leadership and management of Olive Tree Primary that will

promote a secure base from which to achieve standards of excellence in all areas.

To achieve success in this the Headteacher will:

- Provide vision, leadership and direction for the school
- Deliver the highest quality teaching and learning
- Promote excellence, equality and high expectations of all pupils
- Deploy resources effectively to achieve Olive Tree Primary's aims and to support and develop its distinctive Muslim ethos
- Evaluate performance and identify priorities for continuous improvement
- Carry out day-to-day management, organisation and administration
- Secure the commitment of the wider community to Olive Tree Primary
- Create a safe and productive learning environment for all pupils
- Exploit modern technologies and education initiatives to enhance achievement

In order to establish the culture of challenge throughout the school, the Governors and Headteacher will procure the services of an external School Achievement Partner. Procurement will be by advertisement and competitive interview. The School Achievement Partner will

- Provide regular professional challenge to the work of the headteacher, including in the school self-assessment process and in the analysis of pupil outcomes
- Provide support to the governors in the Headteacher Performance management process
- Provide an Annual Report to the Governors on the position of the school in relation to the Ofsted criteria
- Provide an external viewpoint in cases of potential conflict of interest
- Provide specific reports on theme of the school's operation as may be commissioned by the Governing Body

Section G: Initial costs and financial viability



H: Premises

The trust has used a range of methods to search for a suitable property, including estate gazettes, agents, discussions with agents, the LA corporate property services, internet, The Local Government Asset Register, Local networks and intelligence, etc.

The neighbourhood is predominantly residential and landlocked with a commercial / industrial estate off the main radial road comprising mostly old mills, industrial buildings and council housing offices and depot.

The rationale used for identifying the property has been find a property:

- Located in the Rumworth Ward,
- That has good vehicular and pedestrian access,
- That would be available on lease at short notice should our application be successful
- That is, or could be made to be suitable for a school setting with particular regard to size, structure, functionality, etc.

There are few properties suitable and available including:

a) **██████████, Bolton, ██████████**

Description:

- The property comprises a detached single story industrial unit. The property is of steel portal framed construction, blockwork/brickwork walls with steel profile metal clad to the eaves and roof. Loading access to the building is via two roller shutter doors.
- Internally the property provides industrial/warehouse accommodation with office and ancillary space. The building has an eaves height of 5 metres.
- The warehouse is lit by fluorescent strip lighting and heated by gas fired hot air blowers.
- The office accommodation includes a series of separate offices, kitchen areas, cloakroom, reception, ladies and gent's toilet facilities all benefiting from carpet covered floors, suspended ceilings, recessed lighting, gas fired central heating.
- Externally the site is surrounded by perimeter security fencing with concrete/tarmac surfaced yard areas, with parking for approximately 45

vehicles along with circulation for loading/delivery vehicles. The site area is 1.47 Acres in total.

- The property is 2430 SqM comprising of 1945 Sq M open space modern warehousing and 488 Sq M office space.
- The property is used for processing health care products and has been designed internally to a very high standard suitable for a school setting.
- The freehold interest of the property is with Bolton Council however there is a long Leasehold interest with a private company who has placed the property on the market either for sale or for rent.
- The planning use is for office, industrial warehousing. Informal discussions with the council for a change of use to D1 have been met positively.
- The site is located in the Rumworth ward and in the heart of the community with easy access. See site plan appended. (see site plan Appendix H1 and Location Plan Appendix H3)

Scope of Works

- I. Internal re-modelling of space
- II. Works to external fabric
- III. Form Sports Hall
- IV. Form New Kitchen and dining assembly hall
- V. New Mechanical and Electrical Installation
- VI. Signage
- VII. Floor coverings
- VIII. Equipment
- IX. Decoration
- X. Furniture
- XI. External play area

Approximate cost of works: ██████████

b) [REDACTED] and [REDACTED], Bolton [REDACTED]

Description

[REDACTED] comprises a detached three storey building. The property is of a steel frame with block/work brickwork construction and traditional tiled roof. It is a new modern building approx. Seven years old and is built to a high specification.

Internally the property provides an open hall and a kitchen which is used for a Nursery setting. The first and second floor comprises classrooms of different sizes.

The property has good heating, lighting and ventilation. The heating is a mixture of under floor in the wet areas and central heating with LST radiators. The property also has a lift and is fully DDA compliant.

The first and second floors also include toilets, storage space, boiler room, office all with covered floor.

Externally the property has an adjoining car park for circa 50 cars and a small play area for the nursery.

