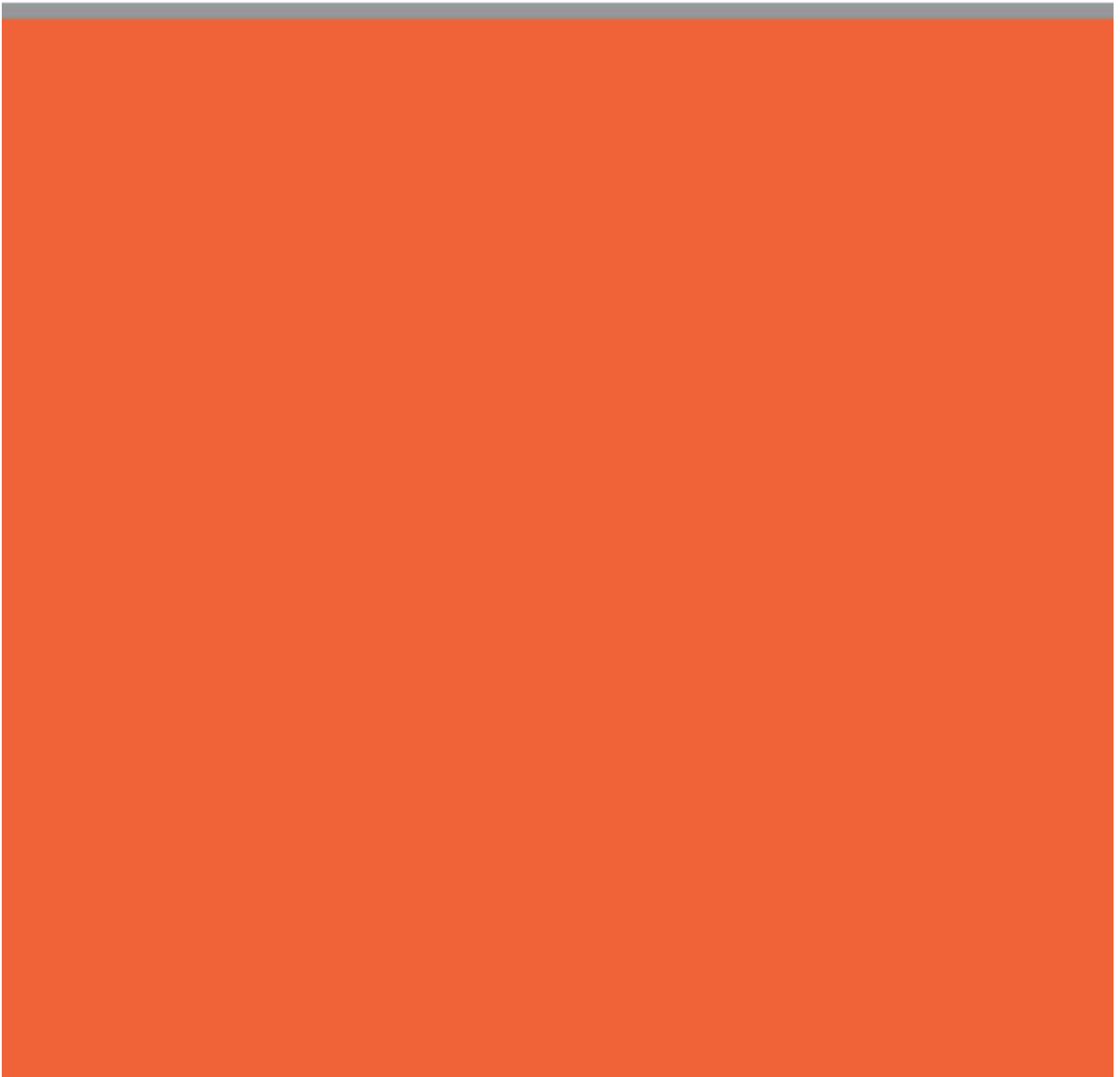


Tauheedul
Free Schools

The Olive School, Hackney



Section A: Applicant details

| Main contact for this application | |
|-----------------------------------|--|
| 1. | Name: [REDACTED] |
| 2. | Address: The Olive School, Hackney Tauheedul Free Schools' Trust [REDACTED] Blackburn [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 type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </p> |
| 6. | If Other, please provide more details: N/A |
| 7. | <p>Has your group submitted more than one Free School application in this round?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p> |
| 8. | <p>If Yes, please provide more details:</p> <ol style="list-style-type: none"> Bolton Free School (secondary) Birmingham Free School (secondary) Preston Free School (secondary) Waltham Forest Leadership Academy for Girls (secondary) The Olive School, Blackburn (Primary) |

| | | |
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| 9. | In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 10. | If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: N/A | |
| Details of company limited by guarantee | | |
| 11. | Company name: Tauheedul Free Schools' Trust | |
| 12. | Company address: [REDACTED] Blackburn [REDACTED] | |
| 13. | Company registration number: 07353849 | |
| 14. | Does the company run any existing schools, including any Free Schools? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 15. | If Yes, please provide details: Tauheedul Islam Boys' High School, Blackburn (this is a free school that opens in September 2012) | |
| Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed. | | |
| 16. | Please confirm the total number of company members: Three | |
| 17. | Please provide the name of each member below (add more rows if necessary): | |

| | |
|--|--|
| | 1. Name: Tauheedul Islam Faith, Education and Community Trust (TIFECT) |
| | 2. Name: ██████████ |
| | 3. Name: ██████████ |
| | 4. Name: |

| | |
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| Company directors | |
| <p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p> | |
| 18. | Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary): |
| | 1. Name: Tauheedul Islam Faith, Education and Community Trust |
| | 2. Name: ██████████ (██████████) |
| | 3. Name: ██████████ (██████████) |
| 19. | Please provide the name of the proposed chair of the governing body, if known: ██████████ (██████████) |

| Related organisations | |
|------------------------------|--|
| 20. | <p>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.</p> |
| | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 21. | <p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>Tauheedul Islam Faith, Education and Community Trust (“TIFECT”). Company number 07496744 Charity Commission number 1140510 TIFECT is the sole member of Tauheedul Free Schools’ Trust (“TFST”). The ethos and objects of TIFECT are to promote and act as guardian of the values upon which Tauheedul educational and charitable activities are based.</p> <p>Tauheedul Sponsored Academies Trust (“TSA”) Company number 07898996 TSAT is another subsidiary of TIFECT. It is an academy trust for non-denominational schools.</p> <p>Tauheedul Education Limited (“TE”) Company number 07790360 TEL is a company limited by shares that will provide services to schools.</p> |
| 22. | <p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious</p> |

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

| | | |
|-----|--|--|
| | separate Free School? | <input checked="" type="checkbox"/> No |
| 26. | If Yes to any of the above three questions, please provide your six digit unique reference number here: | N/A |
| 27. | If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity: | N/A |
| 28. | If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A | |
| 29. | If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A | |
| 30. | <p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>This application is being submitted by the Tauheedul Free Schools' Trust. Company number 07353849</p> <p>Tauheedul's involvement in education provision stretches back almost 30 years. It was originally focused on the high-performing Tauheedul Islam Girls' High School (TIGHS) in Blackburn, Lancashire. TIGHS became a voluntary aided school in 2006. At that stage, TIFECT was established as a registered charity and company limited by guarantee to operate as the Foundation for the voluntary aided school.</p> <p>In 2011, TIFECT set up a single academy trust in the name of the Tauheedul Islam Boys' High School to operate the Tauheedul Islam Boys' High School in Blackburn – a free school secured through the old system and opening in September 2012.</p> <p>TIFECT has now turned the single academy trust into a multi-academy trust – Tauheedul Free Schools' (TFS) Trust. This will enable the Trust to establish a network of progressive faith based Tauheedul Free Schools.</p> <p>In addition, TIFECT has also established the Tauheedul Sponsored Academies (TSA) Trust. TSA will sponsor under-performing primary and</p> | |

| | |
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| | <p>secondary schools. TSA schools will be non-denominational and the majority will have non-Muslim children. This will build on TIFECT's experience of successfully supporting under-performing schools which is described in more detail in Section F – Capacity and Capability.</p> <p>Both TFS and TSA schools and academies will be supported by Tauheedul Education (TE). Tauheedul Education provides the central services function for Tauheedul schools and is the trading arm for the trust.</p> |
|--|---|

| |
|--|
| <p>Please tick to confirm that you have included all the items in the checklist. <input checked="" type="checkbox"/></p> |
|--|

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: Member of company

Print name: ██████████

Date: 23rd February 2012

Section B: Outline of the school

| | | |
|----|---|---|
| 1. | Proposed school name: | The Olive School, Hackney |
| 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: | 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: | Muslim faith |
| 8. | Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 9. | If Yes, please specify the faith, denomination, etc of the proposed school: | Not applicable |

| | | |
|-----|--|---------------------------|
| 10. | Postcode of the preferred site of the proposed school: | [REDACTED] |
| 11. | Local authority area in which the proposed school would be situated: | London Borough of Hackney |
| 12. | If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities: | Not applicable |
| 13. | <p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>Not applicable</p> | |

Section C: Education Vision

The Tauheedul Free Schools' Trust believes that communities can be transformed through education. More than just an aspiration, this is based on an outstanding track record of achievement. The Trust recognises that in order to conclusively break cycles of disadvantage, sustainable improvement is best embedded when excellence is experienced by children at an early age. For this reason, the sponsors believe that Tauheedul's proven achievements can also succeed in the Primary phases in Hackney.

Hackney is an area of both deprivation and – through the legacy of the Olympics – of significant opportunity. The sponsors' extensive discussions with local communities have shaped the vision for The Olive School, Hackney within this context. Parents in the borough have a strongly articulated desire for their children to attend a Primary School which will embed in them the foundations and aspirations for future success. This vision, and the Education Plan which sets out its implementation, reflect in full their hopes and ambitions for a local school in which pupils will thrive and achieve.

In this section, the sponsors set out:

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

The Tauheedul Vision

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

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

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

Learners at each of the 'Tauheedul' schools will find themselves part of an elite – but certainly not elitist – organisation; one where individualised early years' experiences provide a firm foundation for life and for transition through the primary years, where progress and achievement would be coupled with a commitment to wider personal progression, including the development of character and an intelligent moral and ethical compass. Such schools would develop learners who are outstanding believers, active and participatory citizens and exemplary members of their community – contributing to the development of a successful 'Big Society'.

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

Faith ethos

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

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

Educational excellence

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

- High expectations, aspirations and a spirit of excellence.

- Personalised excellence – that results from a passionate belief that each individual is unique and special – our job is to nurture this individuality and to support and develop individuals to succeed.
- Healthy competition and cooperation– that will permeate the life and conduct of the school.
- Ambition for all pupils – to fulfil their potential achieving the highest standards which will allow them to make choices about their future whether that is to engage in further studies at university level or to pursue satisfying careers.

Community service

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

As an example, the Tauheedul Free Schools' Trust will constantly be:

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

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

'Size matters'

All Tauheedul schools will be modest enough in size to ensure outstanding pastoral care and a culture of personalisation, whilst being of a scale sufficient to provide a range of academic opportunities and specialist teaching. Every child matters and their needs and aspirations will be addressed fully.

'High-powered academic curriculum'

All Tauheedul pupils will be expected to follow pathways which ultimately, lead to GCSE and A Level qualifications. Their academic successes will contribute towards

their achievement of the Tauheedul mini-Baccalaureate in primary, and the Tauheedul Baccalaureate in secondary school. The curriculum will provide a solid foundation for future learning at every stage: it will be knowledge-centred, focusing on understanding specialised concepts and their application to modern phenomena and on developing cultural literacy.

‘An extra-curricular programme of deep richness’

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

‘Shooting for the stars – a culture of high expectations’

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

‘Outstanding efficiency, accountability and transparency’

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

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

All Tauheedul schools will have robust quality assurance processes at individual, faculty, school and network level, supported by a ‘school scorecard’ published by Tauheedul annually, so that parents can compare academic and wider indicators with other local schools and other Tauheedul schools.

‘The Big Society school’

All Tauheedul schools will share values that are consistent with a ‘Big Society’; these will permeate each school and be a special characteristic of each. This will be reflected in the curriculum, enrichment and community service at the school and by the school. For example, all pupils, from the youngest to the oldest, will engage annually in a community service activity, contributing towards society whilst also adding to their achievement of the Tauheedul Baccalaureates.

‘Staff as lead learners’

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

All Tauheedul schools will be ‘Teaching Schools’ either as a hub or acting as a facilitation school, with quality training and personalised development at the core of staff development programmes. Tauheedul schools will have a single ‘Quality Standards Adviser’ (QSA) whose role will be to assess the quality of teaching through visits to all the Trust’s schools. These visits will enable the QSA to identify excellent teaching or that which falls below the required standard. Any teaching in the latter category will be improved through the implementation of a robust coaching programme. Each of the staff at Tauheedul schools will have a Tauheedul Contract, allowing them to work across the Tauheedul network.

Building on success

Within the context of the overarching Tauheedul mission, the Trust has a clear vision for the primary school that it proposes to open in September 2013 in Hackney. The Trust believes that The Olive School will have an emphatic and sustained impact on the achievement of children in the communities it will serve. It will build on established achievement, using as its inspiration and blueprint the success of the Tauheedul Islam Girls’ High School (TIGHS) based in Blackburn.

Translating the ambition for pupil achievement that has driven TIGHS to its ‘Outstanding’ OFSTED judgement to the Primary phases will require the same strong leadership and rigour, sensitively tailored to the primary context. TIGHS and the second Tauheedul school in Blackburn, Tauheedul Islam Boys’ High School, see themselves as community schools with policies designed to reassure the wider community on integration, collaboration and social cohesion, while at the same time making determined plans to produce a class of first generation graduates and entrants to the more prestigious professions.

TIGHS already has a strong track record in working with primary schools in Blackburn and with primary age children. For example, at the request of the Local Authority, TIGHS provides school improvement support to a primary school which currently has a Notice to Improve and is below the Floor Target. Also, for the past four years, TIGHS has worked with a number of local primary schools to improve their literacy outcomes, via a series of master classes which have significantly boosted the KS2 test scores of their learners. TIGHS has also worked successfully with primary age children and their dads at the local Football Academy on developing healthy lifestyles and on language development through sport.

Why is the Tauheedul model successful?

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

In 2010, TIGHS was one of only two schools nationally where 100% of pupils over three years made at least the expected 3 levels of progress in English and Mathematics. This was achieved by cohorts of pupils that entered the school with standards deemed to be broadly average to below average and with 21% of pupils entitled to Free School Meals.

In 2011, 93% of the pupils at TIGHS entitled to Free School Meals gained 5A*-C GCSEs including English and Maths. This compares with a national average of 34% and is a sustained trend over 4 years.

In 2010, 96.7% of the pupils made at least four levels progress in English (23rd nationally) and 86.4% made at least four levels progress in Mathematics.

In 2011, 61% of TIGHS students gained the English Baccalaureate. This is anticipated to rise to 75% in 2012.

In 2010, TIGHS was judged by OFSTED to be outstanding and also secured the status of a National Support School.

In 2011, government statistics indicate that TIGHS was the most successful school in the country for improving outcomes for low ability pupils.

TIGHS is also a Strategic Outpost School for the National College's Specialist Leaders in Education programme in partnership with Ashton-on-Mersey school.

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

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

Why the Trust is seeking to establish a Primary Free School with a 'Big Society' specialism in Hackney



A map of Hackney showing the main areas of parental demand in postcode zones N16 and E5, with further demand from E8 and E9.

It is proposed to open The Olive School, Hackney in September 2013 with an intake of 90 pupils in Reception and 90 in Year 1 and to continue recruiting a new intake of Reception pupils in successive years. The school should, furthermore, on the basis of the current planned numbers, be financially viable going forward from 2013 until it reaches its full capacity five years later.

Why a Primary Muslim Free School in Hackney?

... a rationale based on identified demand and need

There is a compelling case to be made for a new Primary Muslim Faith Free School to be established in the London Borough of Hackney, based on both community need and demand. The Trust's proposal seeks to address:

- The priorities identified in Hackney's Sustainable Community Strategy 2008-2018.
- Poor pupil attainment and/or progress in a significant number of schools;

- The need for high quality education to serve the communities of these areas;
- Future under-provision of primary school places in the borough;
- The strong demand for community cohesion across Hackney;
- The need to equip children with the academic and social outcomes which will enable them to access the secondary curriculum and progress to achieving the English Baccalaureate, A levels and for most, a University education.

Hackney's Sustainable Community Strategy 2008-2018 sets out the vision, priorities and a set of outcomes for future sustainability. The vision for a sustainable Hackney in 2018 is of an “aspirational, working borough, a vibrant part of this world city, renowned for its innovative and creative economy; a place that values the diversity of its neighbourhoods, and makes the most of their links across the globe to enrich the economic and social life of everyone who lives in the borough; a borough with greater opportunity and prosperity for everyone, whatever their background, and narrowing economic, environmental and health inequality. We will have secured the benefits arising from hosting the 2012 Olympic and Paralympic Games; a green, cosmopolitan part of London with safe, strong and cohesive communities, and a shared sense of fairness, citizenship, and social responsibility.”

To achieve this vision, the strategy outlines 6 priorities:

1. Reduce poverty by supporting residents into sustainable employment, and promoting employment opportunities.
2. Help residents to become better qualified and raise educational aspirations.
3. Promote health and wellbeing for all, and support independent living.
4. Make the borough safer, and help people to feel safe in Hackney.
5. Promote mixed communities in well-designed neighbourhoods, where people can access high quality, affordable housing.
6. Be a sustainable community, where all citizens take pride in and take care of Hackney and its environment, for future generations.

The Tauheedul vision, Key Performance Indicators (given later in this section) and the Big Society specialism, reflect these strategic priorities. The Tauheedul Free Schools' Trust recognises its affinity with the Borough's strategic goals and an opportunity to make a genuine contribution to achieving Hackney's vision.

As an inner London borough, Hackney is on the fringe of one of the world's most important financial districts, the City of London, and close to Canary Wharf and Docklands. Hackney is on the threshold of significant transformation being the 10th most popular travel to work zone in London and having the 2nd largest economy in East London. The Olympic and Paralympic Games will happen close to Hackney, offering unrivalled prospects for sport, culture, employment and business growth. The regeneration brought about by the 2012 Games has started to shift London's centre of gravity to the east, which has begun to transform the local economy, bringing new jobs, housing and public facilities to the borough. Regeneration

programmes in Dalston, Hackney Central and Hackney Wick will create more sustainable town centres across the Borough. This will attract employers from the retail, hospitality and catering, finance and ICT, and creative and media industries. There is also growing evidence of some local economic growth and the emergence of new businesses serving new markets such as groceries, cafes, coffee shops, restaurants and bars.

The location of Hackney is unique in having huge opportunities over the next few years but with a cycle of poverty and inequality that is likely to deprive a large proportion of residents from benefiting from such opportunities. The Olive School will seek to redress some of the fundamental root cause barriers to employment and use innovative techniques to teach literacy and numeracy and instil confidence and the skills necessary to compete in the employment market. The school will develop a strong foundation underpinned by literacy, numeracy, digital literacy, innovation and creativity for the children of Hackney. It will nurture each unique child whilst providing a high-quality learning journey onto secondary education. This will enable them to have high aspirations and ambitions, and succeed in various professions.

Turning to a more local and personal level: the communities in N16, E5, E8 and E9 aspire to a high quality of educational provision for their children. Many parents express their disappointment at the existing primary provision and complain that there are not enough good and outstanding schools. Many local parents strongly feel that primary schools in the borough fail their children and as a result their targets at secondary level are set low. A particular concern, raised frequently via the series of consultation meetings for The Olive School, was of poor standards of behaviour and manners in the schools where children attend.

Recent available data suggests¹, on balance, more people leave than move into Hackney due to schooling considerations. Two per cent of residents who had moved into Hackney cited moving into a school catchment area as a factor in their move, while nine per cent of people who were planning to move out of the area cited moving into a school catchment area as a factor in their decision.

Our rationale arises from:

- The demand from parents for outstanding standards and outstanding schools
- ... in the context of significant deprivation;
- The future demand for primary school places: capacity and competition;
- The demand for a Muslim Faith School: equality of choice
- The demand for community cohesion: a Big Society specialism.

¹ Cohesion and Schools in Hackney Report – <http://www.hackney.gov.uk/Assets/Documents/background-paper-schools-and-cohesion.pdf>

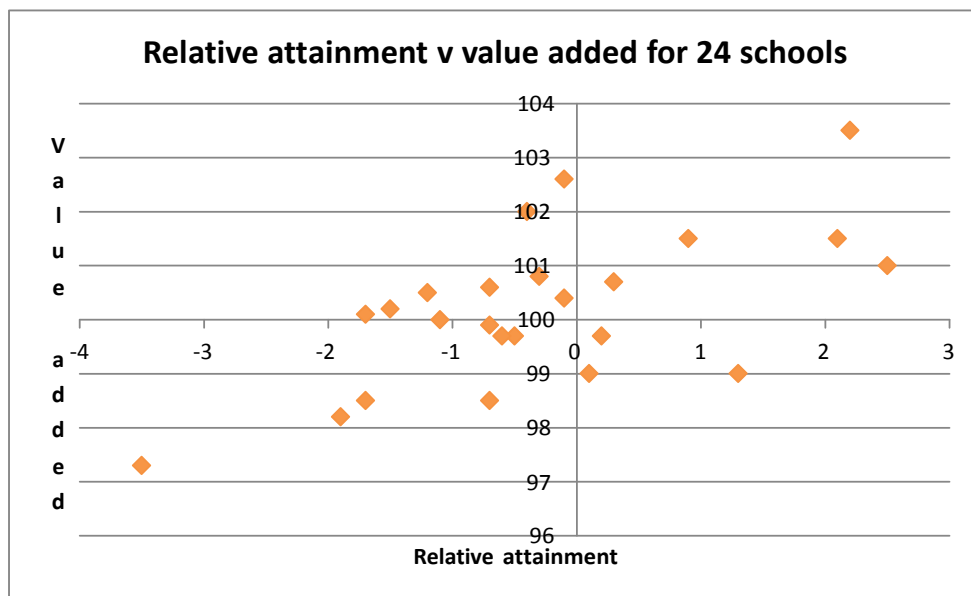
The demand for outstanding standards and educational outcomes

According to the 2010 Index of Deprivation, Hackney is one of the most deprived areas in the country. However, the education domain is the one in which Hackney performs the strongest. The Borough has no Lower Super Output Areas (LSOAs) in the top 5% or 10% most deprived nationally, and only two LSOAs in the top 20% deprived nationally. This reflects the strong attainment of Hackney pupils in terms of both school performance results and educational achievement and qualifications beyond the age of 16.

Overall standards of attainment have improved at much faster than the national averages at Key Stage 2 across Hackney as a whole: the percentage of children achieving Level 4 or above in English and mathematics has risen from 64% in 2009 to 76% in 2011 compared with from 72% to 74% nationally. However, the best schools are either distant from the area The Olive School is intended to serve (i.e. the area with the majority of the parental demand) or they are Voluntary Aided Jewish or Christian schools. For example, in 2011, the top four performing schools for Expected Progress in English at Key Stage 2 were all VA Christian or Jewish schools.

In the twenty four primary schools situated in the main area of parental demand for The Olive School², in only five do pupils have both standards of attainment and an overall value added measure above the national averages (see graph below). Three of the remaining 19 could be classified as 'coasting' in that although KS2 attainment is above the national average, value added is below. Nine have value added measures which are at or above the national average but attainment is below, and seven are 'low attaining, low achieving' schools in that both their standards of attainment and their value added are below national averages.

² The main area of parental demand for The Olive School, Hackney straddles postcode areas N16 and E5, so a 'survey area' of one mile in radius, with a central point half way between postcodes N16 [REDACTED] and E5 [REDACTED] has been used for the purposes of analysing and inferring the anticipated pupil profile. 24 schools for which there is publically available performance data falls within this survey area. A further 20 school are independent with no available data,



Despite recent improvements, in 2011 half the schools in this area performed worse than the national average for the percentage achieving Level 4 or above in both English and mathematics.

Only four of these 24 schools (6%) are outstanding as judged by Ofsted, which is below the national average for this judgement. Ten schools are only satisfactory.

Parents also complain that some children receive much more support from teachers at the schools where their children attend than others. Data suggests that schools in Hackney have become much more successful over the last couple of years in enabling pupils to achieve the threshold measures in English and mathematics but that they are less successful in maximising their Key Stage 2 Average Point Scores: Hackney is ranked 111th LA out of 152 for APS, 52 out of 152 for %L4+ in English; and 59 out of 152 for %L4+ in mathematics. This may suggest that small groups of pupils within schools are targeted to achieve at level 4 in English and mathematics whilst others may receive less attention or challenge.

So there are a small number of outstanding schools with very good pupil outcomes in the area from which the main parental demand for The Olive School comes, but there are not nearly enough places at good or outstanding schools, with admissions policies which enable children of the Muslim faith or none to attend.

Tauheedul Islam Girls' High School has a track record of outstanding outcomes for attainment and progress from the 'below average outcomes' pupils arrive with at the end of Key Stage 2. TIGHS has demonstrated its capacity and capability to impact on the standards in other schools that have sought its support, including as a Lead Education Partner in a National Challenge Trust.

The Olive School will provide an excellent education for children recruited from a multi-racial catchment area of Hackney. By implementing rigorous teaching techniques, expecting the highest standards of pupil performance and providing opportunities for developing personal interests and talent to a high level, The Olive

School aims to create confident, knowledgeable and skilled learners; leaders who can and will want to seize the opportunities that meet them when they become secondary school pupils.

... in the context of significant deprivation

There is strong demand locally from parents and the community for greater equality of opportunity so that the aspirations of an underprivileged section of the population can be met; this pressure is all the greater given the concentration of disadvantaged groups in those areas of the borough closest to the selected location of The Olive School.

- Overall, 42% of Hackney's LSOAs are in the top 10% most deprived areas nationally, which places it 6th nationally on this measure.³ Only Liverpool, Middlesbrough, Manchester, Knowsley and the City of Kingston-upon Hull are ranked higher.
- In 2010, Hackney's average score (based on LSOAs) made it the second most deprived local authority in England: second to Liverpool and ahead of Newham (3rd) Manchester (4th), Tower Hamlets (7th), and Islington (14th).

In terms of geographical variation, there are particular concentrations of deprivation:

- In the south-western part of the borough around Shoreditch;
- To the south-east of the borough, around Hackney Wick and South Hackney;
- In the areas to the north and west of Hackney Downs;
- In the north-west corner of the borough, around Manor House and the border with Haringey.

^{3 3} Source: The English Indices of Deprivation 2010: Neighbourhoods Statistical Release, March 2011. <http://www.communities.gov.uk/documents/statistics/pdf/1871208.pdf>



The map above shows deprivation levels across the London Borough of Hackney. Those wards shaded darkest blue are amongst the 5% most deprived wards nationally according to the National Index of Deprivation for 2010. As the later parent demand indicates, there is most interest from communities across the most deprived wards in central Hackney with further interest from the south of the borough. The sponsors wish to locate The Olive Free School so that it can most benefit these areas of significant parental demand and deprivation.

A core element of the Borough's sustainability priorities include tackling poverty and inequality through raising the aspirations of the residents, especially Hackney's children and young people, to interrupt the cycle of deprivation, and supporting people to improve their life chances and to achieve their ambitions.

The greatest risk to community cohesion in Hackney is economic polarisation. Closing the gap between the wealthy residents and the most deprived remains the strategic focus for the borough. Unemployment and economic inactivity have been

an issue for East London for decades. Although good progress has been made in narrowing the gap between Hackney and London over the past decade, Hackney continues to have higher levels of unemployment. Together with the neighbouring boroughs of Tower Hamlets and Newham, Hackney's employment rate is amongst the lowest in the UK.

The Olive School will raise the educational aspirations of Hackney's children and ensure they look forward to a prosperous future, full of opportunity and ambition. The school's emphasis on literacy and numeracy intertwined with digital literacy, innovation and creativity will develop a generation of aspirational citizens proud of their borough and their school, and above all proud of themselves for succeeding and interrupting the poverty and deprivation cycle. Employability skills such as behaviour and interpersonal skills along with literacy and numeracy skills remain a fundamental barrier to some of the most excluded communities entering the employment market. The Olive School will lay the foundations of employability skills by championing educational improvement and contributing to the borough's vision to outperform the national average in terms of educational performance.

The location of Hackney in the wider South East context is unique with huge opportunities over the next few years but the cycle of poverty and inequality is likely to deprive a large proportion of residents from benefiting from such opportunities. The Olive School will redress the some of the fundamental root cause barriers to employment

The demand for primary school places: capacity and competition

Although there are currently 1563 surplus primary places in Hackney, the population is growing and is forecast to grow further. London's population has been growing over the last 15 years, but Hackney's rate of growth is faster. According to 2010 estimate figures, the population was 219,200 and this is projected to increase to 244,376 by 2021 and 262,553 by 2031.

The projected increase in primary school children from 2010-2015 for Hackney is from 16,232 to 18,119, with further increases predicted beyond 2015. Although there are currently unfilled places in Hackney's primary schools, because of recent expansions to existing schools, this will not suffice to fulfil the needs of the changing demographics over the next decade. Hackney is predicted to rank joint first nationally for a lack of primary places by 2014 when, according to the Audit Commission's predictions there will be a deficit.

In our discussions with Hackney Council, there has been a clear recognition that, despite their plans to expand the primary capacity, the system will be unable to cope with the surge in the E5 postcode area. The current unfilled places and the council's plans to expand the primary schools are insufficient to address the capacity issue. Our preferred premise is located in E5 and through this The Olive School will be able to create more capacity and relieve the pressure. The Olive School will be part of

a planned, strategic, long term approach to fulfill the needs of the local community whilst also responding pro-actively to the demographic changes of the next decade.

According to figures released by the Department for Education, London faces a real squeeze on primary school numbers and the surge over the next few years is a major issue. Although Hackney does not face a major issue like some of its neighbours, The Olive School's proposed location will relieve the pressure from some of the neighbouring boroughs. For example, Waltham Forest has a significant capacity issue with the projected increase in primary school children from 21,199 to 26,775 by 2015 and further predicted increases beyond 2015.

Although the sponsors did not target neighbouring boroughs, many parents from Waltham Forest, through our consultation on the Waltham Forest Leadership Academy for Girls, have expressed an interest in sending their children to The Olive School, Hackney which, depending on its location, would be a 3-4 mile commute. Statistics from the Little Gems Nursery in the N16 area suggest that over 20% of parents travel from outside the borough: this provides an indication of parents' willingness to travel for school places with good providers. Hackney's accessibility and excellent transport links create a potential for The Olive School, Hackney, to contribute and respond to the overall surge in primary places across North London. It is important not to consider Hackney in isolation given the inter-connected infrastructure across London.

Once the Olive School is full by 2018, it will provide a further 630 primary places in the borough.

The demand for a Muslim Faith School: equality of choice

According to the 2001 census, 13.8% of Hackneys population identified their religion as Muslim (approximately 28,000). The total population of the borough was 202,824. Estimates suggest the population of Muslims currently exceeds 35,000.



The wards with the highest proportion of Muslims, according to the 2001 Census were Leabridge (21%), Cazenove (19.7%) and Hackney Downs (15.6%) all coloured dark purple on the map. This corresponds with some of the more deprived wards in the borough.

In the borough as a whole, there are 17 Voluntary Aided primary schools. 8 are Church of England, 6 are Roman Catholic and 3 are Jewish. Within the secondary sector, there is one Church of England, one Jewish and 2 Roman Catholic VA schools.