The property is 690 SqM in total however the nursery will continue to occupy the GF and therefore the total area available for the school is 473 Sq M.

The property will be suitable for reception and infants for 3 years after which it will prove to small. The juniors would then move into the property opposite being [REDACTED] which is in the same ownership.

[REDACTED] Bolton [REDACTED]

Description

[REDACTED] comprises a three storey building of traditional construction with block work / brickwork construction with traditional tiled roof. Internally the property comprises a hall on the ground floor which is used by the society and the first and second floor comprise a series of rooms, toilets, office, and toilets.

The property has good heating, lighting and ventilation, however it does not benefit from a lift.

The society has plans to extend the property to be started next year which will include a large hall lift access and large rooms suitable for a school setting. Should this be available the proposal would be for the juniors to be new building.

Externally the property has perimeter fencing.

The property is 812 Sq M in total however only the first and second floor would be available and therefore the total area available is 541 Sq M.

The total area with the two buildings is 1014 Sq M.

Both [REDACTED] and [REDACTED] are owned by the Daubhill Muslim Society. The properties have planning for education use and therefore can be used for a School.

Plans have also been drawn up to form a small external ball court for a play zone within the site to create a recreational space. An initial scheme is appended (Appendix H4)

Both the properties are located within the Rumworth Ward which is our preferred location and also in the heart of the community which is a predominantly residential area. See site plan appended. (See site plan Appendix H2) and Location Plan Appendix H3).

Scope of Works:

Phase 1:

- I. Internal re-modelling
- II. Equipment
- III. Decoration
- IV. Mechanical Electrical Upgrade
- V. Furniture
- VI. Floor Covering
- VII. Outside Play court

Phase 2:

- VIII. Internal re-modelling
- IX. Equipment
- X. Decoration
- XI. Ventilation system
- XII. Furniture
- XIII. Lift Installation
- XIV. Floor covering
- XV. Mechanical / Electrical upgrade

Approximate Capital Costs for Option 2: [REDACTED]

Option Appraisal

Option 1	
Total Area	1945 SQ M
Rental	
Advantages	Disadvantages
The site is located in the heart of the community.	The property may feel large in the first 2 to 3 years whilst the school is building up.
The property type and size offers a great opportunity to provide recreational and space for activities, dining hall for lunch and for developing creative learning zones and a range of extra-curricular programmes.	The rental cost is higher r than option 2 however it is a larger space.
The site is well defined and secure with good vehicular and pedestrian access.	The capital investment is higher in order to create a high quality learning environment
Potential to expand provision and the building if necessary.	
The nature and size of the building provides an excellent opportunity to engage the wider community and to make use of the building for community benefit though events, seminars, conferences, sports and recreational activities.	
The property will provide an excellent opportunity to create a fresh, exciting, effective and conducive learning experience and environment for the children.	
The whole school can be on one complex	
On-site parking and drop off point will work very well with Good public transport network.	
Site can accommodate some external play area.	
Secure space for safe and secure break time play area	
The property has good lighting and ventilation.	
The environment is conducive to learning	
The property is in a good state of repair	

Option 2	
Total Area	1014SQ M
Rental	
Advantages	Disadvantages
The site is located in the heart of the community.	The property may can accommodate 3-4 years and then will be delivered on a split site.
The site is well defined and secure with good vehicular and pedestrian access.	The rental cost is higher than option 2 however it is a larger space.
The buildings could be used for delivering small scale limited programmes educational sessions for the community	The split site could present potential management issues
The gradual intake will allow the school to develop in a smaller manageable environment before	The size could restrict the ability to have flexible learning zones.
The site belongs to the society and would be available at short notice.	No provision for dedicated dining, or sports hall.
The property will provide an excellent opportunity to create a fresh, exciting, effective and conducive learning experience and environment for the children.	Outdoor activity at platy time will need be managed and staffed.
On-site parking which will enable safe drop off points	
Site can accommodate some external play area.	
The site is well known in the community.	
Good public transport network	
Lower rental cost.	
Capital refurbishment costs will be phased.	
Rental outlay will be phased so offers better value for money.	
The property is in a good state of repair	
Property has planning consent	

Preferred Option.

The two options considered are very different and both offer a degree of potential. It makes it difficult to make a judgement on Value for money due to the nature and size of the properties.

The criteria used to select the preferred option include:

- Location
- Availability
- Rent / Purchase price
- Potential of gaining Planning consent
- Size and nature of building
- Ease of access vehicular and pedestrian – public transport
- Level of capital investment required
- Parking

From a facility and student educational offer point of view option 1 is a better solution as it will offer a functional single site building with sports, recreational, dining and flexible learning zones. However, the property is expensive and will require a larger capital outlay.

Having considered the two properties our preferred option would be Property 2- being [REDACTED]. This offers a good simple solution that will allow the trust to open a school and develop it over the years as the school grows.

The property is a new modern construction and already has planning consent for an education use and in a good central, accessible location.

The buildings are suitable to provide a good educational offer.

The reasons for selecting this as the preferred option include:

- The property is readily available from the society
- It is in a good location in the heart of the community
- The building is well known to the community
- The property is in a good state of repair
- It requires low capital investment to start the school
- The feeder nursery is located on the ground floor and therefore will provide a good opportunity to share practice and assist in the transition of the child from nursery to reception.
- There is a good parking for the site.
- The society has agreed to offer the property on rent at less than the market value.
- The buildings already have planning consent for educational purposes.
- There is a potential to form an external ball court. (appendix H4)

The site could easily be made fit for purpose for a school with a small capital investment to re-model the rooms and kit out the classrooms with furniture and equipment. With the two buildings the properties are large enough to accommodate the number of children proposed in this application based on a one form entry.

Whilst we appreciate that the split site could give rise to potential practical logistical problems, we believe that these could management issues that could be easily resolved and be capitalised on to improve learning.

The split between Infants and juniors is very common in many school settings and has many advantages.

The phased staged approach will also allow the school to establish itself over 3 years or before opening the juniors section.

The Trust is a community group and has no funds for the capital investment.

Conclusion

We are of the opinion that this option offers better value for money as it requires low capital investment and comparatively lower than market rent.

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

Appendix E2 -

The Bolton News

1,000 extra primary school places needed

9:23am Friday 13th January 2012

ALMOST 1,000 extra classroom places will have to be found for primary school children in Bolton within the next three years.

The official government figures also reveal a fifth of primaries in the borough are full or have too many pupils.

The numbers of primary school age pupils is set to soar from 23,225 to 26,115, by 2015/16.

But the council only has places for 25,121 meaning an extra 994 places will have to be created in existing schools.

[The Bolton News](#) recently revealed the council is being forced to spend £20 million on creating 350 more places in existing schools just four years after it controversially shut down schools claiming there were too few pupils.

The 350 places is on top of the 255 new intake places created across some 17 primary schools since 2009.

A breakdown of statistics show 19 out of 94 primary schools in Bolton were at or above the limit in terms of pupil numbers.

A total of 112 extra children had been squeezed into schools which are already full, while there were 75 schools with one or more unfilled places.

In secondary schools, four out of 17 were full or had too many pupils, with 110 children being cramped into classrooms.

There were 13 schools which had unfilled places and number of secondary- age pupils is expected to drop by 761 to 17,821 by 2015/16.

The government is expected to give Bolton Council £14 million to expand local schools.

A [Bolton Council](#) spokesman said: "The council is fully aware of the increasing demand for primary school places, particularly in central Bolton.

"Comprehensive plans are in place and [work](#) is under way to create the extra places that are required.

Source Bolton Evening News

Appendix E3

To Department of Education

DMS Free School Petition to Understand Support and Demand

Petition Summary and Background	Daubhill Muslim Society is seeking to establish the demand for a Free Islamic Primary School in the Daubhill area of Bolton. The aim is to meet the local need and demand and provide natural progression for children attending our Islamia Nursery.
Statement of Support	<p>We, the undersigned, agree that there is the need for a Free Islamic Primary School in Daubhill area of Bolton. Where we are parents and would intend to send our child/(ren) to such a school or are interested parents that would like to hear more about the initiative.</p> <p>We are happy to support the establishment of a free school under the Free School Initiative based on the principles and ethos adopted by DMS and on their track record to deliver a quality education for the children.</p>
Purpose	I understand that this Petition will be used to support the application and forwarded to DFEE as part of the submission.

Name	Address	Signature	Do You have children of primary school age that you would send to DMS Primary School Please tick

The Olive Tree Primary School, Bolton Opening September 2013

A New Primary School in Bolton

The plan, if approval is granted by the Government, is to open a new Primary Free School in the Daubhill ward of Bolton in September 2013. (children aged 5 years to 11 years).

The Olive Tree Primary school is committed to providing excellent education in an environment that promotes intellectual, physical, emotional, social, and spiritual development inspired by the origins of Islamic faith.