There are also a large number of independent schools in Hackney, almost all religious in character: Sixteen schools cater for Jewish pupils; three for Muslim pupils; four for Christian pupils. Figures taken from Ofsted reports suggest around 6500 children attend independent schools in Hackney including roughly 5800 children who attend Jewish schools, and 500 attending Muslim schools. Hackney's two independent Muslim primary schools are likely to be impacted more as single institutions, by the opening of The Olive Free School than the maintained Primary schools.

Members of the both the Muslim community and other groups feel strongly that it is important to recognise the needs of all faith groups and that the maintained education sector should reflect this. The establishment of The Olive School will recognise the needs of the Muslim community.

Evidence of the community demand for the option of an education in a Muslim faith school can be seen in the strong desire to establish a third independent Muslim

primary school in Hackney and to expand the size of the existing two schools due to the waiting lists. The local community is not satisfied with the local primary provision and is increasingly looking to private education providers. Affordability is a key concern for parents but the passion for good education for their children is the overriding factor. Migration from the maintained sector has increased over the past five years and the only method to reverse this trend is to establish an outstanding Muslim faith based primary school in the borough. It is in the interest of community cohesion in Hackney that we create a progressive Muslim school that is a beacon for community cohesion, reaches out to the diverse communities of the borough and appeals to parents of all faiths and none, rather than another independent school which may fail in this quest.

The Tauheedul Free Schools' Trust envisages The Olive School quickly becoming a highly successful inner-city school in which Muslim pupils, drawn from the local community, can have their faith acknowledged and integrated into the school's structure and timetable, and one where pupils of other faiths and no faith, can study together as a family, united in a tolerant and respectful manner.

The Olive School's emphasis on the Big Society concept will cultivate civic participation, cohesion, environmental protection and above all a sense of belonging to the city. Hackney is a highly diverse borough with nearly half of its residents from ethnic minority backgrounds. Valuing one another and playing an active part in community services lies at the heart of The Olive School's ethos. This will contribute to the building of a safe and strong borough by empowering children to be role model citizens and building their confidence to promote a sustainable and green agenda. The school will champion environmental protection and will contribute to the borough's aim to achieve a reduction in CO₂ emissions in line with national and internationally set standards from domestic, commercial, industrial and transport emissions.

The sponsors embrace the Free Schools' requirement which states that faith schools must limit faith-based admissions to a maximum of 50% of the available places, if oversubscribed (which the school looks set to be year on year). This will allow The Olive School to achieve a balanced school population that reflects the diversity of the neighbourhood in which the school is located.

The demand for community cohesion: a Big Society specialism.

The Trust's dialogue with Hackney's communities has indicated that the borough's diversity is seen as an asset, but one which needs to be realised through concerted actions for community cohesion. Local residents have identified a number of dimensions to this which need to be addressed. These are:

- **Civic participation:** Through its Big Society Specialism, the Olive School will involve its pupils in a wide range of extra-curricular activities in the community which will be underpinned by its ethos. Pupils will become accustomed to

playing an active role in community life, and this will be acknowledged and accredited through the Tauheedul Mini-Baccalaureate.

- **Cohesion, understanding and interaction between different faith groups:** The school will be proactive in attracting pupils from other faiths and of no faith (please refer to the Marketing Plan in Section E of this application), and will build collaborative relationships with all schools, groups and communities in Hackney. It will help in co-ordinating celebrations of the Borough's diversity through art and cultural activity.
- **Environmental protection and the promotion of a greener locality:** The school will champion environmental protection and contribute to Hackney's aim to become a green and sustainable borough. This will be reinforced in the science curriculum and through voluntary environmental activity as part of the Big Society specialism.
- **Community safety:** The recent Hackney Cohesion Review⁴ notes some specific cohesion challenges, including intergenerational tensions between young people and so-called 'postcode' divisions and gang-related tensions. The school will contribute to crime reduction by raising the aspirations of the children and generating a passion to succeed in secondary education and beyond. This will provide an alternative for many deprived children who do not envisage a prosperous future for themselves. The Tauheedul ethos, as applied in the school's approach to behaviour, attendance and pupil well-being through a 'tough love' approach, will prevent children from getting drawn in to criminal culture and unacceptable conduct.
- **A collective sense of belonging to Hackney:** The Olive School's community service ethos and its Big Society specialism will contribute to a sense of pride and ownership as pupils develop responsibility and citizenship. Collaboration with other schools will reinforce this feeling of shared identity in Hackney.

These community aspirations sit boldly within the sponsors' Big Society concept. Valuing one another and playing an active part in community services will lie at the heart of The Olive School's ethos. The goals will be to cultivate civic participation, cohesion, environmental protection and above all a sense of belonging to the borough. In all of these areas of focus, The Olive School Hackney will seek to make use of the Olympics legacy as a unifying touchstone in the development of the Big Society locally.

⁴ The Hackney Cohesion Review <http://www.hackney.gov.uk/Assets/Documents/background-paper-schools-and-cohesion.pdf>

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

The aim of the sponsors is to transfer the success of the Tauheedul secondary school model to the Primary phases in The Olive School, Hackney in order to meet the needs and aspirations articulated by its communities. The essential features of The Olive School will therefore reflect the key elements of the Tauheedul vision and brand whilst being tailored to the local context.

Aware that educational excellence and aspiration can also make a real difference to the future life-chances of primary age children from the local community, there is a real opportunity to start early and to lay secure foundations for children's futures by getting the basics right for each and every child. So, developing children's competence as users of their own language at the same time as teaching them other languages is seen as an innovative and valuable approach to learning. Indeed, research shows that it is in their earliest years that young children have the capacity to quickly learn new languages. At the same time, it is seen as important to keep pace with technical innovation by supporting younger children's ICT skills, providing opportunities for developing competence in the use and application of a range of media from keyboard skills and use of applications to designing simple computer games, will constitute part of the Tauheedul offer.

Parents have insufficient choice when it comes to primary education as too few schools seize the opportunity to prepare their children for broad academic success at secondary school. The Tauheedul Free Schools' Trust recognises the need for a coherent, knowledge based curriculum which builds skills and deep understanding over time, they understand the need to intervene early so that no child is left behind and they know 'first hand' about addressing transition appropriately so that from an early age children are set up to succeed at GCSE, including in the English Baccalaureate.

The proposition, therefore, is a dynamic equation of demonstrable success meeting aspirational community need and demand; of the Tauheedul brand extending its reach in Hackney so that its children, families and communities can thrive.

The key features of The Olive School Hackney

Harnessing the momentum and legacy of the Olympics

In its interaction with local community groups, the Trust has recognised the hope and belief that the staging of the Olympics has given to residents of Hackney. It is clear that there will be a lasting legacy – both in terms of physical amenities and in community confidence – which will help in addressing some of the deep-seated deprivation in the Borough.

The Olive School will play a pivotal role in ensuring that educational capital is derived from the legacy. Working closely with its neighbouring partner Tauheedul school, the Waltham Forest Leadership Academy for Girls (assuming both schools are approved

by the Secretary of State) and with other schools in East London, the school will use elements of the legacy such as arts, sports and cultural facilities and a burgeoning business sector to:

- Raise aspirations and build entrepreneurial and leadership attitudes in pupils from a young age;
- Engage pupils in their learning through linking the legacy to Project Based Learning;
- Frame the community service element of the Tauheedul vision around key aspects of the legacy.

A coherent, cumulative and knowledge-rich foundation for learning

The Olive School Blackburn will offer the Core Knowledge Sequence UK (CKS) as the core of its curriculum. The sponsors' belief is that this will ensure that pupils acquire the key knowledge that they need to progress and achieve. The CKS is well developed in a large number of schools in the United States, with strong evidence of success, and is currently being adapted for use in the UK. The CKS will be complemented by the school's Project Based Learning approach, which will help to develop pupils as independent learners.

These curricular approaches will prepare pupils for success at secondary school and in their progression to Higher Education and employment.

A specialism in Big Society

Guided by its discussions with the local community, the Trust has a clear view of the role that The Olive School will play in promoting community cohesion in Hackney. This will be delivered through its distinctive Big Society specialism. A programme of extra-curricular and enrichment activities in the community will develop the school's pupils as responsible future citizens. It will also position the school as pivotal in bringing together discrete sections of the community – whether faith-based or of no faith – to create a commitment to working together for Hackney. Pupils' participation in the Big Society specialism will be accredited as part of the Tauheedul Mini-Baccalaureate and their learning in it will be structured through the Project Based Learning approach.

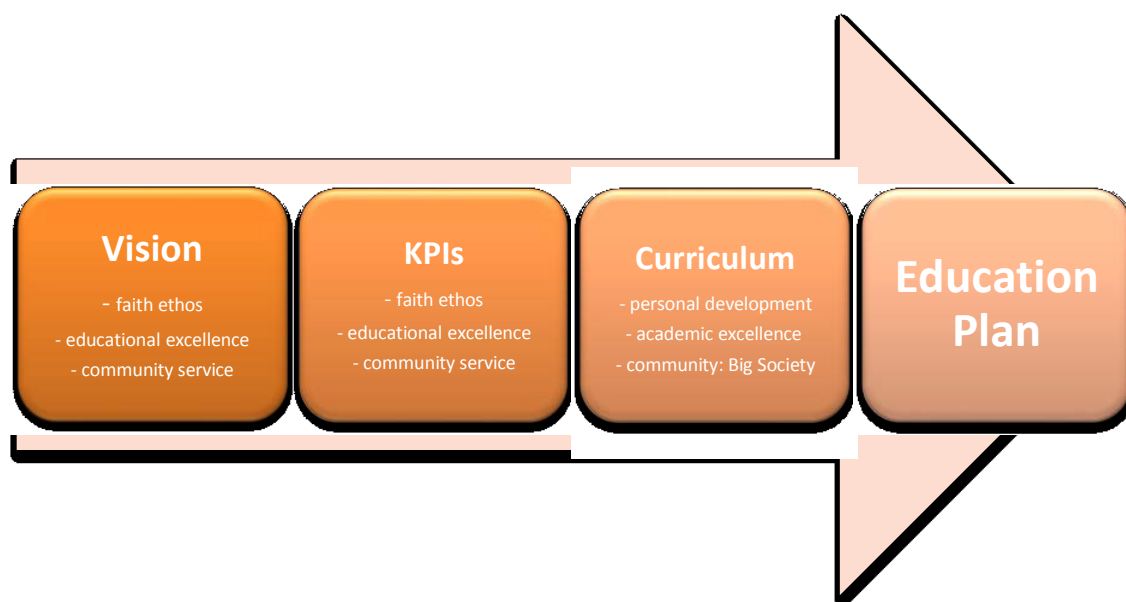
Ensuring success

The school will put in place a number of key processes and systems to ensure that all learners progress and achieve. These will be calibrated to the needs of the anticipated pupil profile, and will therefore include a strong emphasis on literacy and meeting the needs of EAL learners so that they can access the Core Knowledge Sequence UK curriculum and the Project Based Learning approach. Quality assurance of teaching, learning and assessment – in line with the Tauheedul School Improvement Framework – will also be at the heart of The Olive School's management systems. We will appoint subject specialists to lead curriculum development and planning in English, mathematics and science and subjects specialist Teaching Assistants in English and mathematics for each year group.

A distinctive vision and ethos for a distinctive local plan

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

The Trust's vision for The Olive School has been forged from two key elements: local aspirational demand and evidenced educational success. The delivery of the vision –



through the school's Education Plan – is sequenced as follows.

The three key elements of the Tauheedul Education Vision - Faith ethos, Educational excellence and Community service are the foundation for a set of Key Performance Indicators (KPIs) by which the sponsors will define and measure the success of The Olive School.

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

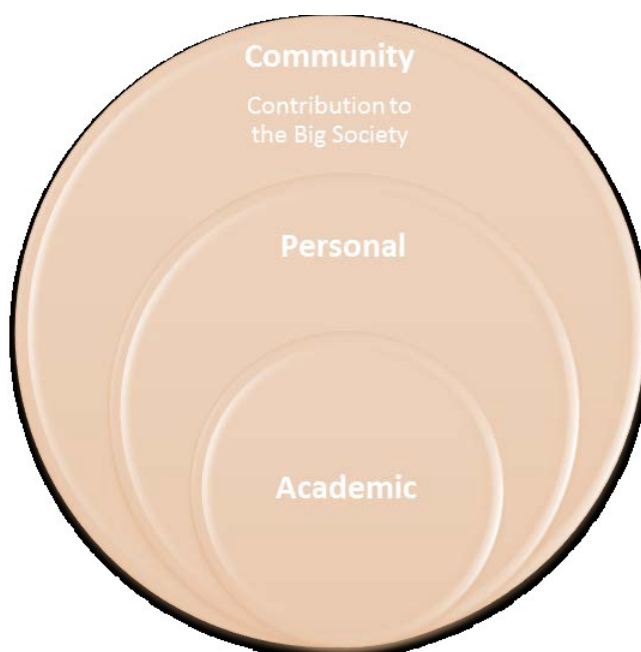
| | | |
|-------------------------------|--|---|
| | Pupil behaviour and attendance | Behaviour judged grade 1 by Ofsted. Attendance and unauthorised absence are in the top 5% of schools nationally. No exclusions. |
| | Pupils demonstrate emotional resilience and spiritual intelligence | Judged grade 1 in Section 48 inspection (faith). Classroom climate for learning: students' attitudes and response from lesson observations and learning walks. |
| | Pupils live healthy and ethical lifestyles | Investors in People Kite Mark. Fair Trade Quality Mark. Healthy Schools Award. Judged grade 1 in Section 48 inspection (faith). |
| EDUCATIONAL EXCELLENCE | The proportion of EYFS pupils achieving 78 points with at least 6 points for each area | EYFS standards judged outstanding by Ofsted. In top 5% nationally. |
| | The proportion of pupils achieving level 2a+ for reading, writing and mathematics at the end of Key Stage 1. | Standards judged outstanding by Ofsted. In top 5% nationally. |
| | The proportion of pupils achieving at least level 3+ for reading, writing and mathematics at the end of Key Stage 1. | In top 5% nationally |
| | The proportion of pupils achieving at least level 4a+ for English and mathematics at the end of Key Stage 2 | In the top 5% nationally for both indicators |
| | The proportion of pupils making at least two levels of progress in English and mathematics over Key Stage 2 | In top 5% nationally |
| | Gaps in attainment between FSM and non-FSM | In each of the above attainment measures, there is no gap between FSM/non-FSM learners. |

| | | |
|--------------------------|--|---|
| | Pupils engage in the extra-curricular programme | All pupils engage in the programme and pass Bronze, Silver and Gold awards. |
| | The quality of Teaching and Leadership | Both Teaching and Leadership judged outstanding by Ofsted. CPD mark award. Investors in People. Designated as a Teaching School. Applications for teaching and leadership vacancies are well above regional averages. |
| | Pupils and parents engagement with technology to achieve the school's strategic outcomes | 90% access VLE on a weekly basis. Evidence of impact on other outcomes determined by monitoring / self-assessment. |
| COMMUNITY SERVICE | Achievement of the Tauheedul Mini-Baccalaureate | All pupils complete the Tauheedul Mini-Baccalaureate and gain Gold, Silver or Bronze awards depending on their ages. |
| | The Olive School's reputation in the community | The school is oversubscribed by 100% + after three years. 360° surveys of stakeholder perceptions will be the measure. |
| | Parents/carers engagement with, and advocacy for, the school | Attendance and consultation events will be the measure. |
| | Established as the 'Big Society' primary school in Hackney | Achieve Prime Minister's Big Society Award. |
| | Impact on school improvement across Hackney LA | Evidence of impact in schools supported. Designated as a National Support School and Teaching School. 5% + of staff are designated as SLEs or Master Teachers. |
| | Impact on school improvement across | Evidence of impact in schools |

| | | |
|--|---|---|
| | the Tauheedul Schools Network | supported. Designated as a National Support School and Teaching School. At least 5% of staff are designated as SLEs or Master Teachers. |
| | Efficiency, accountability and transparency with all stakeholders | Annual score card is published by Tauheedul Free Schools' Trust to parents and stakeholders. |

From these KPIs, which define the outcomes expected for all pupils, three key overarching and inter-linked curriculum building blocks have been designed to structure the provision which will enable all learners to achieve success. So the curriculum will operate at three levels and will address all pupils' academic, personal and social development.

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



Academic excellence will be at the core of all pupils' achievements and will be delivered through formal teaching. The school will offer a broad and balanced knowledge based curriculum, designed to prepare them in their secondary education for progression to and success in the English Baccalaureate. The 'Core Knowledge Sequence UK' will be used as a springboard for learning in English, mathematics,

science, history, geography, and visual arts. This will provide a coherent, cumulative and knowledge rich foundation on which to build learning. The rationale for such an approach is outlined below:

- The school will wish for pupils to develop an expertise and in-depth knowledge, understanding and appreciation of each subject area.
- Pupils will develop critical skills of evaluation and synthesis in each subject area, being able to study further independently and effectively.
- There will be consistency, coherence and clarity on the level of achievement a pupil has reached, and what he or she should do to improve and make further progress. Such clarity is useful for learners, parents and teachers and allows all to work together to enhance and catalyse learning.
- The emphasis will be on academic rigour at a younger age, thereby preparing learners for the demands of the new secondary curriculum.
- With an emphasis on deep knowledge, learners will have a richer curriculum which will stimulate interest in wider learning and enrichment opportunities.

The knowledge and skills covered in the early years of primary school will be broad in scope and, in later years, will be revisited in more depth. In addition, The Olive School will provide for the learning of a Modern Foreign Language (a choice of Arabic or French), music, computer science and physical education. Curricula in these subjects will be developed to complement and maintain the coherence provided by the Core Knowledge Sequence UK.

In the first instance we intend using APP in English, mathematics and science as a 'tried and tested' set of national benchmarks by which we can plan for and judge the progress of children and of the school as a whole. It is likely that these will be supplemented by the benchmarks provided as part of the revised National Curriculum for England, once published.

The **Personal Development** programme: from entry into reception, in keeping with the principles of the Early Years Foundation Stage, each pupil will be developed as a 'Unique Child' encouraged to be resilient, capable, confident and self-assured. Positive relationships will enable pupils to be strong and independent from a base of loving and secure relationships. Concurrently with the core academic level, all pupils will participate in the personal development programme which will include sports, cultural, creative and other extra-mural activities. This will help pupils develop key personal skills and aptitudes including leadership, oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence. These curricular dimensions of learning will be at the heart of the school.

The **Community** curriculum will facilitate pupils' contribution to the Big Society and will support their social development through citizenship, social enterprise and community service and will be serviced by the Core Knowledge Sequence: cognitive

science tells us that teaching knowledge is the necessary partner critical to achieving **culturally literate citizens** able to meaningfully participate in democratic life. As indicated earlier, this will be linked closely to the legacy of the Olympics and the way that this will inform the social regeneration of Hackney. Key to this element is the concept of vertical tutor groups, which would provide the vehicle to develop pupils as members and as they progress through school, as leaders of their tutor group community.

Using the three curriculum building blocks as its framework, the curriculum plan for The Olive School sets out a broad and balanced offer of learning, with a focus on the core subjects complemented by an enrichment curriculum and incorporating a Big Society specialism. This accurately reflects the local community's aspirations and demand.

The three elements of the curriculum are integrated through the accreditation of the **Tauheedul mini-Baccalaureate**. The award will recognize not only the commitment of its holder to learning, to outstanding attendance and behaviour throughout the school, but also reflects how each child has contributed as an active citizen, a leader and an entrepreneur in the Big Society in which they live and will continue to contribute to in the future.

Thus, the curriculum and its accreditation have been specifically tailored to deliver on 'Educational Excellence' and 'Community Service'. The delivery of the 'faith ethos' component of the vision will be different (see below). The ethos elements are to be woven through, and infused into, the curriculum and school systems to bring about the goals specified. So, for example, the Trust clearly differentiates between the teacher and the pupil, providing distinct parameters in order to rebalance teacher-pupil relationships and to establish the teacher as 'in charge' of their own classroom. The key value of 'respect' will flourish within this understanding and provides one of the underpinning principles for the behaviour strategy.

The remainder of the Education Plan outlines the infrastructure, systems and processes which will maximise the opportunities for every learner who attends The Olive School to achieve the Tauheedul Vision so that they leave it ready and able to progress successfully to the secondary phase of education and beyond.

Religious designation and faith ethos

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

Accordingly, The Olive School will not be offering an Islamic curriculum. Instead, it will promote traditional British values within a contemporary and forward-looking ethos of 'multiple belongings'. Thus, Muslim children and those of other faiths and none, will be able to identify with and benefit from the enactment of the school's values. In essence, by ensuring that the teacher has full control of the classroom, the

school will create the conditions in which pupils will flourish and achieve as learners and as local, British and international citizens. This will be further deepened and enhanced by the school's Big Society specialism. The centrality of the 'faith ethos' to the life and success of the school is demonstrated by its inclusion alongside 'Academic Excellence' and 'Community Service', as a set of Key Performance Indicators. It provides the foundations for progress and achievement in all aspects of the Education Plan.

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

So, for Tauheedul, religious designation does not mean the exclusion of other faiths, but rather it involves everyone rallying together to contribute to a society everybody can be proud of and to bring about the conditions necessary for a shared future in which individual difference is not simply tolerated but is actively celebrated.

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

In seeking to establish The Olive School, the Trust is applying a tried and tested model of successful school improvement to Hackney's unique set of circumstances. There will be no compromise on Tauheedul's core standards of quality and aspirations for achievement. However, it is also clear that the Trust will be working within a local context which requires bespoke solutions, and that it will collaborate with partners and with communities in Hackney to deliver its mission.

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

The Framework is constructed of the following elements:

- a set of principles
- a clear focus on the four headings of the OFSTED evaluation schedule
- an annual schedule of quality assurance activity
- a reporting process which ensures a chain of accountability
- a specification of the role of the external Tauheedul Standards Assurer
- explicit expectations for school self-evaluation
- Key Performance Indicators
- a set of Tauheedul Quality Standards covering the following areas:
 - Pupil attainment and achievement
 - Learning and Teaching

- Pupil Behaviour for Learning
- Safeguarding
- Pupil Attendance
- Governance
- Strategic Planning
- Monitoring and Self-Evaluation
- Performance Management
- Line Management
- Professional Development
- Curriculum
- Assessment and Pupil Tracking
- Reporting
- Communication and Consultation
- Finance
- Ethos, Spirituality and Community Spirit

Combining comprehensive coverage with rigorous and well defined processes, the Framework will endeavour to ensure that every child in The Olive School achieves to their full potential.

Conclusion: from vision to impact

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

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

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

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

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

Section D: Education plan – part 1

The table below provides the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. We wish to open a three form entry school, but will take both Reception and Year 1 cohorts in the first year of opening in September 2013. This is in direct response to expressions of parental demand.

| | Current number of pupils (if applicable) | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------------------|--|------|------|------|------|------|------|
| Reception | | 90 | 90 | 90 | 90 | 90 | 90 |
| Year 1 | | 90 | 90 | 90 | 90 | 90 | 90 |
| Year 2 | | | 90 | 90 | 90 | 90 | 90 |
| Year 3 | | | | 90 | 90 | 90 | 90 |
| Year 4 | | | | | 90 | 90 | 90 |
| Year 5 | | | | | | 90 | 90 |
| Year 6 | | | | | | | 90 |
| Year 7 | | | | | | | |
| Year 8 | | | | | | | |
| Year 9 | | | | | | | |
| Year 10 | | | | | | | |
| Year 11 | | | | | | | |
| Year 12 | | | | | | | |
| Year 13 | | | | | | | |
| Totals | | 180 | 270 | 360 | 450 | 540 | 630 |

Section D: Education Plan – part 2

The education plan for The Olive School is presented as follows:

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

The Curriculum Plan

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

- **Rationale**
- **Curriculum Principles**
- **The curriculum model: the Tauheedul Offer and Mini-Baccalaureate**
- **The curriculum structure,**
 - **A broad and balanced curriculum**
 - **The Core Knowledge Sequence**
 - **Subject curricula**
 - **The Curriculum model: Reception, Key Stage 1 and 2**
 - **Big Society Specialism**
 - **Enrichment curriculum**
- **Ensuring pupils' success**

Rationale

The curriculum at a 'Tauheedul School' is designed to foster thought, curiosity and a desire for learning in all children, regardless of their backgrounds, strengths and needs. The curriculum should be a gateway to opportunity, cultural literacy and a

knowledge-based vibrant community in the United Kingdom and beyond. It must also reflect national policy and priorities.

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

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

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

- Provide a broad and balanced curriculum which will enable and empower children to secure high standards in the basic skills, for them to progress to secondary school and form the foundation for a choice of academic GCSEs then A levels and progression into a Russell Group university should they wish;
- Prepare children for active leadership within their secondary school and local community;
- Foster community cohesion and social responsibility;

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

- A mastery learning approach in the core subjects whereby pupils are helped to master each learning unit before proceeding to a more advanced learning task. So pupils will not be advanced to subsequent learning objectives until they demonstrate proficiency with the current set. This will enable all children, from all backgrounds, to achieve the Tauheedul Mini-Baccalaureate prior to transferring to secondary school and which forms the foundation for a future choice of academic GCSEs then A levels and progression into a Russell Group university should they wish;
- A focus, through the enrichment curriculum and cross curricular planning, on accelerating the development of pupils' literacy skills so they can fully access the breadth of the curriculum and the demands of academic qualifications. It is known from research and Ofsted specialist reports that children's underachievement is particularly associated with poor literacy skills so the Trust will use 'best practice' to inform solutions.

- A specialism in Big Society, delivered primarily through the 'Community' dimension of the Tauheedul Mini-Baccalaureate, designed to grow social capital. This provision will foster the development of citizenship, social enterprise and community service.
- Enrichment programmes and an extra-curricular offer delivered primarily through the 'Commitment to Personal Development' element of the Tauheedul Mini-Baccalaureate: designed to build leadership and entrepreneurial skills. The Trust will provide residential, cultural, social, creative and sporting opportunities which would not otherwise be experienced by many of the children.

The relevant sections below are explicit about the range of ways in which The Olive School's provision will aim specifically to address the needs of the children.

Curriculum principles

The Trust's curriculum principles serve also as the Tauheedul Quality Standards for curriculum and will be used to inform self-evaluation and for quality assurance purposes, to test whether the curriculum for The Olive School is effective, fit-for-purpose and producing the outcomes specified by the Tauheedul Free Schools' Trust. They are set out below:

The curriculum:

- Is primarily academic, broad and balanced in nature.
- Emphasises learning in literacy, numeracy, languages, humanities and science, recognising that for younger children personal, social, emotional and physical development support academic learning.
- Prioritises academic achievement in reading, writing and mathematics for all learners but especially the least able.
- Has a specialism which reflects the strengths and character of the community the school serves.
- Provides highly positive, memorable experiences and rich opportunities for high quality learning.
- Has a very positive impact on all pupils' behaviour and safety.
- Contributes to their spiritual, moral, social and cultural development.

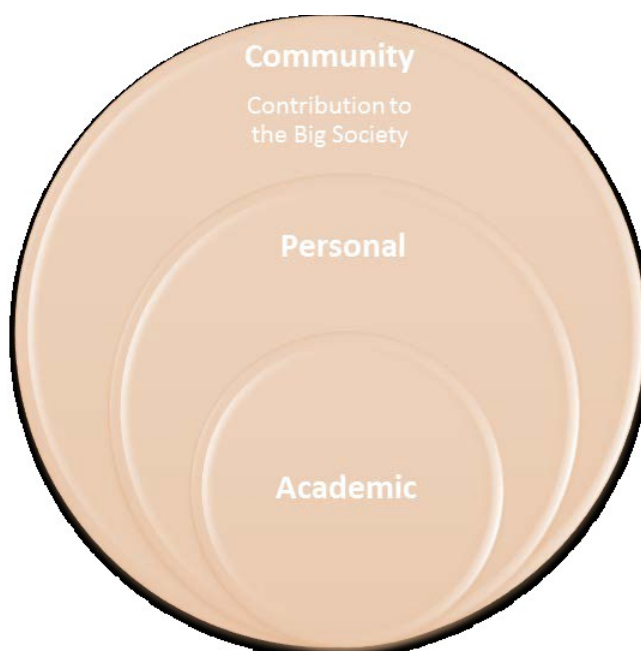
The Trust has identified the Core Knowledge Sequence UK as an appropriate starting point for the primary curriculum. The aim is that pupils become culturally literate and develop a body of lasting knowledge and skills that every child should learn. This would include the fundamentals of science, basic principles of government, important events in British and world history, essential elements of mathematics and stories and poems passed down from generation to generation.

This is essential if pupils are to be able to succeed in school and also if they are to participate in society as engaged citizens.

The curriculum model: *The Tauheedul Offer*

To transfer the success achieved in TIGHS, Blackburn to the primary phases and to the specific needs of Hackney as identified by the local community, and to deliver the Tauheedul vision, the curriculum will operate at three levels and will address all pupils' academic, personal and social development.

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



Element 1 – Academic Excellence

At the core of The Olive School Hackney will be a broad and balanced knowledge based curriculum, which begins in Reception with a focus on learning through play, designed to prepare children in their secondary education for progression to and success in the English Baccalaureate. The 'Core Knowledge Sequence UK' (CKS) will be used as a springboard for learning in:

- English (the curriculum content referred to as Language Arts/ English in the CKS)
- Mathematics
- Science
- History
- Geography

The CKS outlines all the topics and content that should be covered in each year. By explicitly identifying what children should learn each year, the CKS will ensure a coherent and cumulative approach to building pupils' knowledge across the curriculum as a whole so that they are well equipped to make sense of the world around them, enabling them to become independent learners, problem-solvers and critical thinkers and therefore preparing them for the important exam years at secondary school. The knowledge and skills covered in the early years of primary school will be broad in scope and, in later years, will be revisited in more depth. This will provide the necessary framework prior to transferring to secondary school and form the foundation for a future choice of academic A levels and progression into a Russell Group university should they wish.

The 'Early Years Foundation Stage' (EYFS), which sets out the standards for the care and learning for children aged five and under in England, became statutory from 2008 and was recently reviewed; proposed changes are to be implemented from September 2012. The Reformed EYFS will therefore shape the Reception Year curriculum which is not delineated in the CKS outline. The three 'Prime' areas of Personal and Emotional development (PSED), Communication and Language (C&L), and Physical Development (PD) and the four 'Specific' areas of Literacy (Li), Mathematics (Ma), Understanding the World (UW) and Expressive Arts and Design (EAD) will provide an essential and sound foundation for the content and skills provision from the CKS, starting from Year 1.

In addition, The Olive School will provide for the learning of computer science which will incorporate digital literacy, music and a Modern Foreign Language (a choice of Arabic or French). Curricula will be developed in these subjects to complement and maintain the coherence provided by the Core Knowledge Sequence.

Our aspiration and belief is that every pupil can benefit from a broad and balanced academic curriculum so the Tauheedul CKS curriculum will be appropriate to all pupils. There may be a small number of pupils who, because of barriers to their learning, will require a 'tailored' curriculum based on a 'depth before breadth approach' to enable them to reach age related expectations in English, Mathematics and Science. For these children, a bespoke route will be designed to meet their specific needs and to enable them to gain the full benefits of The Olive School's Mini-Baccalaureate.

Element 2 - Personal Development (leadership and entrepreneurial skills)

Concurrently with the core academic level, pupils will engage in the Personal Development element of the curriculum which will include a programme of Physical Education, sports, cultural, creative and other extra-mural activities. This will help pupils develop key personal skills and aptitudes including leadership, oral communication, self-confidence, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence. These curricular dimensions of learning will be at the heart of the school.