We are inviting prospective parents to complete this pre-application form and return it to The Olive Tree Primary Supporters group at [REDACTED]. Please read through the information contained in the leaflet about the school and complete the form on the reverse. If you have any questions or need further information, please contact us on [REDACTED].

We are looking for pre-registration from parents of children who:

- a. **Will be turning five in the 2013/2014 academic year to fill our reception class in September 2013;**
- b. **Will be turning six in the 2013/2014 academic year to fill our Year 1 class in September 2013; and**
- c. **Will be turning five in the 2014/15 academic year to fill our reception class in September 2014.**

By completing this pre-registration form, you are demonstrating a firm intent to send your child to The Olive Tree Primary School. You will be added to the waiting list and should our application for a free school be approved then a detailed application form will be sent to you nearer the time.

Please note that you are not guaranteed a place by completing this pre-registration form, but your support for the opening of the free school will greatly help our campaign for a free school.

Inspiring to Achieve

The Olive Tree Primary will be a faith based, Islamic primary school. The ethos will be one which educates and nurtures pupils to be sensitive, tolerant and caring towards peers and the wider community and environment.

A culture of learning, high expectations, aspirations, challenge, and inclusion will pervade all aspects of School life and will be reflected in the curriculum, the leadership and management structure and the daily working practices of both learners and staff. We understand that all children are different and we aim to inspire all children to realise their potential and achieve their ambitions.

The Olive Tree Primary School Pre-Application Form

Personal Information
First Name of Child:
Surname of Child:
Date of Birth of Child:
Names of Parents or Guardians
Permanent Address of Parents / Guardians
Post Code
Telephone Number:
Email Address:

School / Nursery Currently Attended (if applicable)
School Name:
School / Nursery Address:
Postcode:
School / Nursery Telephone No:
Name of Head:
Entry Details:
Year of Entry to The Olive Tree Primary School
2013 Reception
2013 Primary
2014 Reception

Declaration

I wish my child to be considered for a place at the proposed The Olive Tree Primary 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 free primary school and can confirm that, if the school opens, it will be the first choice for my child.

Signature

Name
Date

██████████, Bolton ██████████ Tel: ██████████

Appendix E5 – Map Showing Location Where Parents have expressed a Preference for Olive Tree Primary School.



Appendix F1 – Personal Profiles of Individuals Involved in The Olive Tree Primary School Bolton

Members, Director and Individuals on the Project Team

Name	Role	Summary of Experience and Skills
██████████	██████████	██████████. ██████████. ██████████.
██████████	██████████	██████████. ██████████.
██████████	██████████	██████████. ██████████. ██████████.

Name	Role	Summary of Experience and Skills
██████████	██████████	██████████ ██████████ ██████████ ██████████
██████████	██████████	██████████ ██████████ ██████████ ██████████

Name	Role	Summary of Experience and Skills
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]

Appendix H 1 –Site Plan [REDACTED]

[REDACTED]

Appendix H2- Site Plan [REDACTED] Bolton

/

[REDACTED]

Appendix H3 – Location Plan of Sites

Map of Rumworth Ward

Proposed Site of Olive Tree Primary School



Proposed Alternative Site of Olive Tree Primary School

Appendix E1 – Bolton Council Report on Bolton’s Primary School 2009-2010
(Extract from report- Full report submitted as hard copy)

Bolton’s Primary Capital Programme

What is the Primary Capital Programme?

The Primary Capital Programme (PCP) is a government initiative aimed at raising standards through the provision of 21st century learning environments for primary age children, including those at special schools. The funding is to refurbish and replace around half of the primary schools in the country.

Every Local Authority (LA) has developed a Strategy for Change, setting out its principles for PCP investment. In Bolton, our aims are:

- To have a successful primary school at the heart of each community;
- For each primary school to be both educationally and financially viable;
- For every child in every school to make at least expected levels of progress;
- To have an education system which is inclusive for all our children with a range of provision to meet individual needs;
- For every primary school to effectively promote healthy lifestyles, good citizenship and environmental awareness;
- For every family to be able to access the wider services they need;
- Through personalised learning, to meet the needs of the learner.

If you would like to see the whole Strategy for Change document, please contact the Asset management and Planning Unit for a copy by ringing [REDACTED].

What are the priorities for investment?