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

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

Element 2 will partially be taught within the school timetable i.e. the Physical Education offer will draw, for older pupils, on the revised National Curriculum programme of study and will form a part of the formal taught curriculum, and for younger pupils on the EYFS, and through time spent in vertical tutor groupings.

The remainder will be mainly delivered through the enrichment offer, in which all pupils will have a minimum level of involvement, depending upon their age and, increasingly as they progress through the school, pupils' independent studies in their own time.

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

Key to this element is the concept of vertical tutor groups which would provide the vehicle to develop pupils as a member, and as they progress through school, as a leader of their tutor group community.

The curriculum for this element will be structured to help the development of citizenship, social enterprise and community service and will be delivered using a 'project based learning' approach. Older pupils will be expected to support the development of younger pupils in their tutor group which would prepare them for a wider understanding and engagement in the Big Society as they move to the Secondary phase of their education.

A planned programme of circle time activities, reciprocal teaching, reading buddies, assemblies, class council meetings, tutor group dining at lunchtimes, and peer support activities will provide insights into social education and experiential community activities, with 'hands-on' and participative learning to the fore. This would see Reception and Year One pupils receiving 'buddy' support in their learning from Lower and Upper KS2 pupils, who would be expected to taking leadership roles in the whole programme. Tutor groups would develop a school, locality, and national perspective to their work across the year and have a collective responsibility as a group for raising charitable donations. In the locality perspective, creative use will be made of the Olympics legacy to bring learning to life and enhance pupils' engagement.

The sponsors see this part of the overall academic agenda as contributing to the 'Big Society' concept as outlined by government which is also a specialism of The Olive School Hackney.

The work completed will be captured in a portfolio of evidence over time with Year 6 pupils expected to undertake a 'transition' element which would prepare them for their move to Secondary School. This would involve a programme of induction days and a summer school experience. Pupils will also prepare a presentation which captures their achievements to date and aspirations for the future which would be shared with parents, Governors, and the receiving school

The Tauheedul Mini-Baccalaureate – integrating and accrediting excellence across the curriculum

As stated in the curriculum principles, The Olive School's curriculum will be primarily academic, so that all pupils have outstanding basic skills and knowledge to make rapid progress in all aspects of an academic secondary school curriculum. However, recognising that universities, employers and society as a whole wish pupils to leave school with a wider range of skills and qualities, we have included Key Performance Indicators which measure achievement in aspects of our faith ethos and in community service as a foundation for this.

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



To provide this staged ladder of achievement for our curriculum offer, all pupils at The Olive School will work towards the *Tauheedul Mini-Baccalaureate*, which incorporates the expectation that they achieve at least age related expectations by the end of KS2.

The *Tauheedul Mini-Baccalaureate* will provide a means of recognising, and accrediting the advanced generic and affective skills that they will have developed through additional curriculum experiences. However, gaining the award will also depend on secure academic progress, emphasising the centrality of educational excellence in the vision for The Olive School.

The *Tauheedul Mini-Baccalaureate* will be awarded to pupils who through service, commitment and personal excellence, act as living examples of the *Tauheedul* educational model. It will not be easily obtained, nor will it be subordinate to other recognised outcomes at the end of Key Stages. It will, of itself indicate a level of excellence that has been achieved by the holder and has been acknowledged by a wider community.

Through its award, the *Tauheedul Mini-Baccalaureate* will recognize not only the commitment of its holder to learning and to outstanding attendance and behaviour throughout the School, but it will also reflect how each child has grown from the Early Years Foundation stage to the end of Key Stage 2 to actively embrace their role as a future citizen, leader and entrepreneur in the Big Society in Hackney in which they will live and to which they will contribute.

Pupils in all *Tauheedul* Primary Schools will prepare for the *Mini-Baccalaureate* and it will represent a flagship qualification. It will, at the outset, be necessary to communicate to secondary schools, to explain what the *Tauheedul Mini-Baccalaureate* represents and what its holder has done to achieve it. This award will come to gain recognition beyond its own environs, since its holders will stand out from their peers because of the skills they have acquired in its achievement.

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

| The <i>Tauheedul</i> mini-Baccalaureate | | |
|--|--|--|
| Bronze | Silver | Gold |
| Reception and KS1 | Lower KS2 | Upper KS2 |
| At least 97% attendance during Rec and KS1 ⁵ | At least 97% attendance during Lower KS2 | At least 97% during upper KS2 |
| Achievement of at least level 2b in each of English, Maths and Science | Achievement of at least level 3b in each of English, Maths and Science | Achievement of level at least 4b in each of English, Maths and Science |
| Actively completed a project in each year which focuses on the | Actively completed a project in each year which focuses on | Leadership of a project which focuses on community service i.e. |

⁵ Whilst the very highest levels of attendance will be expected we will recognise the prevalence of notifiable illnesses such as measles and chicken pox with younger children.

| | | |
|---|---|---|
| community within school i.e. improving the school environment | community service in the wider school neighbourhood and to have demonstrated an understanding of the various roles | involvement in the pupil council, or engaging with other external agencies |
| Contribute to the raising of £25 each year for charity through social enterprise | Contribute to the raising of £50 each year for charity through social enterprise | Contribute to the raising of £75 each year for charity through social enterprise |
| Completing 40 hours of enrichment and extra- curricular activities | Completing 80 hours of enrichment and extra- curricular activities | Completing 80 hours of enrichment and extra- curricular activity |

We will appoint a 'Big Society, mini-Baccalaureate coordinator (non-teaching)' who will manage this programme.

Progress towards the award will be monitored through personalised learning plans, and by regular meetings for Key Stage 2 learners with the Form Tutors and Phase Group Leads.

Curriculum structure

A broad and balanced curriculum at each Key Stage

In line with our Education Vision and Key Performance Indicators, our curriculum principles and quality standards make explicit our commitment to a broad and balanced curriculum in the Foundation Years through the EYFS and with appropriate focus in subsequent stages on the core subjects of English, Mathematics and Science.

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

The Core Knowledge Sequence

The idea behind the Core Knowledge Sequence, developed by E.D. Hirsch in the United States, is that knowledge builds on knowledge. He believed that the retreat from knowledge was misguided and that to compare 'knowledge' with 'thinking skills' was to make a false contrast because they are not mutually exclusive alternatives. 'Knowledge does not get in the way of reasoning: it's what we reason with.'

Grounded in cognitive science and research on effective school systems worldwide, the Core Knowledge Sequence was designed to promote academic excellence, greater fairness and higher literacy through teaching a body of specific, lasting

knowledge in such a way that allows children, regardless of background, to build steadily on what they already know. It develops content knowledge, in partnership with learning skills, as a way of achieving 'cultural literacy'.

Civitas, an independent educational charity, is adapting the American *Core Knowledge Sequence* for the UK. Most of the content in the American *Sequence* will remain the same. The most significant changes will be the replacement of American history and geography with British history and geography. The *Sequence UK* will form a year-by-year outline of the specific and shared content and skills to be taught in the visual arts, humanities and sciences in Years 1 to 6. It will inform the content and direction of the Core Knowledge curriculum across year groups and is designed to cover around 50% of a school's overall curriculum provision, thus allowing for significant local tailoring.

The table below provides an overview of the CKS UK and has formed the starting point for the development of The Olive School curriculum. Further details for individual subjects together with amendments and additions are provided immediately following the table. The Tauheedul Free Schools' Trust has been working with Civitas to develop aspects of the curriculum for The Olive School.

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|-----------|---|---|---|--|--|--|
| Language Arts/ English (to be called 'English' within The Olive School curriculum) | N/A | I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases | I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases | I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases | I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases | I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases | I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases |
| History and Geography | N/A | World history & geography I. Spatial sense II. An overview of the 7 continents UK geography III. Spatial sense IV. The Union Jack V. The island of Great Britain British history VI. Prehistoric times VII. Kings and Queens VIII. Magna Carta IX. Simon de Montfort X. English Civil War XI. Declaration of Rights XII. Prime Ministers | World History & Geography I. Spatial sense: the globe II. Ancient Egypt III. World religions British History & Geography IV. Regions of the UK V. Romans in Britain VI. Vikings VII. Norman Britain Great Explorers | World History & Geography I. Landscape / settlements II. Early Asian civilisations III. Ancient Greece British History & Geography IV. Crusades V. Reformation VI. Elizabethan Era Great Explorers | World History & Geography I. Mediterranean Europe British History & Geography II. Civil War III. Commonwealth IV. Restoration V. Glorious Revolution Great Explorers | World History & Geography I. Plate tectonics II. World regions: W. Europe, N. America, Africa, China III. Islam; Holy Wars IV. Revolutions (US; France) British History & Geography V. Eighteenth century Britain VI. Enlightenment & science Great Explorers | World History & Geography I. Exploration / colonisation II. Renaissance / Reformation III. World regions British History & Geography IV. UK trade, transport, tourism V. Industrial Revolution VI. Victorian era British Empire |

| | | | | | | | |
|--------------------|-----|---|--|--|---|---|--|
| Mathematics | N/A | <ul style="list-style-type: none"> I. Patterns and II. Classification III. Numbers and IV. Number Sense V. Money VI. Computation VII. Measurement VIII. Geometry | <ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percentages III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra |
| Science | N/A | <ul style="list-style-type: none"> I. Plants and Plant II. Growth III. Animals and their needs IV. Human Body V. Introduction to VI. Magnetism VII. Seasons and Weather VIII. Taking Care of the Earth IX. Science Biographies | <ul style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies | <ul style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies | <ul style="list-style-type: none"> I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies | <ul style="list-style-type: none"> I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies | <ul style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies |

Civitas advise that the Core Knowledge Sequence is designed to typically take 50% of curriculum time in schools in England. The curriculum plan at The Olive School has been constructed with this in mind.

Subject Curricula

The curricula for English, Mathematics, Science, History and Geography will be derived from, and based on, the principles of Core Knowledge Sequence (CKS). Further details about The Olive School curricula for each of these subjects follow.

English: Language and Literature

Teaching children to read and write will be a core mission of our school, with writing placed as a central feature of the curriculum. Based on speaking, listening and reading skills, the school will provide explicit grammar instructions to guide and support the development of pupils' writing skills. To help pupils improve their reading, they will have a strong knowledge of phonics, including phonemic awareness and synthetic phonics skills, which enable them to decode written language.

To secure outstanding progress for all children and to attain within the top 5% nationally at Key Stages 1 and 2, the curriculum will place a greater emphasis on the development of phonic strategies up to the age of seven. Teaching will be characterised by consistency, structure, pace, praise and reinforcement. The Letters and Sounds programme will be adopted to ensure consistency, rigour and pace. This phased approach to phonics will be known, understood and implemented by all staff. This will ensure pace, energy and passion is underpinned by assessment for learning to enable accelerated progression. The Core Knowledge Sequence takes a systematic, step by step approach to teaching reading and spelling through phonics, enhanced by a structured approach to teaching grammar and punctuation. This unified approach guides and supports the development of children's writing skills. The English (Language and Literature) curriculum builds on the key domains of communication, language and literacy development and personal and social development nurtured within the EYFS. Children will access the rich opportunities needed to build the wide vocabulary within and across subjects, which form the secure foundation for reading, spelling and writing. Opportunities for speaking and listening will be integrated into structured play, individual, paired and collaborative work. At Key Stage 2, good-quality oral work will continue to engage pupils. Enrichment activities focused on the development of speaking and listening will be carefully planned to provide a wide range of contexts in class including good use of drama and collaborative work.

The school will establish a strong reading culture, designed to inspire a love of reading and a curiosity and thirst for knowledge. Reading for pleasure will be encouraged by staff who read and talk with enthusiasm, recommending books and planning opportunities for children to read independently within and beyond the curriculum. To become skilled and confident readers, children will need to develop the skills to decode using phonic strategies and their knowledge of phonically irregular words to understand the words on the page. They will then progress in developing language comprehension, both literal and inferential and higher-order reading skills, such as deduction and developing appreciation of an author's style.

In short, learning to read progresses to reading effortlessly to learn.

(██████████)

The English curriculum at The Olive School will have a wide range of carefully selected literature that is appropriate for each year group and, where possible, complements and expands on content or concepts taught in other subject areas. The literature selection will include non-fiction, fiction, drama, poetry and sayings that are exemplars of British pieces as well as multicultural works from around the world. In the earlier years, these texts will be generally intended to be read aloud to

pupils but, in the later years and when appropriate, the texts will enable pupils to read the literature themselves.

Literacy is the single most important skill children learn at school. Effective, precise communication is fundamental to successful learning, and ultimately to achieving economic independence as valued employees. Ensuring literacy is central to the curriculum will equip children to acquire knowledge across the curriculum. Emphasis on reading comprehension, critical thinking and problem-solving are fundamental to the breadth and depth of our Core Knowledge Sequence. It will be the responsibility of every adult in the school to demonstrate an understanding of, and take responsibility for, promoting high standards of literacy and the correct use of Standard English, whatever the curricular specialism, investigation or research challenge. Comprehension requires not just formal decoding skills, but also wide-ranging background knowledge. The whole curriculum will provide opportunities for a range of styles and types of writing to be explored, modelled and undertaken. Cultural literacy will be nurtured through a broad and systematic sequence of learning experiences which allow children to apply their reading and writing skills successfully and to speak articulately in a range of contexts and for different purposes.

Mathematics

Mathematics is a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Mathematics also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

Teaching children to be mathematicians will be a core mission of our school. From the earliest years, mathematics requires incremental review and steady practice: not only the diligent effort required to master basic facts and operations, but also thoughtful and varied practice that approaches problems from a variety of angles, and gives children a variety of opportunities to apply the same concept or operation in different types of situations. While it is important to work toward the development of “higher-order problem-solving skills,” it is equally important—indeed, it is prerequisite to achieving “higher order” skills—to have a sound grasp of basic facts, and an automatic fluency with fundamental operations.

The ability to calculate mentally lies at the heart of mathematics. At The Olive School, we will emphasise mental methods from the early years onwards with regular opportunities for all pupils to develop the different skills involved. Algebra is a compact language which follows precise conventions and rules. Formal algebra does not begin until Key Stage 3 but the Core Knowledge Sequence lays the foundations by providing early algebraic activities from which later work in algebra can develop.

At The Olive School, it will be the responsibility of every adult in the school to demonstrate an understanding of, and take responsibility for, promoting high standards of mathematics and the correct use of mathematics, whatever the curricular specialism, investigation or research challenge. There will be a daily, dedicated mathematics lesson in every class, with lesson time extended through out-of-class activities and regular homework. The Core Knowledge Sequence takes a systematic, step by step approach to teaching based on identified learning objectives, and thorough planning to ensure high expectations, consistent approaches and good progression throughout the school. The Core Knowledge Sequence ensures the foundations of mental

calculation and recall of number facts are established thoroughly. Assessments will be used to identify pupils' strengths and difficulties, to set group and individual targets for them to achieve and to plan the next stage of work. These assessments will include informal observations and oral questioning, regular mental tests, and half-termly planned activities designed to judge progress. Recording systems will give teachers the information that they need to plan and report successfully, but will not be too time-consuming to maintain.

In addition to the mathematics component of the CKS, we will dedicate one lesson a week to developing pupils' skills in using and applying mathematics in a planned and systematic way so that they are well prepared for the functional skills necessary in key stages 3 and 4. This will involve a variety of rich tasks, practical problems, real life contexts and investigations that consolidate the basic skills recently learned and develop mathematical thinking.

In a typical mathematics lesson at The Olive School, teachers will:

- provide a tight structure and maintain a good pace;
- provide daily oral and mental work to develop and secure pupils' calculation strategies and rapid recall skills;
- devote a high proportion of lesson time to direct teaching of whole classes and groups;
- demonstrate, explain and illustrate mathematical ideas, making links between different topics in mathematics and between mathematics and other subjects;
- use and give pupils access to number lines and other resources, including ICT, to model mathematical ideas and methods;
- use and expect pupils to use correct mathematical vocabulary and notation;
- question pupils effectively, including as many of them as possible, giving them time to think before answering, targeting individuals to take account of their attainment and needs, asking them to demonstrate and explain their methods and reasoning, and exploring reasons for any wrong answers;
- involve pupils and maintain their interest through appropriately demanding work.

The outcome will be numerate pupils who are confident enough to tackle mathematical problems without going immediately to teachers or friends for help and whose attainment is in the top 5% of all schools nationally.

Science

The school's curriculum will provide pupils with a strong knowledge of science by nurturing their curiosity of the world around them. It will combine book-learning with practical experience gained through experimentation: it will challenge pupils to develop and use practical scientific skills and acquire and apply scientific knowledge. The curriculum will teach pupils about plants, animal and human growth and revisits the unit of the human body throughout the year groups to build on concepts previously learned and teach new units. The curriculum will focus on the knowledge underpinning each of the sciences: biology, chemistry and physics. In addition, each year will feature learning on the biographies of historic and ground-breaking scientists including Galileo Galilei, Nicolaus Copernicus, Thomas Edison, Marie Curie, Alexander Graham Bell and Elizabeth Garrett Anderson, among others. The school will provide a coherent science curriculum that is necessary for pupils to make steady progress in their knowledge of wide-ranging scientific topics.

History and Geography

The school's curriculum will generally use a chronological approach to the history and geography of both the world and Britain. This chronology will enable pupils to develop a strong foundational knowledge of time and place, which is necessary to help them meaningfully understand the past.

In geography, pupils will develop and build their spatial sense of perspective through using maps, globes and compasses. Pupils will learn about the seven continents and, each year, focus in depth on different geographical regions of the world and the UK by increasing their understanding of habitats, landscapes, ecosystems, climates, settlements, cultures and economic activities.

World history will cover topics such as Ancient Egypt and Mesopotamia, early Asian civilisations, Ancient Greece, the spread of Islam, African history, the American and French Revolutions, and Russian history. In addition, British history ranges from teaching about Romans in Britain to the Vikings, Norman Britain, the Crusades, the Reformation, the Elizabethan Era, the Civil War, the Restoration, the Enlightenment, the Industrial Revolution, the Victorian Era and the British Empire. Each year, various 'Great Explorers' are featured to help pupils learn about the explorations and work of important figures. The school curriculum will unite history and geography of both the world and Britain to enable pupils to develop a strong understanding of how the world has developed and why current cultural and social environments are as they are today. This curriculum will increase pupils' sense of belonging as well as their understanding and tolerance of others.

We will add further important elements to the CKS for The Olive School curriculum in Key Stages 1 and 2. These will be computer science, music, visual arts and a choice of Modern Foreign Languages. These subjects will be delivered in a timetabled curriculum slot with the working title 'coherent curriculum'. Like the CKS subjects, learning will be planned in a sequential and coherent way so that content is linked across the curriculum. Although timetabled as an afternoon block, this will not be 'thematic' teaching and learning: each subject will maintain its distinct identity and integrity. There will be times when it will be appropriate for subjects to be taught in combination or, at others, when one subject will dominate lessons. This will be carefully planned to ensure appropriate focus, coherence and sequencing of content and concepts across the curriculum as a whole, so as to ensure all children can make outstanding progress.

Details of the 'coherent curriculum' subjects follow.

Computer Science

"The disruptive, innovative, creative force of new technology also pushes us to think about the curriculum... The best degrees in computer science are among the most rigorous and respected qualifications in the world. They're based on one of the most formidable intellectual fields – logic and set theory – and prepare students for immensely rewarding careers and world-changing innovations."

Michael Gove, BETT Show, January 2012

The Olive School will seize the opportunity created by the Secretary of State for Education in announcing his intention to withdraw the Programme of Study for ICT. We will create a Computer Science curriculum for children aged 4 – 11, to prepare them for the new qualifications that are in development for Key Stage 4.

We will draw on underpinning principles and concepts through imaginative and rigorous curricula such as the '*Computing At School*' from the Computing at School Working Group (<http://www.computingatschool.org.uk>) which is currently being developed to include a focus on KS1 And KS2. In addition, the recommendations of the Royal Society's report '*Shut down or restart? The way forward for computing in UK schools*' and BCS: The Chartered Institute for IT's qualification for e-safety, will be used to further shape our offer.

Computer science at The Olive School will be the study of the technology behind the applications that are an integral part of our everyday lives. Our youngest learners will be the inhabitants of a digital society who have a head start over many adults because of their familiarity with smartphone, smartphone applications, electronic toys and other accessible technologies. Building on this digital literacy, the youngest children will develop expertise in handling, accessing and using different technologies and older pupils will become proficient in designing algorithmic processes to solve problems and create solutions. These learners will apply programming language with increasing sophistication to learn the rudiments of software design relating to websites, gaming construction, the development and deployment of 'apps' and e-solutions.

We will develop an age appropriate curriculum which is likely to include:

- Technical aspects of ICT and computing
- Core applications and how to use them effectively
- E-Safety and security
- Business aspects of ICT
- Digital literacy and personal use of ICT

Whilst computer science will be delivered within the 'coherent curriculum' offer in Key Stages 1 and 2, like the other components it will be explicitly taught to clearly specified objectives and expected learning outcomes.

Modern Foreign Languages (MFL)

For MFL, parents will be able to choose whether their child will learn French or Arabic. We will work with specialists to develop a curriculum which will be delivered from Reception onwards and will draw on the structure for the Language Arts / English element of the CKS. Children will be taught:

- how to use and respond in the foreign language
- how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
- correct pronunciation and intonation
- how to ask and answer questions
- techniques for memorising words, phrases and short extracts
- how to use context and clues to interpret meaning
- how to make use of their knowledge of English or another language in learning the foreign language.

- the interrelationship of sounds and writing
- aspects of grammar and how to apply them
- how to initiate conversations
- how to use dictionaries and other reference materials
- how to communicate with each other in the foreign language in pairs and groups and with their teacher
- how to use their knowledge of the language creatively and imaginatively
- how to use the foreign language for real purposes.

Pupils will also learn about French and Arabic speaking countries and cultures as part of the 'coherent curriculum' block by:

- working with authentic materials including some from ICT-based sources
- considering their own culture and comparing it with others
- considering the experiences of other people.

Opportunities for learning French and Arabic will be created through:

- aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction
- aspects of mathematics such as counting, calculations, money, the time and the date
- songs, alphabet, poems, rhymes and stories
- international or multi-cultural work, for example celebration of festivals, storytelling
- using ICT, for example e-mail with schools abroad, materials from the internet and satellite television

At Key Stage 1, MFL will be delivered by the class teacher as a planned element of Language sessions with opportunities being taken to teach simple vocabulary, phrases and learn songs. The school's MFL specialist will develop a detailed programme to support class teachers. At Key stage 2, MFL will be more formally taught as a discrete session three times per week by either the French or Arabic language specialist.

Music & Visual Arts

At Key Stage 1 and 2, pupils will learn about, develop and experience, musical and visual arts expression.

In visual art, pupils will learn sequentially about:

- Elements of art, such as colour and line;
- Historic and contemporary art of different cultures, era and great civilisations;
- Sculptures, portraits, landscapes, abstract and architecture as art
- Being able to view, discuss and evaluate art.

In music, pupils will learn sequentially about:

- Elements of music
- Listening, understanding and evaluating a range of musical genres.
- Composing, rehearsing, performing music, including improvisation where appropriate.
- Using musical devices such as melody, rhythms, chords and structures.
- Making expressive use of tempo, dynamics, phrasing and timbre.

Whilst the Core Knowledge Sequence will provide a foundation for The Olive School curriculum, in addition to the supplementary subjects we have cited above we have begun to identify aspects of learning that are not provided for, but which will be important for pupils' continuity and progression into Key Stage 3 and subsequently to GCSE. For example, there is no specification for 'using and applying mathematics' in a planned and systematic way so that pupils are well prepared for the functional skills necessary in Key Stages 3 and 4. Consequently, we will dedicate one lesson per week to developing pupils' skills in practical problems solving, applying mathematics to real life contexts and carrying out investigations that will consolidate the basic skills recently learned and develop mathematical thinking. We recognise that the CKS UK is still under development and, if The Olive School is approved, will continue work to secure it as an outstanding curriculum which will excite and meet the needs of all our learners.

In a similar vein, Civitas currently do not intend developing assessment criteria or statements of outcome by which to judge the progress of learners or the success of the teaching. In the first instance we will use APP in English, mathematics and science as a 'tried and tested' set of national benchmarks by which we can plan for and judge the progress of children and of the school as a whole. It is likely that these will be supplemented, in other subject areas, by the benchmarks provided as part of the revised National Curriculum for England, once published, which we will adapt to accurately reflect our distinctive curriculum.

The Curriculum: Reception, Key Stages 1 and 2

Reception Pupils

The statutory English 'Early Years Foundation Stage' curriculum will be the basis for the Reception Year curriculum which is not covered in the CKS outline. The three '*Prime*' areas of Personal and Emotional development (PSED), Communication and Language (C&L), and Physical Development (PD) and the four '*Specific*' areas of Literacy (Li), Mathematics (Ma), Understanding the World (UW) and Expressive Arts and Design (EAD) will provide an essential and sound foundation for the content and skills provision from the CKS, starting from Year 1.

Initially, with the youngest children, the *Prime* areas will be emphasised since these form the basis of what has been described as 'experience-dependent' learning, that is, learning which is subject to sensitive periods and which if it does not happen initially is more difficult to develop at a later stage. So, for example we know that in learning a language it is easier to learn grammar earlier, rather than later, whilst there are no time limits on learning new vocabulary. Therefore an emphasis will be placed, in these early stages, on supporting children's use of, and ability in their home language, particularly focusing on how the language works grammatically since this awareness will support them in learning other languages.

Personal and Emotional development has been described as the bedrock for all other learning and in the early years children's sense of self and self-confidence lead to their developing an awareness for and empathy with others. Similarly, physical development is essential and physical activity is of enormous significance in the early years not only because of the enhanced benefits to a healthy body but because it drives cognition. Development in the *prime areas* continues throughout the lifespan. Children's development in the *Specific Areas* will occur as an outcome of development in the *Prime Areas*; although neither is sufficient alone, as children move into the Reception year the balance will shift, dependent on individual children's stages of development towards the areas of learning in the *Specific Areas*:

- Literacy, including a Modern Foreign Language
- Mathematics
- Understanding of the World (including computer science / digital literacy)
- Expressive Arts and Design

This continuous approach, in a secure but challenging environment with effective adult support, will allow children to:

- Explore, develop and represent learning experiences that help them to make sense of the world;
- Test out ideas, formulate theories and concepts and develop a range of skills;
- Understand the need for rules;
- Take risks in their learning and learn new things through making 'mistakes';
- Think creatively and imaginatively;
- Communicate with others as they investigate or solve problems.

Each of the seven areas of learning in the EYFS will be of equal 'weighting' in terms of the school week, recognising that the balance from *Prime* to *Specific* areas will shift over the Reception Year.

Whilst there is no 'national average' nor is there national data on attainment for three- and four-year-olds on entry to nursery and Reception, it is possible to establish a starting point from which to judge progress. To do this, professional judgements are made by taking account of the proportions of children meeting expectations in the age-related bands of development matter in the EYFS. Therefore any baseline on entry would be established from previous records and observations of children over the first half term, which would identify the proportion of children who had achieved age-related expectations. On entry to Reception, most children are likely to demonstrate all of the elements of skill, knowledge and understanding in the band for 30–50 months and some of the elements of the following development matters band: 40–60+ months. When this is established across all six areas of learning in the EYFS, this may be referred to as the age-related expectation at the beginning of Reception, taking into account children's ages on entry⁶. Establishing this baseline would provide vital information when pupils transferred into Year One so that teaching could be differentiated to meet the learning needs of individuals and groups, particularly bearing in mind that the eleven month age difference of children in Year One is often very evident reflecting significant developmental differences between children of just five years and children who are almost six years of age at the beginning of Year One.

⁶ Ofsted January 2012

Key Stage 1

At Key Stage 1 subjects taught in discrete timetabled lessons will be:

- English incorporating the regular teaching of systematic synthetic phonics
- A choice of language (French or Arabic),
- Mathematics
- Science
- History
- Geography
- Physical Education.

Throughout KS1, MFL will be taught by class teachers who will be supported by the school's MFL specialist.

Visual arts, music, Religious Studies, elements of citizenship and computer science / digital literacy will be delivered through a coherent and sequenced approach derived from or based on the principles of CKS.

In addition, elements of these broader subjects will be delivered within the curriculum of the core academic subjects. For example, Year 2 pupils studying number skills in Maths could learn through the prism of musical expression, whilst Year 3 pupils studying adjectives in English could use them to describe art.

Within this 'coherent curriculum', subject specific content, concepts and skills will be explicitly taught at appropriate points in the learning sequence i.e. this will involve the delivery of a tightly structured scheme of work, with clearly identified objectives and outcomes and not through open ended, self-directed projects.

Friday afternoons will also focus on 'Big Society' projects where pupils will work in their vertical tutor groups. Further detail and exemplification of this aspect of the curriculum is provided below.

| | En | MFL | Ma | Sc | Hi and Gg | Visual Arts | Mu | PE | RE | Computer Sc | Big Society | Total % |
|-----|-----|-----|-----|----|-----------|-------------|----|----|----|-------------|-------------|---------|
| KS1 | 26% | 4% | 26% | 9% | 9% | 2% | 2% | 9% | 2% | 2% | 9% | 100 |

* The learning of visual arts, music, RE and computer science will also be embedded into the English and Maths curricula. As a result, the proportion of the curriculum dedicated to these subjects will be closer to 4%.

Key Stage 2

At Key Stage 2 subjects taught in discrete timetabled lessons will be:

- English incorporating the regular teaching of systematic synthetic phonics
- A choice of language (French or Arabic)
- Mathematics
- Science
- History
- Geography
- Physical education.

Throughout Key Stage 2, MFL would be delivered by a specialist teacher.

Visual arts and music, Religious Studies, elements of citizenship ('Big Society') and computer science / digital literacy will be delivered through a coherent and sequential approach derived from the principles of the CKS.

In addition, elements of these broader subjects will be delivered within the curriculum of the core academic subjects. For example, Year 5 pupils studying Prime Ministers in History could write simple letters to Downing Street as part of their citizenship 'Big Society' development, whilst Year 6 pupils studying Ancient Roman Civilization could develop their awareness of art through a study of roman sculpture.

As described above, Friday afternoons will focus on 'Big Society' projects where pupils will work in their vertical tutor groups.

| | En | MFL | Ma | Sc | Hi and Gg | Visual Arts | Mu | PE | RE | Computer Sc | Big Society | Total % |
|-----|-----|-----|-----|----|-----------|-------------|----|----|----|-------------|-------------|---------|
| KS2 | 26% | 4% | 26% | 9% | 9% | 2% | 2% | 9% | 2% | 2% | 9% | 100 |

* The learning of visual arts, music, RE and computer science will also be embedded into the English and Maths curricula. As a result, the proportion of the curriculum dedicated to these subjects will be closer to 4%.

Big Society Specialism

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

The principle of 'volunteering' is at the centre of this Specialism. It will be developed through vertical tutor groups which meet for 30 minutes at the start of each day and on Friday afternoons within the 'Community Service' dimension of the curriculum (described below). Accordingly, all children will be encouraged and assessed on the quality and quantity of the contribution they are

able to make to a community service or charity (local, national or global). The school sees this initiative as lying at the very heart of its ethos.

The sponsors will host a Big Society Day, led by The Olive School, each year to which pupils and teachers from across the borough will be invited.

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

- Encourage and promote social action and the principle of Community Service and Volunteering so that pupils at The Olive School play an active part in society and in their local community in Hackney;
- Encourage all its pupils to endorse the civilised values in a fair society of the principle of Citizenship;
- Equip our children with the power, confidence and skills they need to make a real difference in their communities;
- Develop our children's leadership skills, working in partnership with the proposed Waltham Forest Leadership Academy for Girls, so they are empowered to actively engage in social enterprise and make a difference in their school, local and wider communities.
- Promote a commitment to 'green' and environmentally sensitive principles;
- Introduce the importance for young people growing up in the 21st century to globally structured Ethics
- Require awareness of the role played by civic and religious values in society and in contributing to a fair and equitable community.

We will harness the resources and expertise of national and local organisations such as The Big Society Network, Community Organisers and Community First and will seek, in return, to influence and shape its development.

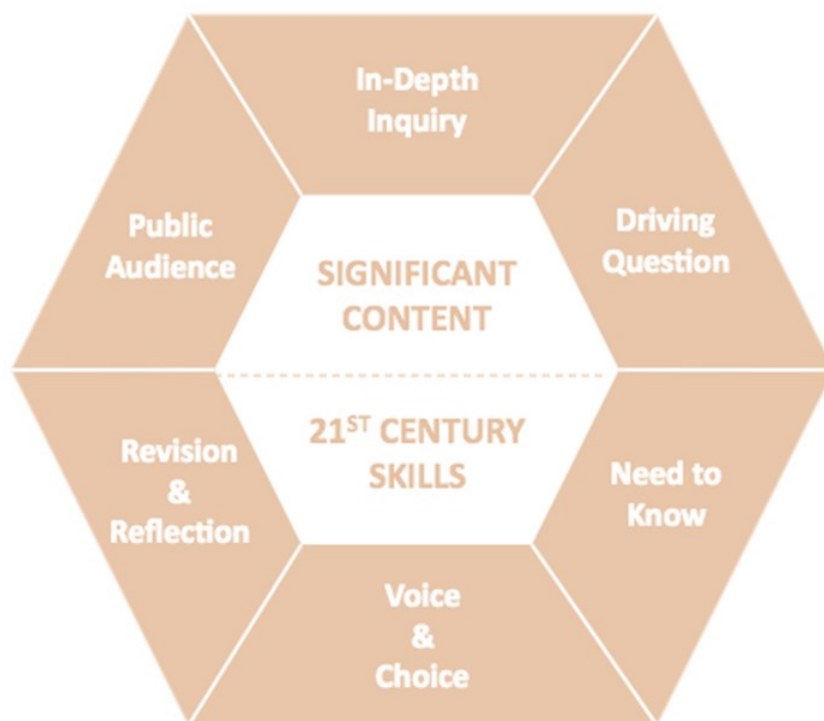
Through its Big Society specialism, The Olive School Hackney will play a proactive role in creating and sustaining community cohesion in the Borough.

We will appoint a non-teaching 'Big Society mini-Baccalaureate Coordinator' to manage this aspect of our curricular offer.

Social Enterprise and Community Service Projects

On Friday afternoons all pupils, apart from those in Reception, will work in the vertical tutor groups on social enterprise and community service projects which the older pupils will be encouraged to lead. EYFS aged pupils will carry out age appropriate projects in their Reception classes.

For this element of the curriculum, we will use the Project Based Learning framework developed by The Buck Institute for Education (http://www.bie.org/about/what_is_pbl/)



In Project Based Learning (PBL), pupils go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of pupil "voice and choice," rigorous projects are carefully planned, managed, and assessed to help pupils learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and bring about high quality outcomes.

Project Based Learning:

- **is intended to teach significant content.** Goals for pupil learning are explicitly derived from content standards and key concepts at the heart of academic disciplines.
- **requires critical thinking, problem solving, collaboration, and various forms of communication.** To answer a Driving Question and create high-quality work, pupils need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "21st century skills," because they are prerequisite for success in the 21st century workplace.
- **requires inquiry as part of the process of learning and creating something new.** Pupils ask questions, search for answers, and arrive at conclusions, leading them to construct something new: an idea, an interpretation, or a product.
- **is organized around an open-ended driving question.** This focuses pupils' work and deepens their learning by framing important issues, debates, challenges or problems.
- **creates a need to know essential content and skills.** Project Based Learning reverses the order in which information and concepts are traditionally presented. A typical unit with a "project" add-on begins by presenting pupils with knowledge and concepts and then, once

gained, giving pupils the opportunity to apply them. Project Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts.

- **allows some degree of pupil voice and choice.** Pupils learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase pupils' educational engagement.
- **includes processes for revision and reflection.** Pupils learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning.
- **involves a public audience.** Pupils present their work to other people, beyond their classmates and teacher – in person or online. This “ups the stakes”, increasing pupils' motivation to do high-quality work, and adds to the authenticity of the project.

Pupils will be expected, as part of this element of the curriculum, to be involved in choosing the projects they will develop and in raising charitable funds. Pupils in upper Key Stage 2 will be expected to take lead roles in their project and to demonstrate increasing understanding of the responsibilities in undertaking different leadership roles. Reception children will begin an induction into the Project Based Learning framework in preparation for when they join a vertical tutor group from Year 1. Community Service project work will contribute to the awarding of the Tauheedul mini-Baccalaureate for each pupil.

Exemplar projects which tutor groups might engage in are:

- Creating a brochure introducing their school and community to visitors and new pupils. The brochure should also show where things are such as the gym, playground, toilets and so on.
- Bringing unwanted toys to school to give to children in need – this would include talking to parents about why they no longer needed the toy, who it might be suitable for and how to find a new owner for the toy by thinking about other children who are less fortunate than them.
- Creating a talking photograph album in dual language, (i.e. home language and another language) which tells children who are going to start in the Reception class all about what Reception aged children can do at school and how they play and learn – then sharing it with visiting children before they begin school the following September.
- Creating a public service advert to raise citizen awareness of their rights, duties, responsibilities and privileges. They will create a multimedia presentation in the form of a commercial, power point presentation, brochure, or another media to present to the Council.
- Writing a book on Hackney for young readers, working with professional historians and artists. The book could be purchased, for example, by other schools, thus raising funds for a local reading programme in the public library.
- Producing collaborative art pieces to be displayed in a local gallery before being auctioned to raise funds for charitable contributions.

- Staging a dramatic production to be performed to parents or a community group at an evening event with publicity, ticketing, refreshments and other event aspects being managed by the class.

Enrichment curriculum

The three elements of the Tauheedul curriculum offer require, for the delivery of the Key Performance Indicators which inform them, that the pupils attending The Olive School should experience a programme of curriculum enrichment which will enhance the formally taught component. For the youngest children in the EYFS, this may include working alongside an artist in residence or with instrumental players from a local orchestra, the library, or a theatre company as part of their continuous provision.

For all pupils, a comprehensive programme of enrichment opportunities will be offered aimed at developing the key 'personal skills and aptitudes'. For younger children, this might involve attending a 'cooking club' or a story telling event. These extra-curricular parts of the learning offer to the pupils will form a part of the Tauheedul Mini Baccalaureate.

All pupils will benefit from a wide range of enrichment activities developed as part of the Big Society specialism which will involve them in different cultural, social and sporting activities they would not otherwise have the chance to experience. There will also be clubs which focus on applying what they are learning in lessons in fun contexts. For example Athletics (<http://www.mathletics.co.uk/>), Spelling Bees and Chatterbox Challenges. We will continue to provide opportunities, in liaison with the local football academy, for all primary age children to attend with their parents with a view to developing literacy through sport.

In addition, KS2 pupils will benefit from a programme of study support and tuition sessions, delivered each day after school, tailored to an individual or group of pupils who may require additional help in literacy and numeracy. There will be a particular focus on early support for developing pupils' reading, writing, speaking and listening skills as this will be a key to them accessing the full breadth of the curriculum.

All KS1 pupils will be expected to participate in at least one extra hour of enrichment per week and totalling 38 hours over the year, whilst KS2 pupils would be expected to complete two hours per week totalling 76 hours all of which would take place outside the formal school day.

Since learning in the EYFS is based on an experiential approach, these elements will occur as part of the lunch time choices menu of experiences and activities available or as part of family based after school sessions.

Master Classes

A series of master classes for Years 2 to 6, will run throughout the year in evenings and weekends, and be quite separate from the enrichment entitlement. These will be targeted at pupils identified as Gifted and Talented. There will be a strong expectation that all pupils who are identified as Gifted and Talented attend.

Ensuring pupils' success

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

Mastery learning

A mastery learning approach to the core aspects of English, mathematics and science would ensure that all but a very small number of pupils were able to achieve the academic elements of the Tauheedul Mini-Baccalaureate. Where required, pupils will receive intervention support for the core areas. For pupils in KS1, this will happen during the school day with a reduced commitment to the wider curriculum following a 'depth before breadth' principle. Once pupils' literacy or numeracy skills are secured to the same level as their peers, allowing them to fully access the broader curriculum, they would be reintegrated into 'coherent curriculum' and history and geography lessons. For KS2 pupils, intervention will take place as part of the enrichment offer described above.

All intervention would be delivered through '1-to-1' and small group support and would focus on pre teaching and 'catch-up'. As a result, each pupil will be supported to progress to at least the minimum expected end of Key stage outcomes. Personalised excellence is not easily delivered in a school which contains pupils from all backgrounds and with differing capacities. Nevertheless, the sponsors recognise from their experiences in TIGHS that every pupil can achieve excellence if they receive the right support and encouragement. The Olive School will ensure that progress towards individual excellence features in the report cards of every pupil.

For children in the EYFS, a rigorous approach will be adopted towards individualised teaching and learning, premised on the view that success in the earliest years comes from a high quality curriculum, and an enabling environment in which parents are recognised as their children's first teachers. Indeed research shows that it is not who parents are but what they do in the home learning environment that contributes most to children's success in school learning. Furthermore, the Reformed EYFS makes it very clear that early identification and intervention are a requirement so that children are supported earlier rather than later in order to ensure that they can benefit from their learning. It is the intention of the Tauheedul Free Schools' Trust to develop partnerships with parents in line with the Reformed EYFS so that they understand their important role in supporting their children's learning and so that they are clear about their children's strengths whilst being in no doubt about any areas where their children may need further support.

Outstanding learning and teaching

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

Pedagogy in the early years is distinguished from all other stages of education because it is constructed around an approach to learning which springs from the principles of the EYFS which take the child's needs and interests as the starting point for learning and which is informed by observational assessment. Play is essential for children's learning so teaching in the EYFS will usually take the form of guided play, with the balance of adult-led and child-initiated activity shifting throughout the Reception Year. In finalising the EYFS framework, the government has indicated they will ensure a clear and strong emphasis on play as an essential vehicle for children's learning, helping young children develop the flexibility of thought and confidence to become good learners. This does not however preclude the necessity to support children to become literate and numerate, nor does it suggest that learning happens by chance. The Olive School will focus on creating the appropriate conditions for learning so that children have access to challenging and stimulating outdoor and indoor environments, to continuous provision which is enhanced to reflect their interests and to high quality pedagogy which ignites each young child's love of learning.

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

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

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

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

- Mastery learning

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

In the EYFS, teaching will be based on the principles of the EYFS which focus on the following themes:

- A Unique Child
- A Positive Environment
- Positive Relationships
- Learning and Development

We will plan for effective teaching and learning using the Reformed EYFS's three interconnected dimensions:

- Playing and Exploring
- Creating and Thinking Critically
- Active Learning

Through these key characteristics of effective teaching, young learners will establish those dispositions for learning which will support learning in their earliest years whilst laying firm foundations for future learning.

All teachers throughout the school will be required to provide a full plan for every lesson and these will be monitored as part of a robust and rigorous school self-evaluation system. In the EYFS, planning will meet the statutory requirements.

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

A key appointment will be an Assistant Head Teacher whose role will be teaching and staff professional development across the school and who will be directly responsible for making it outstanding. We will appoint someone to this role who has significant experience and expertise in developing Teaching and Learning. There will be a relentless focus on what happens in the classroom and, by working with the grain of skilled and conscientious teachers, on improving the quality of classroom teaching.

Outstanding literacy

In the EYFS, a significant emphasis will be placed on communication and language and on literacy, using a recognised measure for establishing children's levels of expressive and receptive language as well as helping children to develop a love of books and stories which will enhance their narrative skills and their desire to become readers and writers. To support the secretarial functions of literacy which are the building blocks of reading and writing, a recognised approach to phonics will be introduced, such as Letters and Sounds, in which the appropriate phases will be taught sequentially.

The school will develop a 'Literacy across the Curriculum Framework', based on the Assessing Pupil Progress guidelines, which will be used by staff in KS1 and KS2 to focus learning on key literacy skills and identify the specific support needs of individual pupils. This is seen as critical in enabling access to the full scope of the curriculum for all pupils.

The Literacy across the Curriculum Framework will be used as the basis for:

- Providing structured and bespoke enrichment programmes.
- The use of Literacy focused objectives in each lesson alongside subject objectives (see Ensuring the Attainment of More Advanced Learners of English as an Additional Language: National Strategies CPD module 3 - appropriate for all learners with literacy / language development issues).
- Appropriate differentiation of texts linked to the reading ages of pupils in classes (using Fry Graph: <http://www.readabilityformulas.com/fry-graph-readability-formula.php>).
- Guided Reading & Directed Activities Relating to Texts (DARTs) e.g. asking pupils to annotate texts, highlight key words, summarise a paragraph into a sentence in their own words, use graphic organisers for note taking (see Ensuring the Attainment of More Advanced Learners of English as an Additional Language: CPD module 6 &7).
- Use of cooperative and collaborative talk structures to ensure all pupils are able to articulate responses and become confident participants.
- Using the Sequence for Teaching Writing.
- Use of 'Read Write Inc.' (Ruth Miskin) for very low level learners: <http://www.oup.com/oxed/primary/rwi/>
- Use of 'Catch Up Literacy': <http://www.catchup.org.uk/CatchUpLiteracy/IntroducingCatchUpLiteracy.aspx>
- The 30 minute vertical tutor group session at the start of each day which will be predominately used to ensure all pupils have dedicated reading time provided through a pupil to pupil peer support approach and 'ERIC'- Everyone Reading in Class.

We will appoint a Director of Learning for English whose responsibility will be to lead on the quality and development of this area.

Outstanding technology

At The Olive School, we will ensure that technology is used to its full potential to support pupils' learning, progress and achievement. We know that the use of technology in schools is too often at one extreme: either it is over-used as a gimmick or is shunned by staff who lack confidence and vision. We will use technology effectively through the following approaches.

All pupils:

- Will be allocated their own netbooks, or for younger children touch screen technology;
- Will be able to access the Virtual Learning Environment (VLE) from school and home which will include their progress data and targets, lesson plans (pupil version), lesson resources, extension activities and support materials and a virtual library;

- Will use an E-portfolio to record their progress towards achieving each stage of the Tauheedul Mini Baccalaureate.

All parents:

- Will be able to use the VLE as a portal to monitor the attendance, behaviour and achievement of their child through real-time data. The parental VLE will give parents their child's weekly-updated pupil profile, reports provided by form tutors and class teachers and will allow parents to view progress and the results of assessments in core subjects.

All staff:

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

Outstanding Professional Development

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

The Tauheedul Free Schools' Trust is committed to a teaching school alliance approach to collaborative development. We will use the infrastructure and expertise already developed at TIGHS⁷ to help secure outstanding and rigorous subject specific teaching in The Olive School, Hackney. This could involve, for example, online CPD approaches with TIGHS and TIBHS in Blackburn or, if the Waltham Forest Leadership Academy for Girls is approved as a Free School, closer face-to-face collaborative professional development activities such as subject specialist coaching.

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

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

Senior staff and the Phase Group Leads will visit lessons on a daily basis, assessing performance and giving feedback against agreed benchmarks.

⁷ TIGHS is a Strategic Outpost for National College and, as such, has designated and deploys a team of Specialist Leaders of Education across Lancashire, working as a strategic partner with Ashton-on-Mersey Teaching School.

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

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

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

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

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

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

The Assistant Head Teacher (Teaching and Professional Development) will be responsible and held accountable for this area of development.

Specialist Teachers of English, Mathematics and Science

We will appoint an English Specialist Teacher, a Mathematics Specialist Teacher and a Science Specialist Teacher who will provide subject specific expertise for planning and implementing the curriculum, particularly in regard to progression and appropriate subject pedagogies. Each specialist teacher will report directly to the relevant Director of Learning.

Highly Qualified Teaching Assistants for English and mathematics.

We will appoint an English and Mathematics Teaching Assistant (level 3) for each of years 1 to 6. These 12 members of staff will have, as a minimum, A levels in their respective subject specialism and will be directly line managed by the Directors of English and Mathematics. Amongst their responsibilities will be ensuring all pupils achieve age specified 'mastery' in English and mathematics through in-class, additional and enrichment support, as appropriate.

A structure for delivery

This section sets out how The Olive School and its pupils will be organised, including:

- **The school year**
- **The school calendar**
- **The school week**

- **The school day**
- **The school lesson**
- **Year groups, forms and sets**

The Olive School year: We will initially operate a school year constituting 196 days. In addition to the 190 standard days, there will be one Saturday School per half term allowing children to undertake enrichment activities that will relate to the CKS Curriculum and Big Society specialism. This will be called *Curriculum Plus* and will feed through to the hoped-for success achieved in end of Key Stage expectations and in the Tauheedul mini-Baccalaureate.

The Olive School calendar: The sponsors will consult on the school calendar on a yearly basis but intend to operate the normal three terms per annum to fit in with the London Borough of Hackney's holiday pattern and minimise disruption, particularly to parents and teachers with children in other local schools.

The Olive School week: We will operate on a normal 5 days per week basis for 3 terms per year. In addition, pupils will be expected to attend an after-school enrichment session each week as outlined above, as a core requirement and not as an optional opportunity, together with one morning of Saturday school per half term.

The Olive School day: The following sets out the timetable for each day of the week from reception through to Key Stage 2.

Reception

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--|--|--|--|--|
| 9.00 | Arrival, Self-Registration with parents | Arrival, Self-Registration with parents | Arrival, Self-Registration with parents | Arrival, Self-Registration with parents | Arrival, Self-Registration with parents |
| 9.30 | Balance of Child- & Adult-led activities to be continuously available with opportunities for sustained periods of play, investigation, exploration and creation (indoor and outdoor) | Balance of Child- & Adult-led activities to be continuously available with opportunities for sustained periods of play, investigation, exploration and creation (indoor and outdoor) | Balance of Child- & Adult-led activities to be continuously available with opportunities for sustained periods of play, investigation, exploration and creation (indoor and outdoor) | Balance of Child- & Adult-led activities to be continuously available with opportunities for sustained periods of play, investigation, exploration and creation (indoor and outdoor) | Balance of Child- & Adult-led activities to be continuously available with opportunities for sustained periods of play, investigation, exploration and creation (indoor and outdoor) |
| 10.30 | Small Group Time: e.g. Guided Reading | Small Group Time: e.g. Guided Writing | Small Group Time e.g. Maths Game | Small Group Time e.g. Guided Reading | Small Group Time: e.g. Guided Writing |
| 10.45 | Snack Continuous Provision (indoor and outdoor) | Snack Continuous Provision (indoor and outdoor) | Snack Continuous Provision (indoor and outdoor) | Snack Continuous Provision (indoor and outdoor) | Snack Continuous Provision (indoor and outdoor) |
| 11.30 | Larger Group/Class Time: e.g. Guided Reading | Larger Group/Class Time: e.g. Guided Writing | Larger Group/Class Time: e.g. Guided Reading | Larger Group/Class Time | Larger Group/Class Time |
| 11.45 | Phonics Focus rhymes & games | Phonics Focus rhymes & games | Phonics Focus rhymes & games | Phonics Focus rhymes & games | Phonics Focus rhymes & games |
| 12.30 | Lunch, enrichment & prayers in vertical tutor groups* | Lunch, enrichment & prayers in vertical tutor groups* | Lunch, enrichment & prayers in vertical tutor groups* | Lunch, enrichment & prayers in vertical tutor groups* | Lunch, enrichment & prayers in vertical tutor groups* |
| 13.30 | Whole class group time: Maths Focus | Whole class group time: Understanding the World Focus | Whole class group time: Maths Focus | Whole class group time: Literacy Focus | Community service projects in EYFS groupings |
| 13.45 | Continuous Provision (indoor and Outdoor) Focused Activity | Continuous Provision (indoor and Outdoor) Focused Activity | Continuous Provision (indoor and Outdoor) Focused Activity | Continuous Provision (indoor and Outdoor) Focused Activity | |
| 14.30 | Small Group Time – Review of learning; story; discussion | Small Group Time – Review of learning; story; discussion | Small Group Time – Review of learning; story; discussion | Small Group Time – Review of learning; story; discussion | |
| | | | | | Home at 15.00 |
| 15.15 | Home | Home | Home | Home | |

**Those children whose parents do not want them to participate in prayers will have the opportunity for small group time activities with a Key Person – these might include activities to support personal, social and emotional development, such as circle time, story, singing rhymes and songs or sharing books.*

The Olive School 'Lesson' and weekly timetable: reception

The Reception class timetable is distinct from that followed by older pupils because it is recognized that younger children's learning is not 'compartmentalised' in the way that learning is often presented in subsequent stages of education. Therefore, timetabling does not occur in the same way as in other year groups. However, as indicated in the weekly planner above, whilst there is great flexibility there are also key times when children will be gathered in small and larger groups so that they can learn together. It should also be noted that planning will be based on an equal balance of play, teaching and learning in the seven areas of the EYFS which will often occur concurrently and will take place both indoors and out of doors. Whilst this approach may appear 'messy' compared with a more traditional approach, teaching and learning in this stage is nonetheless planned rigorously and evaluated in the same way as in all other stages. Learning in the EYFS will be set out in seven areas and will focus closely on reaching the end of the EYFS stage outcomes, and taking into account individual children's development and prior experience. This means that every child from the most immature to the most gifted can progress at a rate that allows them to learn at their own speed and with confidence – one of the key attributes of successful learners.

Another important distinction between teaching in the early years and that employed in the later years is that whilst short teaching sequences do occur regularly and systematically there is a much greater need for time to be built in for children to process, accommodate and apply new learning – and, whilst with some learning there may be a simple process of teach, learn and 'do', in the main this is not a feature of young children's learning of, for example, concepts such as relative size which is also contingent on a child's vocabulary base and understanding of language.

In the EYFS, both the morning and afternoon sessions (apart from on a Friday afternoon) will focus teaching across the seven areas of learning. Discrete teaching sessions in relation to aspects of Communication, Language and Literacy will also include: literacy sessions, daily phonics sessions, two to three guided reading and writing sessions and daily story sessions as well as opportunities for independent free choice in this area of learning. Mathematics sessions will be provided at least three times a week in addition to activities and experiences which develop sustained shared mathematical thinking – these would range from calculating during, for example, registration time, the number of children who have arrived at school compared with the number yet to arrive or counting out the number of cups required for each key group to measuring time, space or quantity in a range of adult-led and child-initiated activities. A significant factor in developing mathematical understanding with young children is related to purpose and it is therefore important that in order to be meaningful, mathematical activities should be embedded in real-life problems such as described in the planning above. Mathematics learning does not happen by chance in the early years – it requires rigorous and consistent teaching sequences combined with sustained periods where children find reasons to apply their learning and where adults scaffold children's thinking to lead them to new understandings of, for example, numerosity.

Examples of child- and adult-led activities to be continuously available every day with opportunities for sustained periods of play, investigation, exploration and creation (indoor and outdoor) will include:


- Using computers and digital devices;
- Sand; Water; Model Making;
- Gardening;


- Role Play / Home-Corner;
- Sensory / Exploration & Investigation;
- Collage; Printing; Painting;
- Construction: Small World;
- Malleable Materials: Dough, Clay, Gloop;
- Mark-making;
- Books & Stories;
- Large physical movement such as running, jumping and climbing;
- Setting up a role play area (Child-led);
- Exploring trajectories using bucket and bean bags and tallying number of throws to get all the bean bags into the bucket (Child-led);
- Planting and weeding a grow bag or garden bed (Child-led);
- Teaching different ways to join materials – using glue sticks, sellotape; stapler, treasury tag (Adult-led);
- PE in the school hall; movement or music or swimming session (Adult-led);
- Sequencing props to scaffold recall of a story; music session; making beds to fit each of the 3 bears; memory game (Adult-led);
- Using a camera and downloading photographs to a PC (Adult-led);
- Painting a large mural out of doors (Adult-led);

Reception pupils will participate as members of a vertical tutor group on Friday afternoon in community projects.

Key Stages 1 and 2 Timetable

| Time | MONDAY | TUESDAY | WEDS | THURSDAY | FRIDAY |
|-------|--|--|---|--|--|
| 8.15 | Staff briefing | | | | |
| 8.30 | Registration + mentoring | Registration + mentoring | Registration + mentoring | Registration + mentoring | Registration + mentoring |
| 8.45 | | | | | |
| 9.00 | | | | | |
| 9.15 | Lesson 1: language arts / English | Lesson 1: language arts / English | Lesson 1: language arts / English | Lesson 1: language arts / English | Lesson 1: language arts / English |
| 9.30 | | | | | |
| 9.45 | | | | | |
| 10.00 | | | | | |
| 10.15 | | | | | |
| 10.30 | Break | Break | Break | Break | Break |
| 10.45 | | | | | |
| 11.00 | | | | | |
| 11.15 | Lesson 2: Mathematics | Lesson 2: Mathematics | Lesson 2: Mathematics | Lesson 2: Mathematics | Lesson 2: Mathematics |
| 11.30 | | | | | |
| 11.45 | | | | | |
| 12.00 | | | | | |
| 12.15 | | | | | |
| 12.30 | Lunch & prayers in vertical tutor groups | Lunch & prayers in vertical tutor groups | Lunch & prayers in vertical tutor groups | Lunch & prayers in vertical tutor groups | Lunch & prayers in vertical tutor groups |
| 12.45 | | | | | |
| 13.00 | | | | | |
| 13.15 | Lesson 3: Science | Lesson 3: History and Geography | Lesson 3: 'Coherent curriculum (Visual Arts, Music, Computer Science & RE) | Lesson 3: History and Geography | Lesson 3: vertical tutor groups: community projects |
| 13.30 | | | | | |
| 13.45 | | | | | |
| 14.00 | | Lesson 4: Physical Education | | Lesson 4: Physical Education | |
| 14.15 | | | | | |
| 14.30 | | | | | |
| 14.45 | | | | | |
| 15.00 | Enrichment | Enrichment | Enrichment | Enrichment | |
| 15.15 | | | | | |
| 15.30 | | | | | |
| 15.45 | | | | | |
| 16.00 | | | | | |
| 16.15 | Enrichment | Enrichment | Enrichment | Enrichment | |
| 16.30 | | | | | |

 Registration and mentoring in the first half hour of the day will take place in vertical tutor groups.

 Reception and Key State 1 pupils must participate in at least one enrichment session per week and Key Stage 2 pupils in two sessions.

*Those whose parents do not want them to participate in prayers will have the opportunity for silent reading.

The Olive School Lesson: Key Stages 1 and 2

There will be two lesson blocks in the morning session which will focus on the discrete teaching of English (incorporating MFL taught by the class teacher across Key stage 1 and a subject specialist for Key Stage 2) and Mathematics.

The English Block of 115 minutes taught 5 days per week will allow for a specific focus on developing reading, writing and speaking and listening building from the Core Knowledge Sequence as previously described.

At Key Stage 1, MFL will be delivered by the class teacher as a planned element of English sessions with opportunities being taken to teach simple vocabulary, phrases and learn songs. The school's MFL specialist will develop a detailed programme to support class teachers. At Key Stage 2, MFL will be more formally taught as a discrete session, of approximately 20 minutes in length, four times per week by either the French or Arabic language specialist.

The Mathematics block of 90 minutes taught five days per week will allow for daily oral mental skill development, followed by a focus on key objectives for the day and a clear plenary. Again, planning will build from the Core Knowledge Sequence as previously described.

There will be one lesson block of 2 hours in length in the afternoon for KS1 and 2 pupils. Monday afternoons will be devoted to science investigation and Friday afternoons to community projects in vertical tutor groups. Two afternoon lessons per week will be split between Physical Education (one hour) and History and Geography (one hour). Finally, one afternoon will allow for the 'coherent curriculum' subjects of visual arts, music, computer science and RE to be delivered through subject specific inputs around specific curriculum aspects or extended pieces of work depending on learning need. The Physical Education sessions will be provided either by the class teacher or a coach specialising in a particular aspect of PE such as aerobics or athletics. There will be two sessions of 60 minutes in length, supplemented by termly sports' days and weekly after-school enrichment.

Reception pupils will have one continuous session in the morning and one in the afternoon with breaks as necessary. They will participate with their classmates in the Friday afternoon community projects.

Vertical Tutor Groups

The School day will begin with all Key Stage 1 and 2 pupils being registered in vertical tutor groups (mixed age groups) of 30 pupils. These groups will form the basis for developing the community aspect of the Mini-Baccalaureate, for the provision of pastoral care and for providing opportunities for daily shared reading and support for younger pupils by older pupils. Older pupils will be expected to lead, support, mentor and take care of younger pupils, creating positive cross-age relationships and a very different atmosphere during vertical tutor group time. The approaches of leadership, collaboration and shared endeavor underpin the idea of the Big Society. Every pupil will have a form tutor who will be responsible for their pastoral care and guidance throughout their time in the school (once the school has grown to its full size). Full details of The Olive School's pastoral system and staffing structure are set out in the later section on pupil well-being.

The vertical tutor groups will reassemble on Friday afternoons to develop their extend community activities as described earlier.

Children in the Reception classes will self-register at the start of each day with their parent(s). Their class teacher will also be responsible for their pastoral care. This cohort will not join the vertical tutor group system until they reach Year 1 when they will be mature enough to benefit from the mixed age approach.

Year Group Classes

When fully operational, The Olive School will have seven year groups and three phases (Reception, Key Stage 1 and Key Stage 2). This will be the organising structure for the majority of the formal taught curriculum (apart from Community Service project work for Key Stages 1 and 2 on a Friday afternoon).

There will be three mixed ability forms of 30 pupils in each year group. These will be led by the Director of EYFS in Reception and by three Phase Group Leads: one for Key Stage 1, one for Lower Key Stage 2 and one for Upper Key Stage 2 (staff roles and responsibilities are explained in section F).

There will be setting in English, mathematics and science from Year 2 upwards and flexibility for class teachers to move pupils between sets as appropriate. This will best allow for the effective targeting of resources to pupils' needs and the deployment of appropriate pedagogies. In all other subjects, pupils will normally be taught in mixed ability groups to encourage social integration and foster co-operation, for example by encouraging the more able to support and coach their less able peers. We will also expect our staff to judiciously use within class grouping and to manage effectively collaborative approaches and talk for learning.

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

This section sets out:

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

Principles

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

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

The following principles will guide the trust's approach to this.

The Olive School:

- Recognises the profile of the pupils who are likely to attend the school and will configure its structures, systems and processes to ensure that it meets all pupils' needs;
- Will personalise its support for every pupil, and specifically for those who are at risk of underachievement, to ensure that they fulfil their potential;
- Will make targeted use of its monitoring and tracking systems to ensure that pupils at risk of underachievement are making expected progress;
- Will put in place changes to pedagogy, interventions and additional support for those pupils who are not progressing as expected;
- Will hold staff to account for the progress of groups of pupils and individual pupils who are at risk of underachievement
- Will put in place a specific strategy to meet the needs of pupils with SEN in compliance with all relevant legislation and the SEN Code of Practice
- Will put in place a specific strategy to meet the needs of the large proportion of pupils who are likely to require EAL support

- Will put in place a specific strategy to meet the needs of Gifted and Talented pupils

The anticipated pupil profile

In order to gain some understanding of the likely pupil profile of The Olive School and to ensure that the Education Plan will be grounded in the needs of that population, an analysis of the current profile of Hackney and the primary schools across the main area of parental demand⁸ has been carried out.