The investment made through the Primary Capital Programme will be in:

1. Those areas where there is increasing demand for school places and where the sense of a community school within walking distance is most under threat;
2. Those areas where there is most deprivation and where the conditions are such that children are least likely to succeed;
3. Those schools which are in poorest condition and least likely to allow children to achieve well or teachers to provide the very best teaching;
4. Those schools where educational standards are most in need of improvement;
5. Those schools whose admission numbers present curricular, organisational and economic difficulties;
6. Making improvements to healthy living and learning, including provision for sports, small group work and ICT across the Borough.

Following a prolonged period of decline in the birth rate, Bolton is currently experiencing an unprecedented increase in births, leading to rapidly rising demand for Reception places in primary schools, particularly in the central areas of the Borough. To cope with demand in the short term, some of our primary schools have accepted more children than usual. Our current priority is to provide additional primary places to meet demand in the longer term (see priority 1 above). Therefore,

projects in the first phase of the PCP will concentrate on the expansion of existing schools and the construction of new schools within the areas of high pupil demand. At the same time as enlarging the buildings, our projects will address existing issues such as condition, suitability, organisational structure or inclusion, leaving schools with a high standard of accessible accommodation on completion, in order to give our children a safe, welcoming and stimulating learning environment.

Why consult?

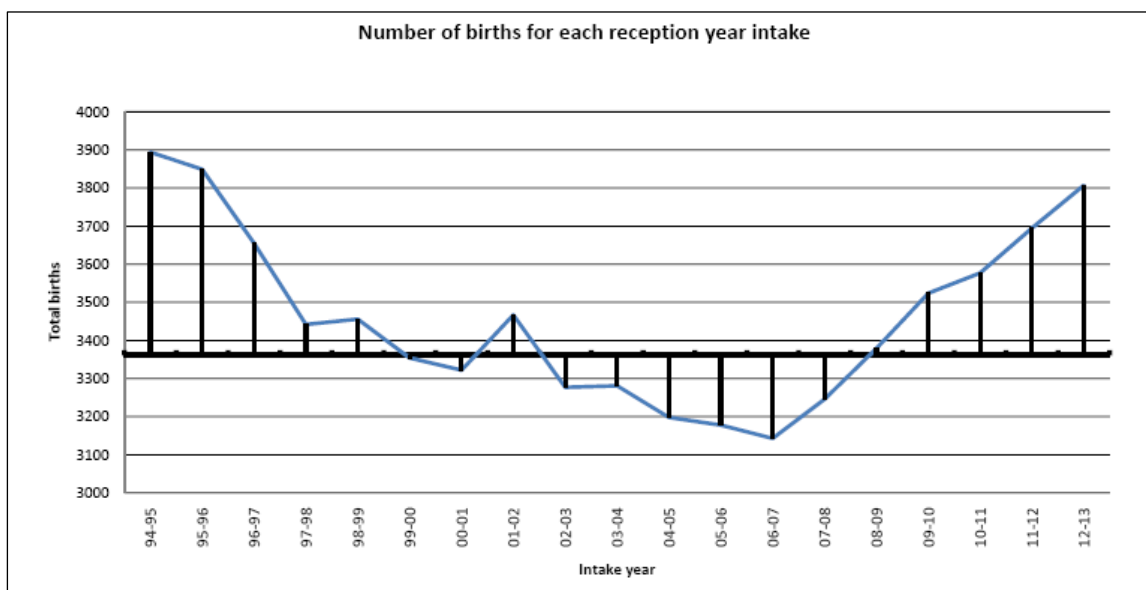
We want to ensure that everyone who has an interest in local education has an opportunity to consider and comment on plans for Bolton's primary schools and that our plans reflect the needs of Bolton's children, parents, schools, councillors, partners and members of the community. The comments we receive, whether supporting or objecting to our proposals, will be considered and may influence the Council's future direction.

This document sets out Bolton Council's proposals for investment in the first two to three years of the Programme (Phase 1). Consultation on subsequent phases of the programme will be undertaken at a later stage.

Sharply rising pupil numbers have led the Council to admit larger numbers of children to certain primary schools than their published admission number (PAN) as a temporary measure. We are now consulting on formally raising the admission number at these and other schools, prior to finalising our building plans. We are also consulting on other investment plans. All of our current proposals within Phase 1 of the programme are set out on pages 7-9.

What about future pupil numbers?

In Bolton we are already seeing increases in pupil numbers and we expect this trend to continue in the foreseeable future. The latest projection figures available are 2012-13 because not all of the children who will attend school beyond 2013 have yet been born.