The table below shows relevant school census data for 2011 and includes proportions of pupils eligible for Free School Meals, with EAL and with Special Educational Needs. In recognition of the fact that, in the initial stages of opening, the school is likely to draw more from the Muslim community than from other families, the table also includes the proportion of pupils classified as Asian ethnic origin (used as a proxy indicator because faith related data is not available – these figures do not include the significant proportion of Black African families, many of whom are Muslims, because the specific heritage groups cannot be isolated within the annual school census data). The schools are ranked according to where the majority of the Asian community currently attend.

| School name | Denomination | Number of pupils | % of pupils known to be eligible for free school meals | % of pupils whose first language is be other than Eng | % of pupils with special needs (incl. with statements) | % of pupils classified as Asian ethnic origin |
|---------------------------------|--------------|------------------|--|---|--|---|
| Jubilee Primary School | N/A | 479 | 33 | 57.4 | 30.7 | 33.5 |
| Tyssen Community Primary School | N/A | 427 | 42.2 | 72.1 | 22.7 | 32.4 |
| Northwold Primary School | N/A | 424 | 51.7 | 70.1 | 30 | 29.6 |
| Benthal Primary School | N/A | 416 | 36.3 | 56.3 | 27.4 | 28.5 |
| Baden-Powell School | N/A | 239 | 38.9 | 57.4 | 32.7 | 22.8 |
| Southwold Primary School | N/A | 385 | 39.5 | 74.1 | 28.8 | 22.3 |
| William Patten Primary School | N/A | 463 | 13 | 43.1 | 13.2 | 20.4 |
| Princess May Primary School | N/A | 404 | 44.8 | 66.3 | 25.2 | 18.4 |
| Sir Thomas Abney School | N/A | 398 | 34.2 | 55.9 | 31.7 | 16.3 |
| Holmleigh Primary School | N/A | 236 | 36 | 74 | 18.6 | 15 |
| Harrington Hill Primary School | N/A | 237 | 43.9 | 61.4 | 31.7 | 13.1 |
| Grazebrook Primary School | N/A | 439 | 24.4 | 45.7 | 12.3 | 11.9 |
| Nightingale Primary School | N/A | 231 | 57.6 | 65.7 | 9.1 | 11.2 |
| Shacklewell Primary School | N/A | 396 | 33.8 | 58.3 | 22.4 | 9 |

⁸ The main area of parental demand for The Olive School, Hackney straddles postcode areas N16 and E5, so a 'survey area' of one mile in radius, with a central point half way between postcodes N16 [REDACTED] and E5 [REDACTED] has been used for the purposes of analysing and inferring the anticipated pupil profile. 22 schools which appear on the last primary school census spreadsheet fall within this survey area.

| | | | | | | |
|--|--------|-----|------|------|------|-----|
| Betty Layward Primary School | N/A | 445 | 16.4 | 25.6 | 16.4 | 8.2 |
| Springfield Community Primary School | N/A | 201 | 32.3 | 70.5 | 22.4 | 6.9 |
| Grasmere Primary School | N/A | 240 | 14.6 | 24.4 | 13 | 3.3 |
| St Matthias Church of England Primary | C of E | 286 | 35.7 | 38.8 | 21.3 | 2.7 |
| St Mary's Church of England Primary School | C of E | 214 | 29.9 | 41.9 | 19.6 | 1.9 |
| St Scholastica Roman Catholic Primary | RC | 229 | 48 | 65.3 | 20.1 | 1.7 |
| Simon Marks Jewish Primary School | Jewish | 176 | 9.1 | 48.7 | 15.9 | 0 |
| Lubavitch Ruth Lunzer Girls Primary School | Jewish | 156 | 5.8 | 31.2 | 7.7 | 0 |

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

Proportion of pupils eligible for FSM = 60 - 75% (Hackney average = 42.4%)

Proportion of pupils with EAL = 70%+ (Hackney average = 56%)

Proportion of pupils with SEN = 20 – 30% (Hackney average = 33%)

The strategy for a personalised approach

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

Assessment

- Pupils' learning needs are assessed when they start at the school.

Risk Register

- Pupils who are at risk of underachievement or who have specific learning needs are identified and placed on the risk register.

Intervention

- A personalised approach involving support and intervention is agreed for those pupils who may not achieve expected progress unless this is put in place.

Monitoring and tracking

- Pupil progress is rigorously monitored and tracked.
- If expected progress is not being made, strategies are reviewed and adjusted.

Accountability

- The school's line management, accountability and governance structures ensure that progress for vulnerable groups of pupils and individuals is reported on and evaluated.

Overcoming barriers to learning

- As a result of line management conversations, solutions will be identified and implemented to remove barriers to learning for those pupils who are not making expected progress.

Assessment on entry

All pupils admitted to The Olive School will be assessed on entry to Reception. This process will be specifically focused on identifying children who are at risk of underachievement. In making such assessments, teachers will take into account children's ages and any transition records received from feeder pre-schools, schools and nurseries. The assessment process will identify children's current levels of development across the seven areas of learning in the EYFS visually:

- Communication and Language development
- PSED
- PD
- Literacy
- PSRN (will be Mathematics from September 2012)
- UW
- EAD

Pupils will then be continuously assessed throughout the year and reviews will be held each half term identifying children's interest, strengths and any areas for development and learning where children may need further support. As children progress through the Reception Year, evidence from assessments will inform the end of Reception summative assessment, using the EYFS Profile. The outcomes of this assessment will provide Year 1 teachers with the information to plan for individuals and to place pupils onto a whole school tracking system based on individual children's outcomes, the EYFS and current National Curriculum levels/Average points score (APS) system by the end of the first half term of the Autumn term.

Pupils entering the school other than at the beginning of Reception would be assessed to identify their previous experience, learning, skills and attainments and any additional needs.

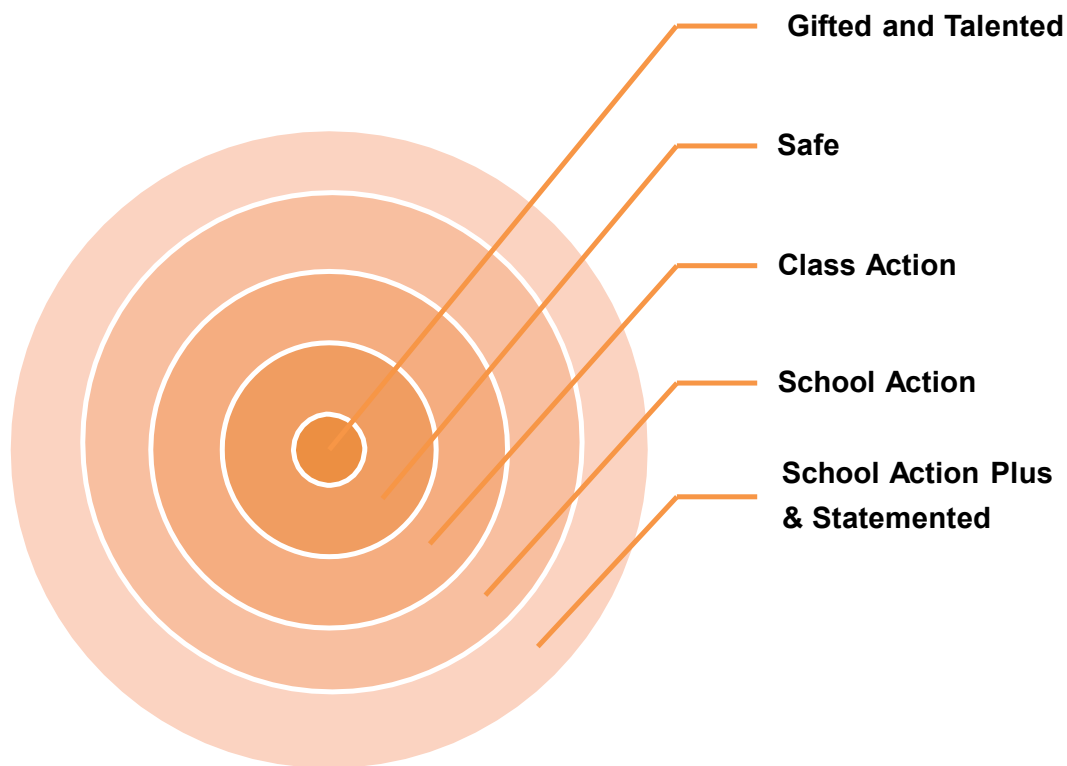
Assessments would address the following key areas:

- Speaking and listening;
- Reading and Writing;
- Mathematics;
- Any further needs which might otherwise constitute barriers to learning would also be identified such as: Special or additional learning needs such as physical or sensory impairments, medical conditions or specific learning disabilities such as dyslexia or dyspraxia;
- English as an Additional Language needs;
- Gifted and Talented needs;

At the same time, contextual factors likely to impact on children's learning would be scrutinised in order to provide appropriate support for children in need including Looked after Children and children eligible for Free School Meals.

Achievement risk register

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



- 'Gifted and Talented' - Pupils who have entered School with attainment levels well above nationally expected levels.
- 'Safe' – Pupils who entered School with attainment levels at or slightly above nationally expected levels.
- 'Class Action' – Pupils who entered School at slightly below nationally expected levels, but for whom good 'learning and teaching' in the classroom should be sufficient.
- 'School Action' – Pupils who entered School with attainment below nationally expected levels, for whom sustained intervention is required.
- 'School Action Plus & statemented' – Pupils who have cognitive or complex needs, which require substantial, including multi-agency, support.

Personalised support

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

- The design of schemes of work and lesson plans
- Teaching and learning strategies
- Classroom management
- Wave 2 and 3 interventions
- The use of ICT and other resources

- The deployment of teaching assistants and learning mentors
- The tailored use of assessment for learning
- The use of evidence-based strategies which have been proved to accelerate the progress of specific groups
- Stretch and challenge for Gifted and Talented pupils

Monitoring and tracking

The progress of all pupils will be rigorously and frequently monitored using the full capacity of the school's SIMS system and associated modules. The intelligence from pupil tracking will be used to adjust support quickly where it becomes clear that the strategies employed are not delivering sufficient impact.

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

The progress of each pupil will be monitored continuously. These 'at-risk' pupils, particularly at Key Stage 2, will also meet with their Phase Group Lead every three weeks. The close monitoring and programme of meetings will focus on ensuring these vulnerable learners make at least 4 levels of progress in important subjects during KS1 and KS2.

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

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

Accountability for pupil progress

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

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

Members of the Senior Leadership Team will be made accountable for the progress of vulnerable groups of pupils in the school. The Phase Group Leads will be accountable for pupil progress in their Key Stages (KS1, Lower KS2 and Upper KS2), and will hold class teachers to account for the progress of all pupils, including those from vulnerable groups, through regular and robust line management dialogue.

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

Approaches to overcoming barriers to learning

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

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

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

Intervention programmes for targeted pupils in all year groups will be delivered each week. These will consist of One-to-One tuition and small group boosters. Intervention provision or pre teaching will be a regular feature of each core curriculum area and delivered during the school day or the enrichment session to those pupils who require support. Details of the Quality Standards we will apply when monitoring and evaluating tracking and intervention are provided in the Tauheedul School Improvement Framework.

The use of ICT to support pupils with differing abilities

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

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

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

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

It is expected that a significant number of pupils will have SEN. According to 2010 figures, 33% of primary age pupils in Hackney had Special Educational Needs. Based on our analysis of schools where pupils from the targeted catchment area for The Olive school currently attend, it is anticipated the between 20% and 30% of pupils will have Special Educational Needs.

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

The Olive School will be an inclusive school where each pupil will be fully integrated into the life of the school, be a valued member of the school community and have every opportunity to make a positive contribution to the life and success of the school. We are committed to providing for the various needs of pupils with SEN within day to day lessons in the classroom.

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

- All pupils, whatever their barriers to learning, can and will succeed; we expect the vast majority of pupils to make at least expected progress in English and mathematics between years 3 and 6.
- All pupils have a right to a broad and balanced curriculum in which their individual needs and abilities are recognised and addressed; wherever possible, pupils with SEN will be supported to achieve full access to the whole-school curriculum and take part in all school activities alongside their peers in mainstream classrooms and on visits.
- Challenge and support for pupils with a SEN will be as rigorous as the challenge and support for all pupils.
- Information on the needs of pupils with SEN will be clear, transparent and available to all members of staff who work with them.
- All staff will receive training on how best to support and stretch pupils with special needs.
- Children with SEN exist in all communities. Bilingualism is not a learning difficulty but some bi-lingual pupils may have learning difficulties.
- Our focus of support for pupils with SEN will be the core skills of literacy and numeracy, which we aim to embed in years 1 and 2.
- Parental partnership is essential.
- Pupils with SEN will, where practicable, be fully involved in decisions about the support they receive and about any special provision that is made for them

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



A Policy framework

The Olive School is clear about its statutory responsibilities and will:

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

The Olive School's Governing Body will have overall responsibility for ensuring the school's compliance with its duties. We will appoint a link SEN Governor who will liaise with the SENCO. They will ensure that:

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

effective practices for teaching pupils with SEN.

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

We will appoint a *Director of Learning: Access and Inclusion* who will be fully qualified Special Educational Needs Co-ordinator (SENCO). Their responsibilities will include:

- Leading and managing all aspects of Access and Inclusion;
- Overall co-ordination of the provision for pupils with SEN;
- Monitoring and evaluating the impact of SEN provision;
- Identifying staff development needs and providing CPD accordingly. We will work closely with Hackney's Special Educational Needs providers to ensure that staff are trained in current and effective learning and teaching methods;
- Liaising with subject leaders to ensure effective tracking and intervention for pupils with SEN;
- Liaising with parents, stakeholders and other professionals in relation to SEN matters;
- Acting as a lead practitioner and role model for SEN;
- Agreeing the SEN budget through the finance committee of the governing body annually;
- Brokering effective multi-agency support;
- Line management of SEN support assistants required for statemented pupils who will also coordinate some of the management responsibilities of the SENCO i.e.:
 - Collating information for school initiated referrals;
 - Timetabling additional pupil support;
 - Coordinating regular reviews of IEPs and including annual reviews for statemented pupils;
 - Organising parent links and initial communications.

The Director of Learning for Access and Inclusion will work alongside the other four Directors of Learning and the Phase Group Leads to ensure that all pupils have fair access to all aspects of the curriculum.

Where provided, effective additional adult support in classes will:

- aim to increase pupils' inclusion in the learning of the peer group;
- involve additional adults working frequently with small groups of pupils in class to achieve outcomes specified for this intervention in the lesson plan;

- be discreet so that pupils are not overwhelmed or embarrassed;
- be selective – used at particular times for specific purposes within the lesson,
- focus on maximising pupils' independence;
- be planned wherever possible – the teacher and additional adult will at least have shared planning or discussed the lesson and their roles beforehand;
- be informed – delivered by adults who understand the pupils' individual needs, know their targets, the learning objectives and learning outcomes expected and how to help the pupils achieve them;
- be skilled – trained adults who have a good understanding of the subject and teaching and learning strategies employed

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

Before the lesson

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

During the lesson

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

In targeted intervention groups, in and out of the lesson

- Leading a guided group with a specific focus for a small group of pupils.
- Helping pupils to relate to and transfer skills and knowledge from one lesson context to another.

- Coaching pupils in the skills needed for cooperative group work by describing, modelling and praising.

Effective support for pupils with a statement of special educational need

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

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

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

Productive multi-agency working

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

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

- Pupil Referral Service and including behaviour support, the home-school tuition team and the school medical service
- Social services

Structured Conversation with Parents

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

The purposes of the conversation will be to:

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

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

The Strategy for meeting the needs of children with English as an Additional Language (EAL)

The projections for the pupil profile of The Olive School indicate that the proportion of pupils with EAL is likely to well-exceed 70%, as compared with the Hackney average of 56%. Through the exemplary work at TIGHS, the Tauheedul Free Schools' Trust has developed proven approaches to address these needs and thereby enable pupils to have full and successful access to the curriculum offer.

The Olive School will apply the following approaches as part of its strategy to meet the needs of

pupils with EAL:

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

The Strategy for meeting the needs of Gifted and Talented pupils

A core principle of The Olive School is that all pupils will make at least expected progress from Key Stage 1 to Key Stage 2. Those pupils achieving level 3 at Key Stage 1 will be expected to achieve Level 5 in English, maths and science at the end of Key Stage 2. This drives the stretch and challenge that will be offered to pupils who are identified as Gifted and Talented, which will include:

- The rigorous application of assessment for learning, ensuring that curricular targets are appropriately differentiated and challenging;
- Tailored enrichment activity;
- The requirements of the Tauheedul Mini-Baccalaureate;
- A designated member of the leadership team being made accountable for the progress of Gifted and Talented pupils.

Where children are working at least two levels above their chronological age, in English or mathematics, consideration will be given to them being taught in a higher year group if they are sufficiently socially and emotionally mature.

Managing behaviour, pupil wellbeing and attendance

This section outlines the approach that The Olive School will take to:

- **Managing behaviour, promoting discipline and attendance**
 - **The strategy for behaviour and attendance**

- Preventing and tackling bullying
- Commitment to child protection
- Promoting pupil well-being through both the pastoral system and the curriculum

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

Managing behaviour, promoting discipline and attendance

Managing behaviour and promoting discipline

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

Attendance and punctuality

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

Attendance levels equivalent to the top quartile of all English primary schools with an initial attendance target of 97% per year will be necessary for students to attain the Tauheedul mini Baccalaureate. All students will be assigned to a category for achievement, attendance and

behaviour in our risk register. These registers and their associated tracking data will underpin our systems and strategies for the management of achievement, attendance and behaviour.

The Strategy for Behaviour and Attendance

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

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

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

Our underlying Principles

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

- Teaching must be great: outstanding teaching motivates, inspires and brings pupils into school.
- Learning is sacrosanct, as is behaviour for learning: it is the right of all learners to learn and all teachers to teach.
- High expectations: we expect all pupils and staff to achieve the highest standards of behaviour, attendance and punctuality. This will be the norm for our school.
- Challenge and support: we will challenge poor attendance or behaviour and we will support our pupils to make it outstanding.
- The best way to minimise unacceptable and disruptive behaviour is to promote, recognise and celebrate good behaviour.
- Zero tolerance of bullying.
- The rules and the consequences of breaking them must be crystal clear to all.
- Rights, responsibilities and choices: pupils will learn that rights and responsibilities go hand in hand. The choices they make will affect their own right to learn and their responsibility to safeguard and promote the learning of their peers.
- All staff are responsible for making behaviour and attendance outstanding.
- All pupils must be leaders and role models in behaviour and attendance as part of their Big

Society responsibilities.

- All pupils and staff must respect each other's rights and accept their own responsibilities.
- The principles of restorative justice will be applied when pupil's decisions impact negatively on the rights of others to learn.
- Respect and be respected: Parents and carers, pupils and teachers all need to operate in a culture of mutual regard.
- Outstanding leadership and management are critical to outstanding behaviour and attendance.

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

Our intentions for behaviour and attendance are outlined as follows:

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

Roles and responsibilities

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

- the local Governing Body in defining the principles underlying the school's behaviour and attendance policy and modelling the behaviours they expect of pupils; and holding the Head Teacher to account for the overall performance of the school in these areas;
- the Head Teacher in framing a policy that encourages behaviour for learning and regular attendance, discourages bullying and promotes respect, diversity and equality;
- the Assistant Head Teacher for Personal Development, whose responsibilities will include pastoral support and pupil well-being and who will be held accountable for implementing the policies for behaviour and attendance and consulting with the elected Pupil Council to take into account their priorities, concerns and ideas.
- all staff in making sure:

- the policy is consistently and fairly applied to ensure safeguarding and well-being for all;
 - that pupils are taught how to behave well and are encouraged to attend punctually and regularly;
 - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
 - that good attendance and behaviour are recognised and praised as part of the outstanding lessons they will deliver.
- the local Governing Body, Head Teacher and Assistant Head Teacher for Personal Development, in monitoring all aspects of the school's behaviour and attendance policy and its application, to promote equality for all pupils;
 - The Assistant Head Teacher for Personal Development, tutors (of the vertical groups) and class teachers, in creating a school based identity where each pupil feels a sense of responsibility for helping and supporting others as part of the promoting excellent performance by the whole class or year group;
 - pupils in shaping and promoting the school's code of conduct and supporting staff and other pupils;
 - parents and carers in taking responsibility for their child's attendance and behaviour inside and outside school, working in partnership with the school to maintain high standards of behaviour and attendance and in contributing to the policy through consultation.

A code of conduct for pupils

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

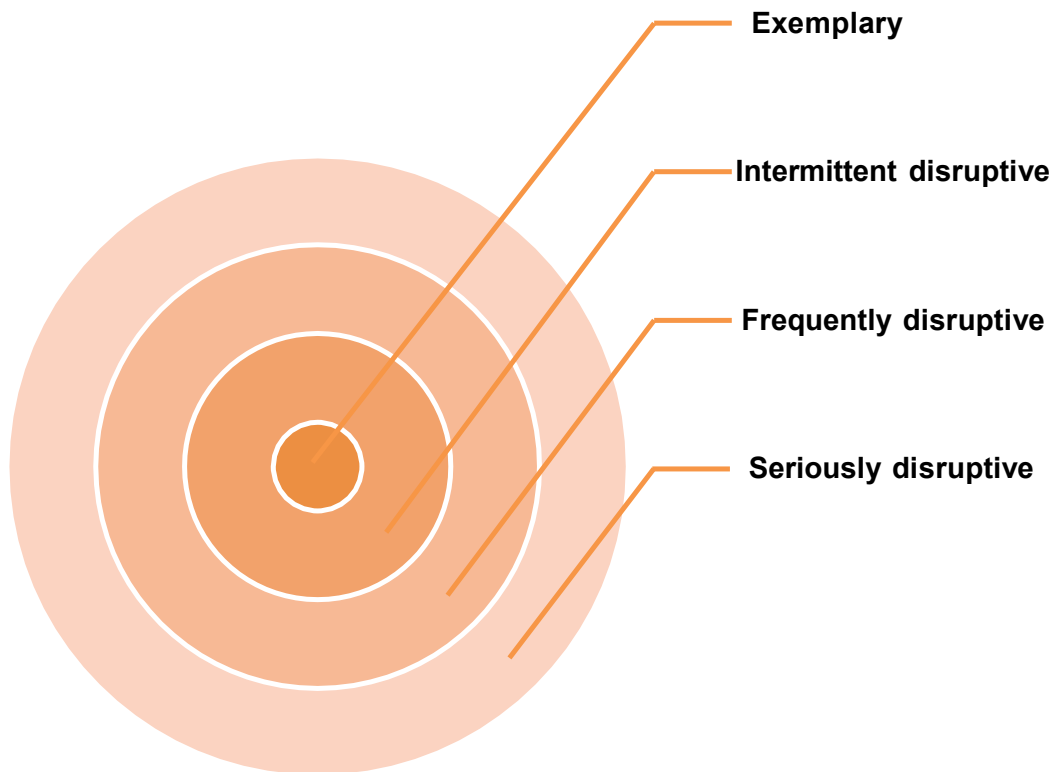
The detail of the Code of Conduct will be drawn up by the Head Teacher with members of the local governing body once appointed, prospective pupils and the wider community. It will cover:

- expectations of attendance, punctuality and behaviour in the classroom, including classroom learning routines and seating plans, and around the school.
- the promotion of regular attendance and good behaviour, and the measures to be taken to tackle non-attendance and poor behaviour.
- the role of pupils, staff, parents and carers.
- expectations throughout the school day as well as before and after school including for positive behaviour in corridors and at lunchtimes and break times as well as in classrooms.

Implementing the policy

At the end of the Reception year, each pupil will be assigned to a category for achievement, attendance and behaviour. These will inform a graduated and personalised approach to intervention and ensure a positive and proactive approach to managing achievement, attendance and behaviour from the outset and before the need for 'catch up'.

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



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

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

Category 3 – For the small number of learners who have frequent low-level disruptive behaviour in the classroom: this is often exemplified by detentions for behaviour, frequent citations by class teachers, ill-mannered language, an argumentative approach towards pupils and staff and a poor attitude to learning. This group of learners will be subject to the report card system, a behaviour management plan and regular meetings with parents. The school will find ways of supporting these pupils to 'get back on track' and provide short term targets – these will be opportunities for them to experience success – this success will be recognised and rewarded through the school's rewards system.

Category 4 – Learners who are seriously disruptive, violent and abusive in and around school. This is exemplified by violence towards pupils and/or staff, persistently abusive language, damaging school and private property around school or persistent bullying. This could result in a permanent exclusion as a last resort. In such circumstances, appropriate external agencies, such as the social services, may be involved and fixed term exclusions followed by a period of

monitoring through reports, behaviour management plans and mentoring. The school will find ways of supporting these pupils to 'get back on track' and provide short term targets – these will be opportunities for them to experience success – this success will be recognised and rewarded through the school's rewards system.

In the event of a permanent exclusion, an independent appeal panel would consider the merits of any appeal against the decision of the Head Teacher and the Pupil Disciplinary Committee.

Exclusions

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

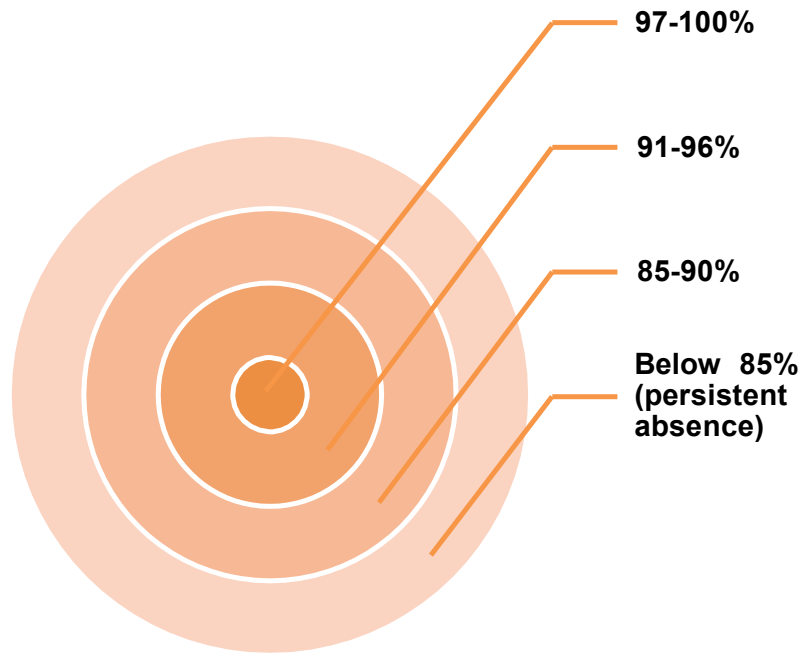
The Olive School will base its approach to exclusions on trying to change values and behaviour rather than merely setting in train a sequence of consequences. It will base its philosophy and practice on the belief that with appropriate behaviour systems and structures in place it is possible to avoid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

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

Exclusion has to be part of that duty of care but one that takes the needs of the disturbed pupil with genuine sympathy and not as an end to the relationship. The Olive School will take seriously its duty to continue to be accountable for the education and outcomes of any pupils that it decides to exclude. The sponsors will follow local authority guidance on pupil exclusions, and will use their experience in TIGHS and elsewhere to ensure that exclusions, while inevitably one of the consequences available to the Governing Body, are decidedly the last resort.

Attendance

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



Category 1 – Learners who demonstrate outstanding attendance and punctuality above 96%. Such learners will be rewarded through the rewards system and their attendance will contribute towards the Tauheedul mini-Baccalaureate. All of their absences would be authorised.

Category 2 – Learners who have attendance between 91% and 96%. This may be exemplified by unauthorized absences, extended leave (approved or not approved) and long-term illnesses resulting in moderate levels of learning being missed. This group of learners may also arrive late to school and lessons once or twice a week. The emphasis here would be on putting in steps to motivate the child in regard to good attendance and punctuality but primarily we will focus on ensuring that parents understand their responsibilities for their child’s attendance and punctuality. Where upper KS2 pupils walk alone to school and may dawdle on the way, detentions will be issued, parents contacted and punctuality reports issued. The school will find ways of supporting these pupils to ‘get back on track’ and provide short term targets – these will be opportunities for them to experience success – this success will be recognised and rewarded through the school’s rewards system.

Category 3 – Learners who have attendance between 85 and 90%. This may be exemplified by a large number of unauthorized absences, extended leave that is not approved, long-term illnesses resulting in significant levels of learning being missed. This group of learners may also arrive late to school and lessons several times a week. Again, the emphasis would be on ensuring parents understand and discharge their responsibilities. They would be subject to fixed penalties (in the event of holidays that have not been approved), half-termly parental meetings and contracts services and attendance monitoring reports. These learners would also receive Weekend Schooling to recoup the learning missed – parents would be required to ensure this provision is attended fully. The school will find ways of supporting these pupils to ‘get back on track’ and provide them with achievable short term targets – these will be opportunities for them to experience success – this success will be recognised and rewarded through the school’s rewards system.

Category 4 – Learners who are persistent absentees and have attendance below 80%. This may be exemplified by extended periods absence and frequent truancy. Such learners may be subject

to legal recourse through criminal prosecution and Weekend Schooling.

Rewards and Consequences

The most important characteristic of an effective 'Rewards and Consequences' scheme in motivating pupils to learn and achieve well will be the maintenance of positive and effective relationships between school staff and all pupils.

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

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

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

In addition we will:

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

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

After that, according to the seriousness of the offence, detentions will be imposed by teachers at three levels:

- Level 1: leading to 5 minutes of missed play time.
- Level 2: leading to loss of all play time, to be spent with an Assistant Head Teacher.
- Level 3: responses will be personalised to individual contexts but may include removal from some class based activities, after school detention or weekend schooling.

Exclusion will be a last resort.

Report cards (in the form of a Smiley Face Chart) will be issued at three levels:

- Level 1: Vertical Form Tutor will issue the Report Card and monitor subsequent behaviour.
- Level 2: The Learning and Well-being Coordinator will issue the Report Card and monitor subsequent behaviour.
- Level 3: The Assistant Head for Personal Development will issue the Report Card and monitor subsequent behaviour.

Supporting Staff, Pupils and Parents

Supporting Pupils.

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

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

Supporting Staff

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

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

Supporting parents

Parents will be responsible for notifying the school of their child's' absence. The relevant *Learning and Well-being Co-ordinator* will contact parents on any day a pupil is absent without explanation

This will quickly send the message to pupils and parents that absence is taken seriously and will also make the parent aware that their child is not in school, enabling the necessary steps to be taken to establish that he or she is safe. For pupils on the attendance risk register, every absence will be followed up by the Vertical Form Tutor

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

Monitoring and evaluation

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

Our local Governing Body will provide Hackney LA with a brief annual report of behaviour and attendance signalling the pattern and frequency of any incidents or issues.

Other associated policies:

Anti-Bullying Policy

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

The school will actively promote anti-bullying work in form time and in lessons using events such as anti-bullying week to bring particular focus to the issue. We will work in partnership with the local Authority, the anti-bullying Alliance and other local charities such as Bully Free Zone and fully

embrace the Hackney ant-bullying strategy. We will take full part in local and national campaigns against all types of bullying including cyber bullying.

Our statutory duties in relation to bullying:

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

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

Responding to reports about bullying:

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

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

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

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- providing reassurance that the bullying will be addressed and that it was not their fault;
- offering continuous support;
- restoring self-esteem and confidence;
- the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate;
- allocating a more senior pupil as a peer mentor where the pupil wants it.

Pupils who have bullied will be helped by:

- discussing what happened;
- establishing the wrong doing and need to change;
- informing parents to help change the attitude of the pupil;
- the use of specialist interventions and/or referrals to other agencies where appropriate;
- the use of restorative justice where the perpetrator and victim want it.

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

Parents:

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

Preventative measures

The school will:

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

Commitment to Child Protection

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

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

To indicate The Olive School's commitment, however, we propose to:

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

The school will develop through its Business Planning process a comprehensive pastoral system.

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

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

Pupil wellbeing will also be actively promoted through the curriculum, and in particular through Big Society projects.

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

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

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

Aims of the Pastoral System

The ethos of The Olive School is centred on ambition, and that determination must be at the centre of everything it does. It will require leadership from the governors and the School management, commitment from all those with supervisory responsibilities and an understanding

across the School of the sustaining educational ethos behind it. The sponsors will, from the outset, place great importance on the pastoral care of their pupils.

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

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

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

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

The structure of the Pastoral System

At The Olive School, just as high quality teaching is everyone's responsibility, so is outstanding pastoral care.

For the purposes of the pastoral system, Key Stage 1 and 2 pupils will be split into 18 vertical tutor groups in which tutors will be expected to create a personalised and nurturing environment. Tutors will be responsible for the pastoral needs of every pupil in their vertical form. This will include responsibility for attendance, punctuality, behaviour, attainment and progress, health and well-being. Tutors will be expected to regularly report concerns to their *Learning and Well-Being Co-ordinator* who will be the key link to parents.

The strategic leadership responsibility for pastoral care and pupil well-being will lie with the *Assistant Head Teacher for Personal Development* who will be supported at an operational level, by three *Learning and Well-Being Coordinators*, each one attached to six vertical tutor groups.

Whilst the *Assistant Head Teacher for Personal Development* will also lead strategically on pastoral care in the EYFS stage, the operational structure will be different with class teachers also holding the responsibility for the day to day pastoral care of their pupils, assisted in more operational matters by a team of three Teaching Assistants.

Pastoral Care Roles and responsibilities

The *Assistant Head Teacher for Personal Development* will have the overall responsibility for the strategic direction, leadership and performance management of the pastoral system. This will mean reporting directly to the Head Teacher and working closely with senior colleagues, the three *Learning and Well-Being Coordinators* (at Key Stages 1 and 2) and the three *EYFS Teaching Assistants* to ensure that all aspects of the pastoral system are in place, while paying particular attention to:

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

We will also appoint an **Educational Psychologist** whose responsibility will be to coordinate efforts to identify barriers to learning and liaise with the pastoral and academic staff to help address these. They will also be responsible for the transition arrangements from primary school to inhibit the 'achievement dip' that can happen at Key Stage 3 and will manage a group of volunteer mentors who will support learners with emotional and behavioural difficulties. The principal aim of the educational psychologist will be to work with the learning and well-being coordinators to support learners and families in order to maximise attendance, behaviour and achievement.

The three **Learning and Well-Being Coordinators** will have the overall responsibility for delivering the pastoral system across their six allocated vertical tutor groups. This will mean taking operational charge of the system and reporting directly to the Assistant Head for Personal Development and will involve them in:

- providing strong leadership across the entire area of pastoral care by taking a close interest in the speed of progress being made by high-risk and SEN pupils;
- taking responsive action in relation to concerns evidenced through record-keeping and the monitoring of attendance and punctuality, and by ensuring that production and circulation of pupil reports to parents and others, is efficiently undertaken and followed up;
- Coordinating Home-School Partnerships and Agreements, parents evenings, and communications;
- Liaising with external agencies such as Social Services and CAHMS
- Ensuring the circulation of pupil reports to parents and others is efficiently undertaken and followed up.

Vertical Form Tutors will represent the 'pupil-facing' element of the school's pastoral care (for Key Stage 1 and 2 pupils). They will develop personal links with the pupils to whom they are assigned and will be expected to make themselves aware of the personal and academic strengths and weaknesses of these pupils. Among the duties they will be expected to undertake they will:

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

All vertical form tutors will also have a role as a class teacher and some will be Directors of Learning. In the Early Years Foundation Stage, the class teacher will also be the form tutor and will work with the three EYFS Teaching Assistants to provide the 'pupil-facing' element of the school's pastoral care.

Performance management of the Pastoral System

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

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

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

The rigour will come from the frequency with which staff keep in touch and systematically review the pastoral activities that are being managed, being ready to take prompt action should that become necessary.

Evaluation and Quality Assurance of Pastoral Care

Quality assurance of the activities of the Education Psychologist, the Learning and Well-Being Coordinators and the systems and structures of the Vertical Tutor Teams of six will be undertaken on a continuing basis by the Assistant Head Teacher for Personal Development who will evaluate the effectiveness of the pastoral systems and structures across the whole school each term by:

- leading a focus group of pupils;
- visiting regularly the morning registration and assembly programme;
- liaising with form tutors.

Each term, the Assistant Head Teacher for Personal Development will evaluate the effectiveness of:

- tutor group record-keeping;
- the extended morning registration programme;
- the quality of whole-School assembly programme;
- the effectiveness of the rewards and consequences procedures including progress towards the Tauheedul Mini Baccalaureate;
- attendance, punctuality, equipment and uniform.

Pupil Well-Being

All pupils will be encouraged, enabled and supported by the systems described above and through the schools' partnerships to:

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Develop the skills and dispositions necessary to, one day, achieve economic well-being.

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

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

The Assistant Head Teacher for Personal Development will lead the establishment of a whole school pupil well-being group and risk register to over-see, monitor and scrutinise children at risk, identified through the school based structure.

The pupil well-being group will respond to the increasing need for pastoral support of these learners. The aim of the group is to:

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

The pupil well-being group will consist of the Senior Leadership Team of the school, including the Head teacher. The group will also invite specialist support from the local authority. It will develop a risk register of those pupils who require sustained pastoral or academic support, assessing them for referral on criteria loosely based on a '*continuum of need and response*'.

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

- **Category 1:** Learners who have no discernible spiritual, emotional, pastoral or academic needs, or have needs which are fully met through general provision in the School. This group will not be addressed by the pupil well-being group.
- **Category 2:** Learners who have a discernible spiritual, emotional, pastoral or academic need, but there is a low risk and impact of harm to development and the need is being

addressed through a single strategy or response, e.g. a pupil with special educational needs. This group will not be addressed by the pupil well-being group.

- **Category 3:** Learners who have several or complex discernible needs, and there is a moderate risk and impact of harm to their development. The need is being met through multiple approaches and strategies, e.g. a pupil who is experiencing bereavement and has Special Educational Needs but is receiving mentoring and targeted support in lessons. The group will decide on and review the provision for each learner in this category.
- **Category 4:** Learners who have several or complex discernible needs, where there is a moderate risk of harm to their development. The identified need requires a multi-faceted approach, but remains inadequately addressed as yet. Examples would include the pupil defined in category 3 above; but where the adequate provision is in place, e.g. a pupil who is self-harming. The pupil well-being group will discuss, agree and review provision for each learner in this category.
- **Category 5:** Learners with a significant need or vulnerability, where there is a substantial and immediate risk of harm to their development or where the learner has experienced significant harm. This need requires significant multi-agency support, including external provision, e.g. a pupil who is being abused or at immediate risk of being abused. The group will discuss, agree and review provision for each learner in this category.

It is envisaged that the Pupil Well-Being Group will meet half-termly to agree and then review strategies for pupils placed in groups 3, 4 and 5 (above).

The *Assistant Head Teacher for Personal Development* will work closely with the Learning and Well-Being Coordinators to ensure that all pupils have been appropriately identified through the above whole school process, are carefully monitored and well-co-ordinated inter-agency support is provided.

The Assistant Head Teacher for Personal Development will work closely with Form Tutors and with the SENCO to ensure the needs of pupils with Special Educational Needs are prioritised and that each of these pupils has a fully developed adequately resourced Individual Education Plan.

Parental Engagement

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

Home School Agreement

A sustained and supportive relationship with parents will be forged via each tutor, supported by the Learning and Well-being Coordinators. Parents will be key partners in the school's drive for academic and pastoral excellence. The partnership with parents will play an important part in our success. The school will provide detailed and regular information to parents to enable them to play a full and active role in the education of their children.

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

Weekly Updates

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

Half Termly Report Cards and Performance Review Meetings

Each pupil will have a personalised learning plan and undergo regular target setting and review meetings with a member of the Senior Leadership Team (for students at KS1, the review meetings will be with parents only; at KS2, parents and their child would attend the review meeting). Pupils failing to meet their personal target will be expected to attend intervention and 'one-2-one' lessons until they are back on target.

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

Any pupil, who is at risk of not attaining the required levels of success against nationally expected levels for their age, will be identified by the Deputy Head Teacher, from information provided by class teachers.

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

- Review current levels of attainment, progress, behaviour, attendance and engagement – this will be based on the latest half-termly report.
- The parents' view on current progress, highlighting any issues the parent feels is hindering progress and identifying any additional support he/she feels will help.
- The pupils' views on current progress, any issues they feel are preventing them from succeeding and achieving targets set out in their personalised learning plan.
- Agree targets and action plan detailing actions to be taken by the pupil, parent and School, between now and the next meeting.

Extended Morning Registration Programme

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

The Extended Morning Registration Programme will be overseen by the Assistant Head Teacher for Personal Development and will be delivered by the Tutors to vertical tutor groups. It will be designed to provide opportunities for older and younger children to work together, for example as peer tutors and in paired reading, to build on their skills such as independence, leadership, cooperation and collaboration, mentoring and empathy as well as understanding how to be a good role model and friend.

School uniform

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

Pupils will be required to wear one of a choice of uniforms appropriate to the School, bearing in mind the parental preferences and dress requirements of different faiths, as well as those of the Muslim pupils.

Assemblies

All students will have a routine weekly assembly. The assembly will involve the whole-school coming together and will be based on the dissemination of universal, rather than solely faith-specific, values. Assemblies will have a strong focus on moral, ethical, social and cultural development. The weekly assembly will include:

- Performances by each vertical tutor group on a rota.
- An input by external speakers, local dignitaries and visitors.
- Musical and drama performances by students.
- An input by senior leaders, including the Head Teacher.

Defining and measuring success.

The success of the Tauheedul model is based on a set of inter-connected school improvement systems that put children at their centre. This section sets out in more detail how the Trust will:

- **define the success of The Olive School**
- **make success happen**
- **embed this in its strategic development plan within the context of the Tauheedul Quality Standards Framework**

Defining Success

The sponsor's definition of success is directly derived from the ***Tauheedul*** vision - Faith Ethos, Educational Excellence, Community Service - and is captured both in section C of this proposal and below as a set of **key performance indicators** (KPIs).

This Education Plan constitutes a high-level strategy, where the level of aspiration for each of these KPIs is indicated by associated 'performance measures', which should be viewed as the longer term goals (3 – 5 years). The level of our ambition is derived directly from our track record of success at TIGHS. Because we know that the exceptional is possible for all children, our 'performance measures' will not be reduced because of any perceived barriers to excellence in the local community.

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

| | KEY PERFORMANCE INDICATORS | PERFORMANCE MEASURES |
|------------------------|---|---|
| FAITH | School community respects and values all faiths | Judged grade 1 in Section 48 inspection (faith). Analysis of behaviour / racist / discrimination incidents. Classroom climate for learning: students' attitudes and response from lesson observations and learning walks. |
| | Pupil behaviour and attendance | Behaviour judged grade 1 by Ofsted. Attendance and unauthorised absence are in the top 5% of schools nationally. No exclusions. |
| | Pupils demonstrate emotional resilience and spiritual intelligence | Judged grade 1 in Section 48 inspection (faith). Classroom climate for learning: students' attitudes and response from lesson observations and learning walks. |
| | Pupils live healthy and ethical lifestyles | Investors in People Kite Mark. Fair Trade Quality Mark. Healthy Schools Award. Judged grade 1 in Section 48 inspection (faith). |
| EDUCATIONAL EXCELLENCE | The proportion of EYFS pupils achieving 78 points with at least 6 points for each area | EYFS standards judged outstanding by Ofsted. In top 5% nationally. |
| | The proportion of pupils achieving level 2a+ for reading, writing and mathematics at the end of Key Stage 1 | Standards judged outstanding by Ofsted. In top 5% nationally. |
| | The proportion of pupils achieving at least level 3+ for reading, writing and mathematics at the end of Key Stage 1 | In top 5% nationally |

| | | |
|--------------------------|---|---|
| | The proportion of pupils achieving at least level 4a+ for English and mathematics at the end of Key Stage 2 | In the top 5% nationally for both indicators |
| | The proportion of pupils making at least two levels of progress in English and mathematics over Key Stage 2 | In top 5% nationally |
| | Gaps in attainment between FSM and non-FSM | In each of the above attainment measures, there is no gap between FSM/non-FSM learners. |
| | Pupils engage in the extra-curricular programme | All pupils engage in the programme and pass Bronze, Silver and Gold awards. |
| | Teaching and Leadership | Both Teaching and Leadership judged outstanding by Ofsted. CPD mark award. Investors in People. Designated as a Teaching School. Applications for teaching and leadership vacancies are well above regional averages. |
| | Pupils and parents engagement with technology to achieve the school's strategic outcomes | 90% access VLE on a weekly basis. Evidence of impact on other outcomes determined by monitoring / self-assessment. |
| COMMUNITY SERVICE | Achievement of the Tauheedul Mini-Baccalaureate | All pupils complete the Tauheedul Mini-Baccalaureate and gain Gold, Silver or Bronze awards depending on their ages. |
| | The Olive School's reputation in the community | The school is oversubscribed by 100%+ after three years. 360°surveys of stakeholder perceptions will be the measure. |
| | Parents/carers engagement with, and advocacy for, the school | Attendance and consultation events will be the measure. |
| | Established as the 'Big Society' primary | Achieve Prime Minister's Big |

| | |
|---|--|
| school in Hackney | Society Award. |
| Impact on school improvement across Hackney LA | Evidence of impact in schools supported. Designated as a National Support School and Teaching School. 5% + of staff are designated as SLEs or Master Teachers. |
| Impact on school improvement across the Tauheedul Schools Network | Evidence of impact in schools supported. Designated as a National Support School and Teaching School. 5%+ of staff are designated as SLEs or Master Teachers. |
| Efficiency, accountability and transparency with all stakeholders | Annual score card is published by Tauheedul Free Schools' Trust to parents and stakeholders. |

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

Making success happen

The sponsors know from the school's track record of outstanding outcomes at Tauheedul Islam Girls' High School that for each pupil to achieve success, they must create a culture of aspiration and self-belief, and a 'state of the art' school development system. The Olive School will use the system and the leadership and management approaches developed at TIGHS, adapted to the Primary context, as a blueprint.

The key components of the school's approach are:

- A **strategic plan** driven by annual targets linked to each of the school's KPIs. These will demonstrate the school's intention to plan for year-on-year improvement through our **Strategic Development Plan**. These annual targets will be set by the Head teacher and governing body once the actual pupil population is known.
- A set of interlocking, robust **school development systems**; sensitive enough to track achievement and respond rapidly should this falter at any scale, be it the individual, class, cohort, teacher or subject area;
- A rigorous and searching **Quality Assurance Framework** to inform school self-assessment and external monitoring by the Tauheedul Free Schools' Trust.

The School's Strategic Plan

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

The School Improvement Framework

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

The school's key systems are:

Monitoring and self-evaluation

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

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

Line management

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

- The Head Teacher and governors effectively communicating the school's vision and ethos to all staff;
- Every aspect of the school's work being part of a chain of line management and accountability that leads, via the leadership team, to the Head Teacher;

- Relationships between line managers and those they manage being strong and productive so that both support and challenge are effective;
- The senior leadership line management role including monitoring of school policy and practice in relation to the vision and KPIs;
- Regular meetings between line managers and those they manage taking place; these are timetabled, have agendas to which each contributes and actions are recorded;
- Line management meetings being used as an opportunity for professional development through coaching and mentoring.

Performance management

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

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

Assessment and tracking

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

- School leaders and teachers held to account for the progress of each pupil towards their targets through the line management chain of accountability;
- Pupils' attainment benchmarked against local and national data so we all understand what good progress is;
- Targets of four levels of progress set for all learners;
- Clear, uncomplicated online systems for recording assessments and tracking pupil progress (making effective use of the school's SIMS system);
- Teaching, intervention and revision programmes informed by regular tracking of progress and adjusted according to pupils' needs;
- Staff working together to gather, share and use information about pupils' progress, so that any underperformance is quickly spotted and responded to;

- Assessment for learning that is highly effective, ensuring the link between the accurate assessment of learning and teaching in day to day lessons;
- Leaders monitoring pupils' progress against their ambitious targets, using a range of performance measures including teacher assessments using APP and test results;
- Leaders monitoring teacher assessments and predictions of pupil attainment, and making sure they are accurate;
- Pupils, parents and carers having regular progress reviews with school leaders and teachers;
- Pupil performance review process having a clear impact: report cards issued half termly, online via the VLE and in 'hardcopy', and meetings held with all parents of pupils who fall 'off track' in any aspect of performance;
- A zero-tolerance to failure to achieve, for all.

Intervention

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

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

Continuing Professional Development

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

- Synergy between professional development, performance management objectives and the school vision and ethos;
- A personal professional development plan for all staff, which addresses their needs as identified through performance management;
- All staff participating in the school's 'Teaching School' programme of accredited courses, expert and peer coaching, and school based action research;
- Line management meetings that provide an opportunity for direct professional development through coaching and mentoring, by the line manager themselves;
- Appropriate support and a sense of urgency for the improvement of the weakest teachers;

- Career pathways, which are provided so that very skilled teachers take on responsibility for supporting others, both within the school and across the Tauheedul Free Schools' Trust and the local authority, and receive reward for this.

Reporting

Effective reporting is a key feature of a 'Tauheedul School'. The role of parents is crucial to support our pupils to achieve outstanding results. In order to enable parents to support their child to achieve outstanding results, it is vital to provide timely, accurate and comprehensive information to parents. Such information needs to include the regular sharing of data on achievement, attendance, punctuality and behaviour.

Quality Standards include:

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

The Tauheedul Quality Assurance Framework.

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

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

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

Partnerships with the Local and Wider Community

The Olive School, Hackney, is building its case for approval on the vigorous involvement of the local community in Hackney. It distinguishes the specific needs of the considerable Muslim

community that is based in the area from those of the wider non-Muslim population alongside whom it lives. However, it sees the Free School as an immense asset to both.

The Needs of the Local Community

The estimated population of Hackney in 2010 was 219,200 and this is projected to increase to 244,376 by 2021 and to 262,553 by 2031. Hackney has one of the highest proportions of young people aged 0-19 years compared to other local authorities. 26.4% of Hackney's population is under 20. Hackney is ranked the second youngest borough, after Newham (29.5%), among inner London boroughs. This is higher than both London and Inner London averages of 23% and 22% respectively. The population of 20-30 year olds also continues to be lower than most other inner London boroughs, whilst the populations of those aged under 5 (8.9%) and under 15 (20.7%) years old remains higher than the national (6.1%, 17.5%) and regional averages (7.2%, 18.2%).

London's population has been growing over the last 15 years, but Hackney's rate of growth is faster. According to figures released by the Department for Education, London faces a real squeeze on primary school numbers and the surge over the next few years is a major issue. For Hackney, the projected increase in primary school children from 2010-2015 is from 16,232 to 18,119 with further increases beyond 2015. Although there are currently some unfilled places in Hackney's primary schools, this will not suffice to fulfil the needs of the changing demographics over the next few years.

In Hackney, there are 17 Voluntary Aided primary schools. 8 are Church of England, 6 are Roman Catholic and 3 are Jewish. Within the secondary sector, there is one Church of England, one Jewish and 2 Roman Catholic VA schools. There are no state funded Muslim schools in the borough.

According to the 2001 census, 13.8% of Hackney's population was Muslim (approximately 28,000). Estimates suggest the population of Muslims currently exceeds 35,000. The establishment of The Olive School will recognise the needs of the Muslim community whilst also contributing to cohesion and the priorities of the borough as a whole.

Hackney's wards are in the top 10% most deprived wards nationally. The greatest risk to community cohesion in Hackney is economic polarisation. Closing the gap between the wealthy residents and the most deprived remains the strategic focus for the borough. Unemployment and economic inactivity have been an issue for East London for decades. Although good progress has been made in narrowing the gap between Hackney and the rest of London over the past decade, Hackney continues to have higher levels of unemployment. Together with the neighbouring boroughs of Tower Hamlets and Newham, Hackney's employment rate is amongst the lowest in the UK.

A core element of Hackney's Sustainable Community Strategy 2008 - 2018 includes tackling poverty and inequality through raising the aspirations of the residents, especially Hackney's children and young people, to interrupt the cycle of deprivation, and supporting people to improve their life chances and to achieve their ambitions.

The Olive School will serve some of these deprived wards of Hackney. It will develop a strong foundation in core subjects underpinned by literacy, numeracy, digital literacy, innovation and creativity for the children of Hackney, enabling them to have high aspirations and ambitions, and to succeed when they reach secondary school and beyond. The location of Hackney in the wider

London context is unique with huge economic and employment opportunities over the next few years. Hackney is on the fringe of one of the world's most important financial districts, the City of London, and close to Canary Wharf and Docklands. Hackney is on the threshold of significant transformation being the 10th most popular travel to work zone in London and having the 2nd largest economy in East London. The Olympic and Paralympics Games will happen in Hackney, offering unrivalled prospects for sport, culture, employment and business growth. The regeneration brought about by the 2012 Games has started to shift London's centre of gravity to the east, which has begun to transform the local economy, bringing new jobs, housing and public facilities to the borough.

Regeneration programmes in Dalston, Hackney Central and Hackney Wick will create more sustainable town centres in Hackney. This will attract employers from the retail, hospitality and catering, finance and ICT, and creative and media industries. There is also growing evidence of some local economic growth and the emergence of new businesses serving new markets such as groceries, cafes, coffee shops, restaurants and bars.

Hackney's location means it is a good place from which to make the most of new employment opportunities being created in neighbouring centres. Significant developments are taking place within 45 minutes commuting time from Hackney - in King's Cross, Stratford City and the Olympics site, all of which will be creating jobs beyond the construction phase.

However, the cycle of poverty and inequality is likely to deprive a large proportion of residents from fully benefiting.

The Olive School, Hackney, will redress some of the fundamental root cause barriers to employment and use innovative techniques to teach literacy and numeracy and instil confidence and the skills necessary to compete in the employment market.

In addition, The Olive School, Hackney's emphasis on the Big Society specialism will cultivate civic participation, cohesion, environmental protection and above all a sense of belonging to the borough. Hackney is a highly diverse borough with nearly half of its residents from ethnic minority backgrounds. Valuing one another and playing an active part in community services will lie at the heart of The Olive School's ethos. This will contribute to the building of a safe and strong borough by empowering children to be role model citizens and building their confidence to promote a sustainable and green agenda. The school will champion environmental protection and contribute to the borough's aim to achieve a green sustainable city.

The school will also contribute to crime reduction by raising the aspirations of the children and generating a passion to succeed in education. Although there has been a reduction in recent years, crime remains a major problem in the borough. Many young boys and girls get involved in different forms of crime. By focusing on children's' aspirations and by working with groups such as the 'Safer Schools Partnership' and the Hackney Junior Citizens scheme (run with Transport for London), The Olive School will play an important role in addressing these important dimensions of cohesion and provide an alternative for many deprived children who do not envisage a prosperous future for themselves. Research affirms that engagement in employment, education or training reduces the long term risk of offending or re-offending in young people.

The vision of the sponsors of The Olive School is one that regards social cohesion, tolerance and mutual respect as a protective cloak for an underprivileged community. It is also a springboard that can promote life-chances for all irrespective of their faith. For this reason, the Free School will work closely with other schools in Hackney to play a key role in the Local Strategic Partnership.

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

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

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

The specific details of how a similar set of partnerships would work in Hackney is to be an early responsibility of the Head Teacher and Senior Leadership Team of the school once appointed.

Parents

Communication

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

Seeing parents as 'insiders' who share The Olive School's approach and understand the importance of early involvement will make the school's reaction quicker and better. They will be welcomed into school and to support them we will run a range of learning sessions both inside and outside school time to respond to concerns such as how best to support their child with homework and to meet parallel parent learning requirements, for example Adult classes to teach English.

Among other techniques the school will adopt to bring parents on-board are:

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

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

Performance review meetings with leaders: Where the lack of progress by a pupil cannot be remedied by the half-termly report system mentioned above, senior staff will be available to undertake routine Review Meetings with parents to ensure that the full range of support services are brought into play to resolve the matter. Parents will be able to make appointments with staff to discuss their concerns. We believe that the dialogue between the family, the child and the school is critical to the child's success;

Family learning programmes and Parent Advice Service: The effectiveness of parenting varies considerably for a variety of reasons. The Olive School will ensure that *all* parents have access to a system of support that will provide sensitive help and advice about their role in promoting high standards of performance and setting aspirational targets for their child. The Olive School's Educational Psychologist will be available to parents to discuss any concerns regarding their child's development, behaviour or learning.

Friday afternoon Community Service Projects: Direct involvement of parent volunteers in community service projects which will also involve the health authority and neighbourhood service teams.

Parent Voice Surveys: We will establish regular question and answer sessions at the school to identify parent and community issues, needs and concerns, ensuring that we establish The Olive School as a community hub.

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

Local Schools

In everything it does, The Olive School will work co-operatively with the Learning Trust and Hackney Local Authority as well as with all other schools in Hackney, as part of a shared commitment to raising standards through partnerships. This illustrates how the school will work at the heart of the borough to support curriculum excellence and higher levels of attainment everywhere.

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

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

Annual Big Society Day: The school will lead the coordination of a Hackney Big Society day, providing an opportunity to engage with all primary and secondary schools in Hackney;

Primary Big Society programme: We will organise extra-curricular events that build on The Olive School, Hackney's specialism. Using the vertical tutor groups, pupils will deliver and manage a number of projects that provide a service to the community and will sometimes involve working with other schools. For example, pupils will visit local primary schools to launch competitions in recycling, fair trade and charitable giving.

Annual Health Week: The name of The Olive School reflects a focus on health and well-being and inner peace. The school will have a number of health programmes that will be delivered with other schools. This includes opening up our after school and weekend enrichment to children from other primary schools, our upper KS2 pupils developing sports leadership skills and then using them with reception and nursery children across the Borough.

Teaching Schools and contributing to teacher CPD: In collaboration with other Olive Schools established by the Tauheedul Free Schools' Trust, we will establish a centre of excellence to train specialist subject teachers for the primary sector. We will be a hub of expertise for primary school teachers across the Hackney to learn from, with and about each other. We will support local schools to respond to a changing curriculum, local contexts and strategic opportunities.

School Improvement Programme: We will organise a series of open events designed to support Hackney primary schools and help them raise levels of literacy and numeracy. In addition, there will be a primary literacy intervention programme where learners requiring 'catch-up' from other primary schools can participate in booster sessions aimed at helping them to achieve L4 at the end of KS2. A similar programme will be delivered to improve numeracy in the borough.

Learning Roadshows: Each subject will deliver an annual road show of learning by going to another school in Hackney to showcase their learning. For example, there will be an annual 'science in the community day', where staff and pupils from the school will go from venue to venue to deliver a science fair, showcasing experiments and presentations that bring science to life.

Employers and Business

We will work with employers and enterprises from Hackney and the wider City of London to develop age appropriate careers guidance for Key Stage 2 learners. This will involve events such as 'Meet the Doctor' and 'What's a University?' Parents, local community and other primary schools will be invited to participate in these events.

Muslim Community– Developing Good Community Relationships

The Tauheedul Free Schools' Trust is especially sensitive to the importance of the Hackney Muslim community, to its particular needs and ambitions, and to the importance of warm, reciprocal relations with other groups in the wider community. A strong, proud, integrated and prosperous Muslim community, firmly located in multi-ethnic Hackney, has to be the ambition of the leaders of the Tauheedul faith ethos. Such an aspiration is achievable and has been

demonstrated by the success of our present involvement in the Northwest of England. We will continue to build our relationship with safer neighbourhood and community services teams to ensure that all aspects of community needs are addressed. There are three main routes through which this can be achieved:

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

Varied Menu of Activities: Recognising that many of the children will come from homes where either no one works, or are in low paying jobs or work untypical hours, we will provide all or some of the following to support the community which we serve:

- After school enrichment sessions (Free to all);
- Breakfast Club to ensure that every child starts the day with a healthy breakfast;
- Nutritious hot meals at lunchtime;
- Safe and supportive homework clubs to accommodate working parents and carers.

Community: Contribution to the Big Society (social development)

Key to this element is the concept of vertical tutor groups which would provide the vehicle to develop pupils as a member, and as they progress through school, as a leader of their tutor group community.

The curriculum for this element will be structured to help the development of citizenship, social enterprise and community service and will be delivered using a 'project based learning' approach. Older pupils will be expected to support the development of younger pupils in their tutor group which would prepare them for a wider understanding and engagement in the Big Society as they move to the secondary phase of their education.

Non-Muslim Community– Developing Good Community Relationships

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

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

Marketing campaign: Expanding school activities for all local young people, their parents and friends, and other community organisations; who will be made welcome and helped to use community facilities within The Olive School site. It is clear already that our school will quickly become oversubscribed from applicants from the Muslim community so we know our challenge is to 'reach' and become a credible option for non-Muslim families. This will be a prime focus of our marketing strategy. Once we have appointed a Head Teacher and Local Governing Body, we will develop a three year strategic marketing plan which will build on our Pre-Opening strategy detailed in section E. This will be used to accurately and effectively communicate our vision, ethos and the

provision by which these will be achieved to all parents and the wider community. The prime aims of this strategy will be to ensure that the school fills all its places, year on year, and increasingly attracts pupils from non-Muslim faith families and communities so that ethnic and faith diversity increases.

Extended Services: We will encourage everyone to see The Olive School, Hackney, as a community resource. The wider use of our buildings by many different groups within the community will be very important in achieving our goals around breaking down barriers. We know from experience that the provision of various extended services under one roof is highly effective in drawing together people of different backgrounds and breaking down barriers. We will seek to create opportunities which will include the hire of meeting rooms, drop in community events, accommodating services providers who will operate from the school, for example in healthcare, counselling or careers advice.

Home Work Club/Study Support Centre: The centre will be open at weekends and evenings to children from all faiths and backgrounds. All sessions will be free of charge and include refreshments, expert tutoring and physical and sporting activities.

Olive Award: The Olive Award will be launched in the first year of the school's opening. It will be awarded to any child under the age of 11 who has shown amazing courage and selflessness. Supported by representatives from other faiths and enterprises, the award will be marketed to all primary schools in Hackney allowing teachers, parents and young people to nominate. The recipient would be announced at the Annual Hackney Big Society Day celebrations.

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

Parent Advice Service: The Olive School's Educational Psychologist will run a Parent Advice Service that will be open to all Hackney parents. The service will include an open surgery that will be rotated in schools across Hackney.

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

Active and proactive links with other faith groups in Hackney: Tauheedul Free Schools' Trust has a fantastic reputation for working with inter-faith groups and organisations of no faith. This will be important in positioning the school as an attractive proposition and a force for good. We will appoint an Assistant Head Teacher for Personal Development whose role will include making inter-faith projects and community cohesion happen.