Pupil projection figures are based on birth data obtained from the Bolton Primary Care Trust (PCT) and information on current pupil numbers collected regularly from the School Census. Birth data is collected each year, aggregated by ward, and the numbers entered into a special projection model where the number of future pupils is then generated and distributed amongst local schools within identified local community areas.

Potential migration of the population into, or out of Bolton, together with the effect of additional house building, is taken into account as and when specific school re-organisation proposals are put forward.

Area Information

To ensure the majority of the population has access to a school within a safe and accessible walking distance, we have divided the borough into five separate areas as shown on the plans at Appendix 1. These are West, North and Central, Northeast, Southeast, and South. Each of these areas is then divided into local community areas, which are not based on Ward boundaries, but on generalised geographical areas.

A detailed consideration of the statistics contained within Appendix 3 reveals the following area profiles and leads to the conclusions on actions required. Appendix 4 shows which schools are considered within each area.

It is not expected that all of the following proposals will be adopted, indeed in some cases they may be seen as alternatives to one another. Comments are invited from all interested parties, whether supporting or objecting to the proposals, to assist the Council in decision making. You may comment on the wider principles and the overall PCP, but most particularly we would welcome your views on proposals affecting individual schools or just one school.

Action required

In the longer term, to create a small number of additional admission places to allow for parental preference. No action required within Phase 1 of the PCP.

5. South

This is the area immediately to the south of the town centre, including Rumworth, Deane, Great Lever and Morris Green. This is the area where the highest increase in the birth rate is seen, compounded by high numbers of international new arrivals.

Action required

The creation of up to 170 additional admission places, principally in Rumworth, Morris Green, and Great Lever.

FORECAST INTAKE AND NUMBER ON ROLL BY AREA												
	Intake Capacity Sept 08						PAN Capacity Sept 08					
		08-09 Intake	09-10 Intake	10-11 Intake	11-12 Intake	12-13 Intake		08-09 NOR	09-10 NOR	10-11 NOR	11-12 NOR	12-13 NOR
AREA 1 - WEST												
Blackrod	60	56	58	66	62	63	420	392	393	400	399	415
Horwich	221	208	192	200	186	213	1,547	1,445	1,418	1,412	1,386	1,398
Westhoughton	279	300	307	302	297	305	1,953	1,928	1,952	1,975	1,990	2,035
<i>Area total</i>	560	564	557	568	544	581	3,920	3,765	3,763	3,787	3,775	3,848
AREA 2 – NORTH & CENTRAL												
Astley Bridge	170	171	162	186	162	201	1,190	1,143	1,141	1,175	1,174	1,216
Bromley Cross	160	155	177	128	149	148	1,120	1,117	1,140	1,114	1,127	1,127
Halliwell	265	261	279	300	336	340	1,855	1,794	1,806	1,845	1,938	2,030
Heaton	265	270	289	245	253	257	1,855	1,819	1,846	1,840	1,835	1,845
<i>Area total</i>	860	857	907	859	900	946	6,020	5,873	5,933	5,973	6,074	6,218
AREA 3 – NORTH EAST												
Brightmet	200	198	215	211	228	213	1,400	1,350	1,355	1,359	1,367	1,392
Harwood	120	120	121	142	130	116	840	827	837	865	894	901
Tonge/The Haulgh	175	179	201	183	213	222	1,225	1,189	1,246	1,270	1,331	1,393
<i>Area total</i>	495	497	538	536	571	551	3,465	3,366	3,438	3,494	3,592	3,686
AREA 4 – SOUTH EASTT												
Farnworth	405	379	404	414	436	464	2,835	2,572	2,608	2,639	2,752	2,870
Kearsley (Stoneclough)	110	108	105	110	112	128	770	769	758	767	767	788
Little Lever	160	148	148	133	146	139	1,120	993	1,001	1,000	996	1,000
<i>Area total</i>	675	635	657	657	695	731	4,725	4,334	4,367	4,406	4,515	4,658
AREA 5 – SOUTH												
Daubhill	225	221	248	256	290	282	1,575	1,572	1,591	1,631	1,711	1,755
Deane	137	138	169	126	134	140	959	966	993	991	988	994
Great Lever	239	298	275	331	332	328	1,673	1,700	1,733	1,818	1,911	2,019
Morris Green	180	180	187	201	190	200	1,260	1,246	1,244	1,255	1,260	1,274
<i>Area total</i>	781	837	879	914	945	950	5,467	5,484	5,560	5,695	5,870	6,042
BOROUGH TOTALS	3371	3,390	3,538	3,534	3,656	3,759	23,597	22,822	23,062	23,356	23,826	24,452