How we will share our facilities

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

Schools: As previously indicated, The Olive School will play a proactive role in school-to-school partnerships in Hackney. This will take place on both a locality-based and thematically focused basis. It will involve the school's facilities being made available to deliver the joint educational

aspirations and objectives that reflect our common purpose with other schools and the Local Authority. This will be agreed on a reciprocal basis to underpin The Olive School's pivotal function within a network of school-to-school partnerships.

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

Thematically focused sharing of our facilities: Given The Olive School's Big Society specialism and Core Knowledge Sequence curriculum, it will be essential that we provide state-of-the-art facilities, equipment and exemplary resources. The Tauheedul Free Schools' Trust is keen that other Hackney schools should derive benefit from these. This would be organised through a Local Authority wide framework, and will additionally make use of ICT to minimise pupil travel by broadcasting master classes via the internet.

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

The wider community

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

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

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

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

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

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

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

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

The senior leadership team of The Olive School, Hackney, will monitor the progress and achievement of different groups to ensure that there is no possibility of ‘faith-bias’ – unintentional or otherwise – impacting on pupil outcomes. Such analysis will be reported regularly to the Local Governing Body and to the Tauheedul Free Schools’ Trust Governing Council.

The school will not offer an Islamic curriculum. Its provision will be broad and balanced and will lead for most of its pupils to the Tauheedul Mini- Baccalaureate.

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

Elsewhere in this Free School application, we provide additional details about how we will ensure the relevance and appeal of what the school provides to all pupils, regardless of faith. For example, in Section E, we describe what the school will do to demonstrate its universal approaches. For illustration:

- The appointment of a Head Teacher, who shares the sponsors’ vision for a school with a Muslim ethos which appeals to, attracts admissions from and has advocates in all sectors of the community: someone who has the passion and abilities to realise the vision.
- The appointment of an Assistant Head Teacher for Personal Development whose role will include making inter-faith projects and community cohesion happen.
- A mainstream school uniform that all young pupils (faith / non-faith) would relate to and would feel proud to wear. It will reflect the attitude of the learners by being smart, fit for purpose and flexible so that does not inhibit the pupils work and approach at school. It will be universal in its appeal, and therefore culturally appropriate for all learners.

School meals will be available to all pupils and will offer a nutritionally balanced choice of menu which will take into account their dietary and cultural needs. The refectory will be open before school to give pupils the opportunity to eat before joining their full day of study.

Admissions

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

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

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

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

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

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

Admissions Pledge

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

Admissions Procedure

- The Governing Council of the *Tauheedul* Free Schools' Trust will be the Admissions Authority for The Olive School, Hackney.
- The admission number for reception will be 90 children and for year 1 will also be 90.
- Applications for reception places will be made in accordance with the Local Authority's co-ordinated admission scheme. However, in the first year of operation, in the event that the funding agreement is not signed in time, it is possible that the Trust will run its own admissions process whilst maintaining close communication with Hackney Local Authority (The Learning Trust).
- The school will publish a prospectus relating to admissions for reception before the start of July prior to admissions in September of the following academic year. The prospectus will incorporate all the information required by law and will be published as soon as the funding agreement is signed or DfE approval has been secured.

- A common application form for admissions to reception classes for schools in Hackney available in the LA's *Admissions to Primary Schools* pack will be distributed to parents of all nursery aged children in Hackney.
- Completed application forms for reception must be returned to Hackney Local Authority (The Learning Trust) by the date published in the Admissions booklet.
- For admission to year 1, parents will be required to complete and return an in year application, available from, and returnable to, the school (or The Learning Trust if agreement secured). In future years (September 2014 onwards), applications for entry to Year Groups other than reception will be made using the in-year application form.
- Parents of nursery aged children resident outside Hackney must apply for admission for the reception classes using their home local authority common application form. The home local authority will liaise with Hackney Local Authority (The Learning Trust) as part of the inter-local authority co-ordinated admission process.
- Parents resident outside Hackney requiring admission into year 1 in September 2013 and in future years for year groups other than reception must complete and return an in year application available from, and returnable to, the school and Local Authority (The Learning Trust).
- The Local Authority (The Learning Trust) will write in April each year advising parents of the outcome of the application for admission at the Free School from September of that year.
- The School (or the LA if agreement secured) will write to parents advising them of the outcome of the in year application for admission at the Free School from September of that year.

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

| | |
|-----------------------|---|
| July 2012 | The Olive School, Hackney, will publish its prospectus |
| Sept 2012 | The Olive School, Hackney, will provide opportunities for parents to visit the school. |
| Jan 2013 | Application forms to be completed and returned to Hackney Council (The Learning Trust) which will send all the applications to the Free School. |
| April 2013 | Offer letters are sent to parents for reception by the LA (The Learning Trust) Offer letters are sent to parents for year 1 by the school (or The Learning Trust if agreement secured) |
| May 2013 | Deadline for appeals |
| June/July 2013 | Appeals |
| September 2013 | Start School |

Admissions Policy for The Olive School, Hackney

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

The admission number for the reception intake in 2013 will be 90. The school will accordingly admit at least 90 pupils in the relevant age group each year if sufficient applications are received. All applicants will be admitted if 90 or fewer apply.

The admission number for the year 1 intake in 2013 will be 90. The school will accordingly admit at least 90 pupils in the relevant age group each year if sufficient applications are received. All applicants will be admitted if 90 or fewer apply.

The admissions process is part of the Hackney Local Authority's co-ordinated scheme. All applications will be considered equally.

Children with a *Statement for Special Needs* or an *Individual Pupil Resourcing Agreement (IPRA)* naming The Olive School, Hackney, will be admitted as the first call.

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

1. Looked after children (children in public care) of the Muslim faith or a Muslim child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order (see note 1).
2. Children whose parents are from the Muslim Faith (see note 2).
3. Children with a sibling who is a pupil already attending The Olive School, Hackney, at the time of both application and admission (see note 3).
4. Other looked after children (children in public care) or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order (see note 1).
5. Children for whom the Governing Body accepts that they have proven exceptionally strong special medical or social circumstances, which are directly relevant to attendance at The Olive School, Hackney. Professional supporting evidence should be provided from e.g. a consultant, doctor, psychologist, social worker or others as requested by the school. It is essential if admission is to be made under this criterion that this evidence should set out the reasons why The Olive School, Hackney, is the most suitable school for this child and the difficulties that would be caused if the child had to attend another school.
6. Children of staff employed at The Olive School, Hackney, in both of the following circumstances:⁹
 - where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or
 - the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
7. Children who live nearest to The Olive School, Hackney: the distance will be measured in a straight line from the front door of the pupil's home to the main school entrance, using Hackney LA's computerised mapping system. If after measuring distances it is still not possible to decide on the children to be offered admission (for example two children living in the same block of

⁹ The sponsors recognise that this criterion is not currently legal, but that it is likely to be so by the time the school opens in September 2013 as it is part of the provisions of the new draft admissions code.

flats or in the same house), random allocation by the Local Authority will then be used to decide which of the children can be offered a place.

Notes

1. *A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians)*
2. *Allocation of places*
 - *The maximum number of children who can be admitted under criteria 2 is 45 (i.e. 50% of the total intake). If more than 45 children from criteria 2 require places, then the 'tie-breaker' outlined below will be used for criteria 2 in order to determine the children who should be offered the places.*
 - *The remaining 45 places will be offered without reference to faith.*
 - *If there are fewer than 45 applicants to whom criteria 2 apply, the remainder of these places will be offered to applicants in accordance with the remaining oversubscription criteria as listed above. If there are more than 45 applicants to whom criteria 2 apply, those who cannot be offered places under this category (because of the 50% maximum rule for the categories) will then be considered under whichever of the remaining criteria is applicable to them.*
3. *Siblings refers to full sister/brother, half-sister/brother, adopted sister/brother, step sister/brother, foster sister/brother or the child of the parent/carer's partner, and in every case, the child should be living in the same family unit at the same address.*

Tie-breaker

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

Waiting List

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

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

Consultation

In preparing these admission arrangements we have:

- Consulted with the local community;

- Taken in to account the faith character of the local community;
- Taken in to account the geographical areas where the demand for the free school has come from;
- Reflected our aspiration to attract young people from all faiths and communities
- Taken in to consideration an increase in demand for school places at key stage 1 following a rise in birth rates within the area.

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

Independent Admission Appeals Panel

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

Section E: Evidence of demand and marketing – part 1

| | 2013 | | | | 2014 | | | |
|-----------|------|---|-----|------|------|---|-----|------|
| | A | B | C | D | A | B | C | D |
| Reception | 90 | | 109 | 121% | 90 | | 101 | 112% |
| Year 1 | 90 | | 102 | 113% | 90 | | 109 | 121% |
| Year 2 | | | | | 90 | | 102 | 113% |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |
| Year 7 | | | | | | | | |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | | | | | | | |
| Year 13 | | | | | | | | |
| Totals | | | | | | | | |

Section E: Evidence of demand and marketing – part 2

The structure for the 'evidence of demand and marketing' section of The Olive School proposal is as follows:

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

Evidence of parental demand

I gave birth to a daughter in February 2011, just one month before my brother and his wife had twin girls. As we are all first time parents, we were naturally concerned about our daughters' education and schooling, and worried about the current state system.

I am a teacher myself by profession and have been appalled often at the behaviour I witnessed in schools as the general norm. Many of the teachers were from outside the borough and admitted to being here for the pay. They compromised on behavioural standards and morality to a large degree and did not want to understand the backgrounds of Hackney children, much less make a change. There have been instances where dangerous behaviour has put the safety of other pupils at risk and I desperately wanted an alternative to my daughter's education. Moving was not an option as my husband and I both have steady jobs in London and also recognise the importance of raising a child with regular input from their grandparents.

After extensive research into Islamic schools across London we were close to settling for an establishment we thought might work in Brent and I would compromise on my work to ensure I could do school pick-up's and drop offs, even with London traffic which can take up to two hours during peak times. My parents made this sacrifice for their children and it was the best option we could reach. You cannot imagine the relief and joy we felt upon hearing about the proposed opening of the Olive school in Hackney. Aptly named, it was like being offered an olive branch.

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I am writing to express my happiness and gratitude to yourself and to all those involved for all the effort that is being put into the proposed opening of this new school in Hackney. The Olive school benefits not only from being local and hopefully run by those who live here, but also by being state funded and run under an Islamic ethos.

Although I have recently had my first child, I have been waiting for something like this to be opened for a long time as I have ten young nieces and nephews who have all had to attend local state schools. The possibility of sending our children to private schools is not a reality for many due to reasons of affordability.

This proposal couldn't have come at a better time as my wife and I were not only stressing about the schooling of our first daughter, but are expecting our second child in April 2012 and are now feeling much more confident in the reality of excellent schooling for our children.

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There have been five community events held across the Borough and attended by several hundred people which have yielded clear evidence of parental demand for a Primary Muslim faith school in Hackney. These meetings have been 'open' events - inclusive and all embracing – advertised across Hackney via a range of means including posters in community and youth

centres, text messaging and word of mouth. Forum meetings were deliberately held in secular and apolitical venues to send clear messages of inclusivity.

Subsequently parents have written to the sponsors expressing a range of concerns about the current provision and their reasons for enthusiastically supporting the proposed Olive School. The emails above are typical of parental views. Many talk of the struggle to get their children into local schools and of wanting a good community school with outstanding pupil outcomes and outstanding behaviour. Others particularly value the ethos offered by the Tauheedul Free Schools' Trust: they want their children to grow up with manners and a desire to contribute to their community. Many cite the unfairness of not having a Muslim Primary school as an option given the size of the Muslim population and the prevalence in the Borough of other maintained faith schools.

A particularly significant concern in Hackney is finding suitable premises for the proposed Olive School as there is a large amount of interest from other groups wishing to establish a Free School in the Borough. One consequence of the consultation events has been to secure the community's engagement in the search for buildings.

As part of the community consultation, parents and carers were invited to sign a 'pre-registration' form stating their intent to send their child to the school as their first choice. The form is shown below and demonstrates that the information provided to the community was specific to the proposed school, its curriculum and ethos. This pre-registration form is based on the premise that, if approved, the school would open in September 2013 with Reception and Year 1 pupils.

Birth of the Big Society... ...high powered learning and progress

A new Primary Free School for Hackney provided by the Tauheedul Free Schools' Trust.

The plans assume that, if approval is given, the new Islamic faith primary school will open its doors in September 2013 and admit pupils to reception and year 1 (i.e. who will be either 4 or 5).

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

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

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

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

Learners at The Olive School will find themselves part of an elite – but certainly not elitist – organisation; one where high-powered learning, progress and achievement is coupled with a commitment to wider personal progression, including the development of character and an intelligent moral and ethical compass. We are committed to developing learners who are active and participatory citizens and exemplary members of their community – contributing to the development of a successful 'Big Society.

Faith, Excellence and Community Service...

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

Faith Ethos

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

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

Educational Excellence

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

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

Community Service

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

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

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

| | 2013 | | | | 2014 | | | |
|-----------|------|---|-----|------|------|---|-----|------|
| | A | B | C | D | A | B | C | D |
| Reception | 90 | | 109 | 121% | 90 | | 101 | 112% |
| Year 1 | 90 | | 102 | 113% | 90 | | 109 | 121% |
| Year 2 | | | | | 90 | | 102 | 113% |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |

The table below provides further detail. It indicates the demand expressed by parents and carers for places at the The Olive School, Hackney for each year of entry from 2013 to 2021.

| Date of Birth Between: | Current Age | Entry Year | Entry Year class | Actual received | Admission number | Achieved |
|---------------------------|----------------|---------------|------------------------|--------------------|---------------------|----------|
| 01/09/2007 - 31/08/2008 | 3-4 | 2013 | Year 1 | 102 | 90 | 113% |
| 01/09/2008 - 31/08/2009 | 2-3 | 2013 | Reception | 109 | 90 | 121% |
| 01/09/2009 - 31/08/2010 | 1-2 | 2014 | Reception | 101 | 90 | 112% |
| 01/09/2010 - 31/08/2011 | 0-1 | 2015 | Reception | 91 | 90 | 101% |
| 01/09/2011 - to date | 0 | 2016 | Reception | 26 | 90 | 29% |

A further table shows the same information but broken down by the postcode areas in which parents live.

| Entry Year | N16 | E5 | E8 | E9 | E17 | E1 | E2 | E6 | E10 | E15 | E16 | E11 | SE3 | N4 | N5 | N8 | N15 | N17 | N18 | N13 | N1 | TOTAL |
|--------------|------------|------------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|
| 2013 (Y1) | 46 | 30 | 12 | 9 | 2 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 |
| 2013 (R) | 51 | 32 | 2 | 8 | 2 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 109 |
| 2014 | 40 | 35 | 8 | 5 | 0 | 3 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 1 | 1 | 3 | 1 | 0 | 0 | 0 | 101 |
| 2015 | 59 | 25 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 91 |
| 2016 | 12 | 9 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 26 |
| Total | 205 | 131 | 25 | 27 | 4 | 3 | 1 | 1 | 2 | 3 | 1 | 1 | 1 | 5 | 1 | 1 | 4 | 2 | 2 | 1 | 4 | 429 |

Overall, via the pre-application forms, the parents and carers of 429 primary age children have indicated that, if The Olive School Hackney opens, it will be the first choice for their child between opening in 2013 and 2016. This evidence of demand indicates that the school would be oversubscribed for the first three years, including in both reception and Year 1 in 2013.

Applicants were not asked to declare their faith denomination in the pre-registration form. However, local intelligence suggests that there is a sizable percentage from both Muslim and non-Muslim faith categories. The demand from all sections of the local community is impressive.

Map of Hackney showing the main postcode areas of parental demand. The figures in brackets are for Y1 in 2013, Reception in 2013 and Reception in 2014.



The map above shows the location of the main postcode areas of parental demand for the first two years of opening. In addition to the demand shown for the areas on the map, there were a further 34 children pre-registered by their parents, over the course of the first four years of opening, from 17 other postcode areas mainly in north or east London (see the table above for details). The sponsors judge that the good transport links to this area would make journeys to The Olive School viable for the majority of these children.

It is clear from the map that the overwhelming majority of the demand for places in the first two years comes from N16 and E5. The first preference for premises for The Olive School, Hackney is located in E5 towards the border of N16.

Marketing strategy

The Tauheedul Trust is committed to carrying out rigorous and on-going consultation to secure stakeholder engagement with its schools. This high quality engagement continues to contribute massively to the appeal and success of the brand. It is essential to the sponsors that the communities of Hackney want to welcome this new school and view it as their own.

The story so far

In preparing the Business Case, the sponsors have consulted a wide range of stakeholders in Hackney. This has included establishing a **Community Forum** that organised 5 community events attended by several hundred people. These meetings have generated real excitement and demonstrated considerable demand for the Free School proposed by the sponsors. The sponsors have sought to communicate their intentions for the new school, including the vision and ethos, in order to gain feedback which would further shape plans for the Free School. This would also establish a clear understanding of the intended character of the school, prior to inviting parents to pre-register their child. A summary of the areas on which the sponsors have consulted, and the feedback from the community gained so far, is provided below:

Vision

- There has been strong support for faith, excellence and community service to be at the heart of the new school.
- The school should make a strong contribution to community cohesion in Hackney.
- The school should complement the current provision in Hackney and become part of the family of local schools.
- The school should make a strong difference to reducing inequality and improving literacy and numeracy.
- The school should use the Big Society specialism to develop children who are passionate about making a difference to their local communities.

Curriculum

- There is strong support for the Core Knowledge curriculum. Parents are excited about the notion of 'cultural literacy' and its potential to reduce educational inequality gaps.
- There is a strong desire for literacy and numeracy to permeate throughout the curriculum.
- Broadening the curriculum in the final two years to prepare the children for secondary education was suggested by some parents.
- There is a strong desire for the school to design an inclusive curriculum suitable for children of all faiths and none.
- Parents were excited by the Tauheedul Mini-Baccalaureate. There was support for the concept of a 'passport' to record progress in achieving the Mini-Baccalaureate.

- Parents agreed with the sponsors' suggestion that the school should not offer an Islamic curriculum. The values of respect, dignity, tolerance, excellence and commitment were mentioned by parents as reflecting the faith designation to ensure pupils from all backgrounds feel welcome.

Quality and Standards

- It is clear from the consultation that parents want to see the Tauheedul Quality Assurance processes and standards embedded in the school.

Extra Curricular Activities

- Parents expressed a strong desire for the school to offer a variety of extracurricular activities to build self esteem and confidence.
- Some suggested activities include canoeing, entrepreneurial challenges, fundraising and volunteering in the community, and visits to historical sites in and around London. There was support for links with the Children's University.

Premises

- This area of consultation has been challenging as residents from the N16 and E5 postcode areas would prefer the school to be located in their respective locality.
- Many parents were concerned about the viability of securing a suitable premise in the congested areas of N16 and E5.
- Parents expressed a strong desire for the building to be appropriate for a modern curriculum and have quality indoor and outdoor sports facilities.
- The need for a well-considered transport strategy (for example, the provision of buses for children from other postcode areas) was also mentioned by several parents.

Extended Services

- There is a strong desire for the school to deliver extended services to benefit the residents of Hackney. Suggestions include adult learning provision and crèche facilities.
- Championing the healthy living agenda and opening the school's sports facilities for the local communities was suggested by several parents.
- There was demand for child care and teacher training.
- Many parents suggested the school should offer homework clubs for primary school pupils from across Hackney.

Admissions

- There is a clear recognition that school will be hugely over-subscribed. Parents are passionate about the first Muslim maintained school in the borough.

- Parents and the wider community expressed a strong preference for the faith specific admission criteria to be inclusive and not specify any additional requirements. Several parents suggested the criteria should give priority to practising members of the faith.
- There is also a tangible desire to ensure that all communities from across Hackney have a fair chance of admission to the school. Parents were excited about the prospect of pupils of different faiths and no faith attending an inclusive and progressive Muslim school.

Opening Date

- The opening date of the school in September 2013 was queried by several parents. The viability of securing a suitable site and making the relevant adjustments before the opening date was discussed.
- Several parents suggested the school should open with all the year groups. However, most parents agreed with the sponsors' suggestion to open the school with Reception and Year 1 only to mitigate the impact on neighbouring schools.
- Several parents suggested the school should open in September 2012.

Governance Arrangements

- There was interest in the governance structure of the new school i.e. how the free school will be managed and governed on a day to day basis.
- It is clear from the consultation meetings that it is vital for the sponsors to recruit local people from different professions to the Local Governing Body in order to provide effective support, advice and challenge for the Senior Leadership Team.

The name of the school

- There have been several suggestions from the community including: The Olive School and The Orchard School.
- Parents were clear that the name should reflect the ethos and aspirations of the school. The majority of parents supported 'The Olive School' name.
- The name 'Olive' was suggested due to its significance as a symbol of tradition and excellence. Olives are one of the oldest foods known to man; they have been around for centuries and are thought to have originated in Crete, an island in Greece. Olives are mentioned in the Bible, Qur'an, depicted in ancient Egyptian art, and are heavily featured in Greek mythology. Regarded as a symbol of peace and wisdom, the olive tree has provided food, fuel, timber and medicine since ancient times. Archaeological evidence suggests they were being grown there as far back as 2500 B.C. It would also stand for a symbol of cross cultural and cross faith relationships
- It has been agreed that the sponsors will continue to consult on the name of the school, so 'The Olive School' is the working title. The final name will be decided by September 2012.

Uniform

- Parents asked for a uniform that all young boys and girls (faith / non-faith) can relate to and would feel proud to wear.
- There is support for a single uniform that would appeal to all faiths and no faiths.
- Affordability of the uniform is a key concern for all parents.

Consultation with the Learning Trust (on behalf of Hackney Council)

In addition to consulting with the community, the sponsors have also had discussions with senior personnel at The Learning Trust that is responsible for education in Hackney. These were highly pragmatic and constructive discussions that have influenced and shaped our bid for The Olive School, Hackney.

As a consequence of our communication with The Learning Trust the following points have been acknowledged and agreed:

- The Learning Trust agrees that the quality of the 'Tauheedul' brand is highly desirable and has accepted the credibility, expertise and capacity of Tauheedul Free Schools' Trust to manage The Olive School, Hackney.
- We have had discussions on the area that will be served by our school and The Learning Trust has indicated that we have selected the right area. Their own programme of work has recognised this area as having pressures with regard to capacity to meet pupil demand at primary level.
- We have also discussed our admission arrangements. Whilst The Learning Trust has not expressed concerns with regard to any potential impact the Free School may have on Community Cohesion we have, as a commitment to inclusion, agreed that 50% of admissions will not be determined on a faith basis.
- If approved, and timing permits, applications will be made in accordance with the Local Authority's Co-ordinated admission scheme. However, in the first year of operation, in the event that the funding agreement is not signed in time, it is possible that the Tauheedul Free Schools' Trust will run its own admissions process whilst maintaining close communication with The Learning Trust.
- Whilst there have been no concerns from The Learning Trust with regard to educational provision and community demands, they have expressed concern that we may find it difficult to source a suitable building for the school, as they acknowledge their own previous difficulties to secure premises. However, they recognise that, as a Free School, we may find it easier to secure premises but both parties acknowledge that this will be an area of challenge.

Discussions have therefore been positive overall and we will maintain regular and close communication with The Learning Trust. We understand that Learning Trust will soon move back to the Local Authority and we are committed to ensure that our positive discussions to date continue with the Council.

Consultation with other groups

We are committed to engaging with different groups in Hackney and, to this end, have initiated and begun a dialogue with different faith leaders from the Christian and Jewish faiths to share our proposals.

Hackney has a large Jewish community. [REDACTED], a senior figure within the Jewish community and a member of the Muslim Jewish Forum, is deeply appreciative for sharing the proposal with him and is receptive to it. [REDACTED] was assured the sponsor of the school is a credible organisation with an excellent track record and educational expertise.

[REDACTED] offered his support and recognised the need for a Muslim school in the borough. He suggested the sponsors should consider increasing the proposed admission number of 90 highlighting the large Muslim population in the borough and the need for state funded Muslim schools.

[REDACTED] also appreciated our proposal to offer a broad and balanced curriculum including teaching all major world faiths and devising an inclusive admissions policy for people of all faiths and no faith. The proposed admission arrangements were discussed along with how the school would cater for people of other faiths and how the faith based criteria would be inclusive. He was interested to learn that there was overwhelming support for an inclusive faith based admissions policy.

[REDACTED] agreed we should continue the dialogue in the pre-opening phase and work together in partnership as the school begins. We hope to work with [REDACTED] to promote the school in the local Jewish community.

We have also engaged with [REDACTED], from the [REDACTED]. [REDACTED] appreciated the rationale underpinning the project and was interested to know the proposed location of the school. There was a discussion about the impact on the local community schools and how we will mitigate the impact and compliment the family of local schools.

As champions of community cohesion, we will continue the dialogue with the Jewish community and also with other faith communities. We will be sharing further our detailed plans with the Jewish Muslim Forum in the next few weeks. We are committed to developing a long-term working relationship with faith schools and other local community schools in the borough.

Looking forward

The sponsors' marketing strategy will help ensure that the school is publicised so that the proposed admissions are assured and will increasingly attract children from families of a range faiths or no faith. It is essential that the new school is seen as a 'Hackney School' and not an initiative that has been 'parachuted in'. This prerequisite has strongly guided the strategy developed by the sponsors. The sponsors will directly involve the following groups in leading aspects of our strategy:

- The Tauheedul Free Schools' Trust;
- Tauheedul Education Ltd (Management Services);

- The Local Governing Body;
- The Olive School Head Teacher and Senior Leadership Team;
- Parents.

The strategy will target four key audiences or stakeholder groups:

- Parents/Carers and Students;
- The education community (local primary schools, partner secondary schools, local universities, LA);
- The wider community in Hackney, including industry, commerce and charities;
- The media.

When The Olive School, Hackney, opens, the sponsors will review and evaluate the success of the following marketing strategy and will work with key stakeholders to refine the plan for the first three years of the school. The prime aim will be to ensure that the school attracts sufficient demand to fulfil capacity, year on year, and increasingly attracts students from non-Muslim faith families and communities so that ethnic and faith diversity increases.

The sponsors have included the cost of delivering the marketing plan in the financial section of the business case and will look to using existing communication channels to minimise costs and maximise value for money.

Marketing Strategy

| Objectives | Key Actions | When | Audiences |
|---|---|---|--|
| <p>To raise awareness of the Tauheedul vision and ethos.</p> <p>To effectively communicate how Tauheedul schools bring about success to all communities in Hackney.</p> | <p>Statutory consultation process (details in sub-section 5.6 below).</p> <p>Stage 1 Consultation</p> <p>Twelve week public consultation period, with a programme of meetings for key stakeholder groups and circulation of the consultation document to all groups listed above.</p> <p>Stage 2 Publication</p> <p>Approval to publish a “Statutory Notice” in line with legislative requirements, including in a local newspaper and in prominent positions in the community.</p> <p>Stage 3 Representation</p> <p>Six week representation period (for receipt of any comments and objections)</p> <p>Stage 4 Determination</p> <p>Publication on the Free School website of a summary analysis of feedback received. To include a list of all key stakeholders who were consulted.</p> <p>Meeting of the Board of Trustees to consider any comments and objections received and agree responses.</p> <p>Stage 5 Implementation</p> <p>Formal implementation date (subject to the Secretary of State’s approval to open the Free School).</p> <p>The appointment of a Head Teacher who shares the sponsors’ vision for a school with a Muslim ethos which appeals to, attracts admissions from and has advocates in all sectors of the community: someone who has the passion and abilities to realise the vision.</p> <p>Establish and maintain contact with an appropriate link person within each stakeholder group including all Hackney primary and secondary schools; Local FE colleges and universities, local employers and businesses, local community groups and charities, local professional</p> | <p>Sep 2012– April 2013</p> <p>Sep 2013</p> <p>Jan. – April 2013</p> <p>From Sep 2012</p> | <p>Parents and young people.</p> <p>Local primary and secondary schools.</p> <p>Local community groups and charities.</p> <p>Local universities and FE colleges.</p> <p>Local industry and commerce.</p> <p>Local professional and amateur sports clubs.</p> <p>The media.</p> |

| Objectives | Key Actions | When | Audiences |
|------------|--|---|-----------|
| | <p>sporting associations, local newspapers and radio stations.</p> <p>As part of the Extended Services programme, The Olive School, Hackney will provide:</p> <p>A programme of activities for students and parents to undertake together with the wider community - aimed at deepening links between the children, their parents and community groups.</p> <p>Social and educational services, adult classes and practical skill-based provisions, linking where possible with other adult centres, colleges and universities to ensure that a seamless range of services and progression onwards.</p> <p>Under the Big Society specialism, The Olive School, Hackney, will provide:</p> <p>Annual Big Society Day: The school will lead the coordination of a Hackney Big Society day, providing an opportunity to engage with all primary and secondary schools in Hackney;</p> <p>Primary Big Society programme: We will organise extra-curricular events that build on The Olive School, Hackney's specialism. Using the vertical tutor groups, students will deliver and manage a number of projects that provide a service to the community working with other schools. For example, students will visit local primary schools to launch competitions in recycling, fair trade and charitable giving.</p> <p>Learning Roadshows: Each subject will deliver an annual road show of learning by going to another school in Hackney to showcase their learning. For example, there will be an annual 'science in the community day', where staff and students from the school will go from venue to venue to deliver a science fair, showcasing experiments and presentations that bring science to life.</p> <p>Annual Health Week: The name of The Olive School reflects a focus on health and well-being and inner peace. The school will have a number of health programmes that will be delivered with other schools. This includes opening up our after school and weekend</p> | <p>From April 2013</p> <p>Jan 2014</p> <p>June 2014</p> <p>Nov 2013</p> <p>Apr 2014</p> <p>Apr 2014</p> | |

| Objectives | Key Actions | When | Audiences |
|------------|--|--|-----------|
| | <p>enrichment to children from other primary schools, our upper KS2 students developing sports leadership skills and then using them with reception and nursery children across the Borough.</p> <p>Under the Teaching School strategy, The Olive School, Hackney, will provide:</p> <p>Teaching Schools and contributing to Teacher CPD: In collaboration with other Olive Schools established by the Tauheedul Free Schools' Trust, we will establish a centre of excellence to train specialist subject teachers for the primary sector. We will be a hub of expertise for primary school teachers across the Borough to learn from, with and about each other. We will support local schools to respond to a changing curriculum, local contexts and strategic opportunities.</p> <p>School Improvement Programme: A series of open events designed to support local primary schools and help them raise the levels of literacy and numeracy. In addition, there will be a primary literacy intervention programme where less able learners from other primary schools can participate in booster sessions aimed at helping them to achieve L4 at the end of KS2. A similar programme will be delivered to improve numeracy in the Borough.</p> <p>Under extra-curricular projects, The Olive School, Hackney, will provide:</p> <p>Careers Programme: We will work with local employers and enterprises from Hackney and the wider London region to develop age appropriate careers guidance for KS2 learners. This will involve events such as 'Meet the Doctor' and 'What's a University?' Parents, local community and other primary schools will be invited to participate in these events.</p> <p>Key pre-opening events:</p> <ul style="list-style-type: none"> • Hold an Open Evening for prospective parents and their children. • Hold a launch event specifically for key stakeholders. | <p>Sept 2015</p> <p>Sept 2014</p> <p>June 2013</p> | |

| Objectives | Key Actions | When | Audiences |
|--|--|--|--|
| | <ul style="list-style-type: none"> • Provide a branded The Olive School, Hackney, starter kit of essential equipment for those who select the school. • Provide summer preparation tasks targeted to each individual child's needs. • Produce child friendly web app-link information to increase children's expectations and excitement of the new school. • Ensure that the school features in the Local Authority Admissions publications (for 2013 admissions). | Sep 2012 Jan 2013 Apr 2013 July 2013 March 2013 June 2012 | |
| To encourage parents of <u>all</u> faiths to see The Olive School, Hackney, as the first choice for their child's primary education; | <p>In addition to the above key actions or as a point of emphasis, to specifically engage the non-Muslim community:</p> <p>The appointment of a Head Teacher who shares the sponsors' vision for a school with a Muslim ethos which appeals to, attracts admissions from and has advocates in all sectors of the community: someone who has the passion and wherewithal to make it happen.</p> <p>The appointment of an Assistant Head Teacher for Personal Development whose role will include making inter-faith projects and community cohesion happen.</p> <p>Active and proactive links with other faith and community groups in Hackney to position the school as an attractive proposition for non-Muslim families and a force for good.</p> <p>Olive Award: The Olive Award will be launched in the first year of the school's opening. It will be awarded to any child under the age of 11 who has shown amazing courage and selflessness. Supported by representatives from other faiths and enterprises the award will be marketed to all primary schools allowing teachers, parents and young people to nominate. The recipients would be announced at the Annual Big Society Day celebrations.</p> <p>Parent Advice Service: The Olive School's Educational Psychologist will run a parent advice</p> | Jan – April 2013 Sep 2015 Sep 2012 June 2014 | All parents and young people but especially the non-Muslim community. Local primary schools. Local faith and community groups and charities. The media. |

| Objectives | Key Actions | When | Audiences |
|--|---|---|---|
| | <p>service that will be open to all Hackney parents. The service will include an open surgery that will be rotated in schools across Hackney.</p> <p>Study Support Centre: The centre will be open at weekends and evenings to children from all faiths and backgrounds. All sessions will be free of charge and include refreshments, expert tutoring and physical and sporting activities.</p> <p>Open Days: Invitations to the wider community to join activities held at the school.</p> <p>A monthly blog from the Head Teacher to provide an engaging and insightful 'window' on the work and successes of the school and its wider community.</p> | <p>Dec 2013</p> <p>Sep 2014</p> <p>Jan 2014</p> <p>May 2013</p> | |
| <p>To ensure the school gains effective, positive support from all stakeholders and encourage individuals and groups from all faith and non-faith backgrounds to be advocates;</p> | <p>Statutory consultation process</p> <p>Set up a Local Governing Body whose members share the vision and aspirations of the sponsors. Make this objective a key focus of their role.</p> <p>Develop partnership agreements with an appropriate and representative range of stakeholder organisations.</p> <p>Set up a parent working party to co-develop strategy, expectations and deliverables.</p> <p>Invite key stakeholders to become involved in the work of The Olive School, Hackney, to enhance student educational opportunities and to enable the school to be closely linked to the needs of industry and commerce in the area.</p> | <p>From Sept. 2012 onwards</p> <p>Nov 2012</p> <p>Jan 2013</p> | <p>Parents and young people.</p> <p>Community groups and charities.</p> <p>Local FE colleges and universities.</p> <p>Businesses.</p> <p>The media.</p> |
| <p>To communicate effectively to key stakeholders, the role that Tauheedul will play in the intellectual, social</p> | <p>Statutory consultation process.</p> <p>Establish a programme of monthly meetings with senior personnel in the Local Authority.</p> <p>Chief Executive and appropriate members of the Tauheedul Governing Council to work with key LA strategic partnership groups responsible for delivering the Children and Young People Strategic Plan.</p> | <p>From Sept. 2012 onwards</p> | <p>Parents and young people.</p> |

| Objectives | Key Actions | When | Audiences |
|---|---|--|--|
| and cohesive growth of local communities; | <p>Set up a parent working party to co-develop strategy, expectations and deliverables.</p> <p>Local Governing Body will ensure the school is represented in relevant community and voluntary groups</p> | | |
| To position the school as a key player in the educational development and economic regeneration of Hackney London Borough | <p>Invite key stakeholders to become involved in the work of the school to enhance student educational opportunities and to enable the school to be closely linked to the needs of industry and commerce in the area.</p> <p>Establish links with businesses, including health and fitness and service industry providers; new business set up providers across Hackney and Greater London; also local training providers who have developed new apprenticeship programmes and pathways to employment and or higher education.</p> <p>Develop an annual programme of visiting speakers to enable students and others to hear inspirational speakers on a range of relevant subjects in the expectation that the students will be enthused and motivated;</p> <p>Contribute to teacher CPD across Hackney, through our strategy to achieve teaching school status.</p> | <p>From Sept. 2012 onwards</p> <p>Jan 2014</p> <p>Sep 2014</p> | <p>Parents and young people.</p> <p>Local universities, FE colleges, industry and commerce, the media.</p> |
| To encourage key stakeholders to directly develop and support school work experience and community based projects; | <p>Invite key stakeholders to become involved in the work of the school to enhance student educational opportunities and to enable the school to be closely linked to the needs of industry and commerce in the area even at this early stage in children's development.</p> | <p>From May 2013 onwards</p> | <p>Local businesses, community groups and charities.</p> <p>The media.</p> |
| To consult on key draft policies including on | <p>Statutory consultation process.</p> <p>Hold formal consultation meetings and online forum with parents, prospective students and other key stakeholders for initial consultations on key draft policies including on attendance,</p> | <p>Sept. 2012</p> <p>May 2013</p> | <p>Parents and young people.</p> <p>Hackney</p> |

| Objectives | Key Actions | When | Audiences |
|--|---|-------------------------|---|
| attendance, behaviour and bullying. | behaviour and bullying. Work closely with appropriate LA teams and personnel. | onwards | Local Authority |
| To regularly update local communities on progress. | Use a range of creative marketing media including the school web-site, local radio and newspapers, regular community newsletter, Facebook, mobile marketing 'stands' outside nursery and preschool venues at drop off and pick up times, leafleting etc. Provide regular updates and 'media headlines' as progress is made towards the opening of the new school. Head Teacher's monthly blog and The Olive School, Hackney, newsletter | From Sept. 2012 onwards | All communities in Hackney and beyond. The media |

Reaching out to the wider community to attract applications from non-Muslim parents

The sponsors are committed to attracting applications from non-Muslim parents. Their vision is for an inclusive Free School that reaches out to Muslim and non-Muslim students alike, from across the local authority. To this end they have extended their consultation to non-Muslim communities and will increasingly formalise their dialogue, including through the Jewish Muslim Forum, other faith groups and voluntary organisations, to work through concerns and confusions. They have been proactive in seeking conversations with key individuals and have met with cautiously welcoming responses. To be fair, it is clear that what they are proposing is an unknown entity to many, and that what people know about Muslim schools is often limited to what they have seen in the press. It is, therefore, difficult for most to fully grasp how the school's vision might be realised in practical terms. They are, nevertheless, listening carefully to what could be done to make the school appealing to the whole community and are clear that attracting applications for the school from non-Muslim families will be the prime challenge in their marketing strategy. They are confident that, once the school has been established and delivers on the standards agenda, more parents from other faiths will want their children to attend.

An interesting sociological phenomenon has been noted, which the Muslim schools sector is beginning to go through. Just as 'good' schools tend to attract a mobile population to them and create demand for housing in the vicinity, good Muslim schools are beginning to bring about a similar transformation:

In **stage 1** – demand comes from the devout Muslim parents who choose Muslim Schools for faith purposes;

In **stage 2** – the whole Muslim community is attracted to the quality of education on offer in Muslim schools;

In **stage 3** – the wider community of non-Muslims begin to consider a Muslim faith school offering the prospect of high academic attainment and transition to university, as a serious option.

Tauheedul Islam Girls' High School is leading the way in moving the Muslim school sector from stage 1 to stage 2 both in Blackburn with Darwen, and through its leadership and support across the national Muslim schools network. If schools like those in the Tauheedul Trust continue to make outstanding progress, then we will similarly move from stage 2 to stage 3. However, we acknowledge that there are significant barriers:

- Firstly, unlike Church of England and Catholic schools whose faith values and distinctive characteristics are generally well understood by all sectors of society, the Muslim school movement is newer and less well established. More awareness-raising is required.
- Secondly, there are many myths and misunderstandings surrounding Muslim schools, which need to be addressed.
- Thirdly, some Muslim schools have tended to focus on internal operations that have sometimes been wrongly interpreted as being isolationist.
- Fourthly, there is a wider international agenda around extremism that also impacts on the way that Muslims and organisations run by Muslims, are viewed.

It is the view of the sponsors that in order for Muslim schools to attract families from other faiths they must address the above issues. The Tauheedul vision is overt in tackling these matters 'head

on', so leading to change: one of their goals is to have demonstrated that Muslim faith schools can significantly contribute to social cohesion and integration in Britain. Consequently, this goal is a focused element of their communications strategy as stated in Section E above.

The Olive School, Hackney's marketing strategy has, and will continue, to incorporate the effective communication of approaches the school will take in ensuring its appeal and relevance to all communities. These include:

- Of paramount importance is the appointment of a Head Teacher who shares their vision for a school with a Muslim ethos, which appeals to, attracts admissions from and has advocates in all sectors of the community. This will be someone who has the passion and wherewithal to make this vision happen.
- The sponsors believe that every faith school should 'partner up' with a non-faith school for the mutual benefit of both schools. This is part of their commitment to contributing to system wide school improvement and to the life chances of all young people irrespective of culture and faith. At TIGHS, their partnership work with Blakewater College, as Lead Education partner in the National Challenge Trust, has brought about significant improvement and has built the school's profile and credibility in the town and beyond.
- The Free School's uniform will be one that children of all faiths and none will relate to and be proud to wear. The sponsors will consult widely with parents and prospective students on its design.
- The school's curriculum and big society specialism will be largely about what it means to be a good British citizen and will seek to develop all students as successful individuals and community leaders. It will be underpinned by Islamic values such as respect, care, compassion, strength, responsibility and self-discipline that will have meaning and relevance for all.
- Similarly, collective worship and assemblies will be founded on the same inclusive and all-embracing faith ethos, and will focus on topics that everyone can relate to, such as environmental responsibility, healthy lifestyles, global citizenship and sustainability, as well as regularly celebrating the successes of our students.

Section F: Capacity and capability

The Tauheedul group – our long term vision

This proposal for The Olive School, Hackney is being submitted by the Tauheedul Free Schools' Trust (TFST), which is part of an overall family of organisations managed by the Tauheedul Islam Faith, Education and Community Trust (TIFECT).

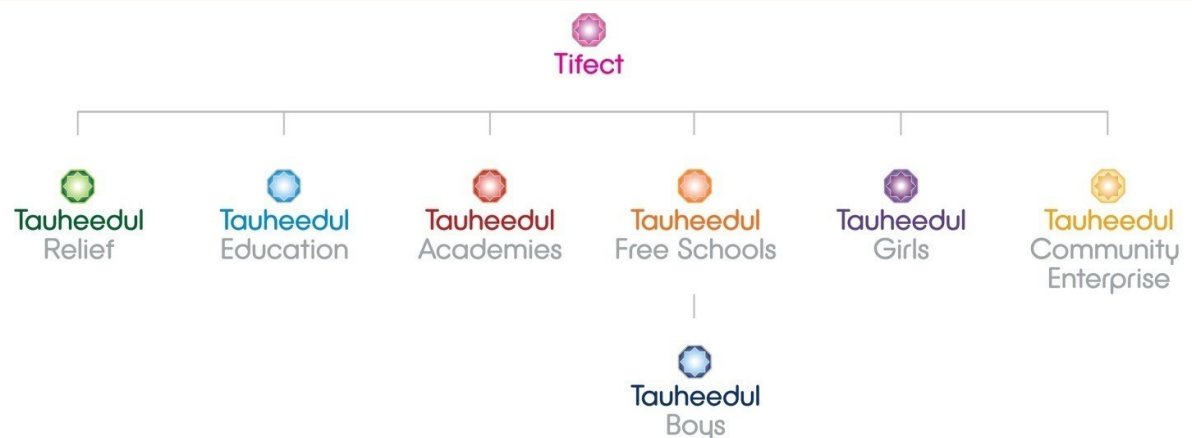
TIFECT is a company limited by guarantee and a registered charity. It was established in the 1960s and its early focus was on developing spiritual and educational excellence for local people in Blackburn. Today it provides outstanding educational opportunities for thousands of young people throughout the UK, promotes community-led social and economic regeneration and funds educational, health and disaster relief for some of those most in need around the world.

Tauheedul had its roots, and its first major success, in the high achieving and nationally recognised, Tauheedul Islam Girls' High School (TIGHS) – see F1 below for more detail. TIGHS has made a major difference to the life chances of its pupils, their families and communities. As a consequence, TIFECT is determined to establish, in as rapid a timescale as realistic, a network of schools under the Tauheedul 'brand'.

We are keen to enable young people elsewhere to raise their aspirations and achieve their potential, particularly in areas of social and economic deprivation. We believe that in order to conclusively break cycles of disadvantage, sustainable improvement is best embedded when excellence is experienced by children at an early age. For this reason the sponsors believe that Tauheedul's proven achievements can also succeed in the primary phases in Hackney.

This has now become part of our corporate strategy and a number of related organisations have been established as part of the TIFECT family to enable us to achieve our vision.

The chart below illustrates the full TIFECT group.



Of particular relevance to this application are TIFECT itself, Tauheedul Free Schools' Trust (TFST) and its Governing Council and Tauheedul Education. These bodies, and their relationship with the Local Governing Bodies of all of our Free Schools (including The Olive School, Hackney), are described in more detail below. A detailed accountability framework is set out in section F6.

Tauheedul Free Schools in 2013

TSFT is submitting proposals for six Free Schools to open in 2013

- The Olive School, Hackney (the subject of this specific application)
- The Olive School, Blackburn
- Bolton Free School (secondary)
- Waltham Forest Leadership Academy for Girls (secondary)
- Birmingham Free School (secondary)
- Preston Free School (secondary)

Our long term development plan is based upon a three “region” model – North, South and Midlands. We are developing a cluster approach, with one school in each “region” as an anchor. Tauheedul Islam Girls’ High School will form the “anchor” school for the North region. (Although TIGHS is a voluntary aided school at the time of writing, it will shortly become an Academy and join the Tauheedul Free Schools’ Trust.) Waltham Forest Leadership Academy for Girls and Birmingham Free School will form the anchors for the South and Midlands regions respectively. This will offer economies of scale and enable us to focus the energies of TFST and Tauheedul Education to best effect. It will also encourage the formation of learning and support networks in each of the regions.

The key building blocks of our governance structure

Tauheedul Islam Faith, Education and Community Trust (TIFECT)

The Tauheedul Islam Faith, Education and Community Trust (TIFECT) is a company limited by guarantee and a charity registered with the Charity Commission. TIFECT is the legal custodian of the specific, unifying principles on which all our other trusts, companies and charities have been established. TIFECT will play a vital role in ensuring that our principles are safeguarded at The Olive School, Hackney and as the other schools under the Tauheedul Free Schools' Trust develop.

TIFECT has identified the following values which will underpin its work:

- **Faith in action:** enriching and changing the lives of individuals young and old, and of communities, by promoting equity, nobility, compassion and responsibility;
- **Integrity:** a sincere, whole-hearted and determined commitment to the whole community;
- **Excellence:** creating an environment of aspiration and hope through a commitment to fulfilling the unique potential of individuals and the shared potential of communities;
- **Britishness:** being a bridge between Muslims and other communities, including other faith communities;
- **Big Society:** building a good and inclusive society in which people participate and to which they offer their time and talents;
- **Innovation:** balancing tradition and modernity in a contemporary technological environment to achieve transformation and find the next generation of inventors, creators and thinkers;
- **Leadership:** building models for 'servant leadership' and shared leadership in communities and in the public sector, consistent with these values, and developing leaders as role models and coaches.

TIFECT has a clear commitment to see that the highest standards of attainment, achievements, aspirations and outcomes (whether measured in terms of qualifications, employment prospects or community cohesion) are firmly fixed at the centre of all Tauheedul Schools and Academies.

TIFECT provides the overarching structure through which robust governance arrangements can be established. It will encourage collaboration between its member schools. Through the establishment of Tauheedul Education (see below), it will provide opportunities for developing shared services, common approaches to learning and teaching, hubs for specialist provision and other ways of making efficiencies and savings.

TIFECT will stimulate innovation, and provide support and challenge to the TFST Governing Council, Local Governing Bodies and Senior Leadership Teams of all Tauheedul schools, in order to secure sustainable improvement and embed pupil aspiration.

TIFECT will be a member of the Tauheedul Free Schools' Trust (Academy Trust). It will:

- As a member of TFST, appoint the majority of Governors on the TFST Governing Council (see below);
- Act as the Religious Authority for any Muslim faith based schools set up by the Academy Trust;
- Receive and approve an annual report from the Governing Council on, and hold it to account for, the effectiveness (or otherwise) of the operation of TFST's schools;
- Receive and approve TFST's annual business plan - this will in turn be the basis for the production of the annual budgets for TFST's schools;

Tauheedul Free Schools' Trust (TFST)

In 2011, TIFECT set up a single academy trust in the name of the Tauheedul Islam Boys' High School to operate the Tauheedul Islam Boys' High School in Blackburn – a free school secured through the old system and opening in September 2012. TIFECT has now turned this single academy trust into a multi-academy trust – the Tauheedul Free Schools' Trust (TFST). This will enable the Trust to establish a network of progressive faith-based Tauheedul Free Schools.

It will complement TIFECT's Tauheedul Sponsored Academies (TSA) Trust. TSA sponsors under-performing primary and secondary schools. TSA schools will be non-denominational and the majority will have non-Muslim children.

TFST is now part of the family of charities overseen by TIFECT. It will provide a corporate structure for the efficient and successful management of a network of free schools. These will be high powered learning organisations, of a consistently excellent standard, located across the country. TFST will also provide a vehicle for the voices of parents and others who wish to articulate their desire to establish new Free Schools in their local communities. Whilst some of these may be Muslim, it is our aspiration that, before long, the Tauheedul brand – with its track of record of quality and outstanding achievement - will appeal to non-Muslim communities also. These schools could also be operated through the Tauheedul Sponsored Academies Trust where this was preferred by the communities.

TFST Governing Council

The Articles of TFST set out a structure which is capable of accommodating a significant chain of schools. The TFST Governing Council will be the linchpin for the overall governance of TFST's schools and the custodian of the overall accountability framework. The Governing Council (Directors/Trustees) of TFST will have legal duties for the Academy Trust and be responsible for strategic direction and group-wide policies. It will be a streamlined body, focused on performance and quality, and of a size and structure to enable timely and effective decision making.

Under the terms of TFST's Articles of Association, the TFST Governing Council will be the governing body for The Olive School, Hackney and all other TFST free schools. The

Local Governing Bodies of the free schools, including The Olive School, Hackney, will be sub-committees of the Governing Council.

It will:

- Develop and secure the overall strategy and vision and consistency of brand;
- Ensure value for money and legal compliance;
- Ensure contractual, legal, financial and academic accountability;
- Take responsibility for the schemes of delegation and parameters for decision making for local Governing Bodies, and hold the local governing bodies to account;
- Approve budgets for all TFST schools;
- Undertake executive functions and, with Local Governing Bodies, make senior appointments, including Head Teachers;
- Be the overall employer for all schools;
- Monitor the performance of individual schools and hold Head Teachers and local governing bodies to account;
- Enter into a Service Level Agreement with Tauheedul Education (see below) on behalf of all TFST schools, for the provision of school improvement and support services;
- Add value to each school through expertise and knowledge of drivers for school improvement;
- Facilitate opportunities for promoting good practice and collaboration;
- Spread excellent practice across the Trust's schools.

The full accountability framework is set out in section F6.

The current Governing Council is drawn from the existing members of TIFECT. A number of key individuals have been selected for their professional expertise and their experience of running successful Tauheedul schools. They have been carefully drawn together to ensure that the necessary commitment, experience and expertise is available for the effective governance of TFST, the maintenance of the Tauheedul vision, ethos and consistency of brand and the establishment and operation of our proposed network of free schools. We have included members with direct primary level experience, either as chairs of governors or through their working lives. Roles have been assigned that have been carefully tailored to each individual's experience and track record of impact (see below).

A number of individuals have also agreed to take lead responsibility for the establishment and development of individual schools (described below as local leads). They will draw on their TFST colleagues' expertise in their specialist areas – and on the executive support of Tauheedul Education (see below) - to create flexible teams which will ensure the successful establishment of each school. They will oversee the delivery of the pre-opening plan and report progress to the full TFST Governing Council. They will also act as the primary point for liaison for the local forums and will work with the Search Committee (see F5 below) on the recruitment of the local governing body.

A member of Tauheedul Education staff will also take on a local project manager role to provide executive support to the Governing Council lead and to project manage the establishment of the new school. We have a number of primary experts working for Tauheedul Education (see below). They will work with their colleagues and external advisers to ensure the full spectrum of professional expertise is available to all schools. This matrix approach will ensure lean, flexible, high-quality support is available to every new school.

However, the sponsors also recognise that the Governing Council needs to broaden its base and build further capacity and capability if it is to deliver the aspirations and ambitions set out in the TFST vision. An active 'search' is currently taking place across our three regions to identify suitably qualified and experienced individuals who can broaden and deepen the Governing Council's skills base and improve its representation, including from non-Muslim communities. Our first new member, Dot Thomson, an experienced Governor and primary trained school improvement professional with over 40 years of experience, will soon be joining the Governing Council.

The key individuals and trustees involved in TIFECT and TFST are listed below, together with a brief profile, their proposed specialisms and, where applicable, their geographical lead. They each recognise the commitment involved in setting up a chain of schools and have agreed to attend monthly meetings of the Governing Council. Those with a local lead have also agreed to commit half a day a week to the oversight of their particular school. All members of the Governing Council have agreed to provide advice on their specialist areas as required for all the new schools. Hamid Patel will provide overall oversight, including holding to account the lead project managers from Tauheedul Education.

| Member | Profile | Governing Council role and areas of specialism | Local lead |
|---------------|--------------------------|---|-------------------|
| ██████████ | ██████████ ██████████ | <ul style="list-style-type: none"> • Chair of the Governing Council • Lead on Corporate Strategy • Lead on Policy and Communications • Lead on Strong Governance • Lead on ICT | |

| | | | |
|--|--|--|---------------------------|
| | | | |
| | | <ul style="list-style-type: none"> • Lead on Human Resources Management • Lead on Performance Management • Lead on professional development, including the Teaching Schools and National Support Schools Strategy | Preston Free School |
| | | <ul style="list-style-type: none"> • Lead on Curriculum, including the Tauheedul Diploma • Lead on School Improvement • Lead on Learning and Teaching • Lead on Attainment and Standards | The Olive School, Hackney |

| | | | |
|--|--|---|---|
| | | | |
| | | | |
| | | <ul style="list-style-type: none"> • Lead on Extended Services Strategy, including adult education • Lead on Big Society specialism • Lead on Community Cohesion | Waltham Forest Leadership Academy for Girls |
| | | <ul style="list-style-type: none"> • Lead for Child Protection and Safeguarding • Lead for ECM • Lead for LAC, SEN and other vulnerable groups • Lead for Education Welfare | Birmingham Free School |
| | | <ul style="list-style-type: none"> • Lead on External Funding and | |

| | | | |
|--|----------|--|--------------------|
| | | <p>establishing the Tauheedul Endowment Fund</p> <ul style="list-style-type: none"> • Lead on Business and Employer Engagement • Lead on Business Development, including bid writing and securing funding for capital projects | |
| | | <ul style="list-style-type: none"> • Lead on Estates / Buildings / Property development • Lead on facilities management, including for grounds maintenance, security and cleaning • Lead for Health & Safety | Bolton Free School |
| | Redacted | <ul style="list-style-type: none"> • Lead on Admissions • Lead on Independent Admission Appeals process • Lead for Legal Services | |
| | | <ul style="list-style-type: none"> • Leading the delivery of Tauheedul's Corporate Strategy • Lead Tauheedul Education (Central Office) | |

| | | | |
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Local Governing Bodies

The Local Governing Bodies will be sub-committees of TFST Governing Council. Whilst the TFST Governing Council is the legal governing body under the terms of its Articles of Association, the sponsors are keen that all their schools are firmly embedded within and responsive to their local communities. The community dimension underpins all of TIFECT's activities; it is one of our curriculum building blocks. The principles of localism underpin the free schools agenda and we believe that our schools will thrive best if they have firm roots in their local community. The Local Governing Body will provide those essential links to the local community.

Each LGB will be responsible for supporting and challenging the school's Head Teacher and Senior Leadership team in the day to day management of the school. The LGB will operate within the overall accountability framework and scheme of delegation set by the Governing Council. Their duties will be set out in detail in our comprehensive Governors' Handbook. Drawing on the successful experience of TIGHS, and recognised good practice elsewhere, we have worked with KPMG to draw up a comprehensive handbook. This sets out the scheme of delegation, roles and responsibilities, terms of reference (including for any sub-committees), annual calendar of meetings and so on. This will be the standard handbook to which all TFST local governing bodies will be expected to operate.

Tauheedul Education Limited

The Articles for TFST contain powers of delegation from the Governing Council to a Chief Executive and Central Office for the provision of corporate leadership and executive management of all schools within the group.

TIFECT has therefore set up Tauheedul Education Limited (TE). TE will be charged with supporting and challenging Tauheedul schools and academies to deliver consistency and excellence across the growing network. It will provide the central office functions and school improvement support for both TFST and TSA schools and will be the trading arm of the academy trust. Its Chief Executive will be accountable to its Board of Directors and to the Chair of TIFECT.

We have worked with KPMG on the establishment of Tauheedul Education. We have prepared a staged development plan which identifies how the TE's organisational and staffing structure will develop as the chain of schools grows. We are developing single operating models for HR, finance, MIS, ICT, policy and school improvement.

We have ensured the input of professionals with direct primary experience in the development of primary specific tools and in ensuring that the generic systems, processes and toolkits are equally relevant to the primary sector.

TFST will enter into a Service Level Agreement (SLA) with Tauheedul Education for the delivery of a range of school improvement and support services. The SLA will set out the expected outcomes and outputs, performance standards and Key Performance Indicators (KPIs) for each of the services to be delivered. TE would report termly to the local governing bodies on local performance. The Governing Council would also seek direct feedback from the local governing bodies on TE's performance. The Chief Executive of Tauheedul Education Limited would report regularly to the TFST Governing Council on the performance of the company against the requirements of the SLA.

The development of TE will ensure that all Tauheedul schools and academies have access to high quality, cost-effective expertise and central services, across a wide range of disciplines. We have started recruiting to TE and are already seeing the quality and cost benefits of the new model as we progress the establishment of TIBHS.

The TE team will provide executive support and expertise to underpin the development of each of our schools. A senior member of TE staff will take lead local responsibility for the establishment of each school, project managing and overseeing progress and providing executive support to the Governing Council local lead. Each local project manager will be held to account by the Chief Executive of Tauheedul Education for the successful establishment of their allocated school.

TE's key functional areas will include:

- Operations and finance, including:
 - Legal support;
 - Human resources;
 - ICT infrastructure;
 - Management information systems;
 - Estates and facilities management;

- Marketing and communications.
- Educational development including:
 - School improvement support and intervention;
 - Standards, performance and data functions;
 - Curriculum development;
 - Learning and teaching enforcement.
- Policy, system and procedure development.

In the short term, each school's budget would be top sliced by 5 per cent to provide these services. This would be reduced in the longer term as more schools and academies join TFST and TSA and as Tauheedul Education starts offering its services more widely.

We have a number of staff in TE, TIGHS and TIBHS who are already providing primary support in a variety of capacities. These include:

- An experienced primary school Head Teacher who has recently [REDACTED]
- An experienced primary professional who has led the development of our primary schools literacy programme;
- An experienced primary professional who is leading our school to school support work;
- Our CIPFA qualified TIGHS Business Manager, who is currently [REDACTED]
- Our newly appointed Business Manager for TIBHS, who was [REDACTED]
- Our Deputy Head Teacher (Pastoral) at TIGHS, who is [REDACTED]
- Our Deputy Head (Curriculum and Standards) at TIGHS, who [REDACTED]
- Our newly appointed Head at TIBHS, who is [REDACTED]
- [REDACTED], TIGHS Principal and Chief Executive, who has been responsible for developing the primary schools improvement strategy developed by TIGHS as a national support school.

F1 – Delivering the vision - educational expertise

As part of the TIFECT “family”, the sponsors of The Olive School, Hackney – the Tauheedul Free Schools’ Trust (TFST) - have a strong track record of delivering high

quality educational provision, including establishing and developing new and successful schools. Through the Tauheedul Islam Girls' High School, the Tauheedul Islam Boys' High School and Tauheedul Education, we have over 100 education professionals who can provide educational expertise (including at primary level) to underpin the establishment and operation of The Olive School, Hackney.

Tauheedul Islam Girls' High School (TIGHS)

Our journey began with the Tauheedul Islam Girls' High School (TIGHS) in Blackburn. From small beginnings, TIGHS has become a national success story – achieving “outstanding” designation from OFSTED, becoming a trusted partner for its local authority in school improvement and gaining respect and recognition from parents, employers and other schools. Our confidence that The Olive School, Hackney will prove to be an impressive institution is built upon this track record.

- In its last *OFSTED* inspection in March 2010, TIGHS was judged to be outstanding overall - inspectors recognised that *'pupil achievement and the extent to which they enjoy their learning'*, *'the school's capacity for sustained improvement'*, *'the effectiveness of leadership and management'* and the *'effectiveness of the governing body'* had all contributed to the ranking;
- TIGHS is one of only two schools nationally where all pupils have made the expected three levels progress in both English and Mathematics over each of the last three years;
- In 2010, 97% of TIGHS pupils made at least *four* levels progress in English (leading the school to be ranked in the top 25 schools in the country);
- In 2011, over 60% of TIGHS pupils achieved the English Baccalaureate.
- TIGHS is one of only three schools nationally where 100% of its pupils who were entitled to free school meals gained five or more A*-C grades including English and Mathematics in 2010 - this in a context where 21% of the pupils at the school were entitled to free school meals;
- Using the contextual value added (CVA) indicator to locate relative performance, i.e. taking into account the improvement that a school adds to each of its pupils, the school has been firmly in the top 1 per cent of all schools in English and in Mathematics in each of the last three years.
- The Specialist Schools and Academies Trust has rated Tauheedul as the best school in the country, based on the value-added criteria developed by [REDACTED].

Our educational expertise and strong governance have not only enabled us to secure these astonishing exam scores, but have also ensured successful and professional handling of an elaborate process of transition.

- Managing the move in 2006 from Independent to Voluntary Aided School;
- Securing the Secretary of State's approval in September 2011 for the Tauheedul Islam Boys' High School, which will open in Blackburn in September 2012;
- Managing 'Organisational Development' and 'Change Management' programmes through planning for the local BSF programme.

TIGHS has not just proved its capacity and quality by enhancing the expected performance of its pupils. It has also been an outstanding contributor to the collective performance of other schools and colleges in Blackburn and further afield. This has included support to primary schools. Evidence includes:

- Lead Education Partner on the *East Blackburn Learning Community Trust*;
- Lead Education Partner for the *Blakewater College National Challenge Trust* which is committed to (and can already show evidence of success in) turning around a declining trend in the number of its pupils obtaining at least five GCSE A*-C including English and mathematics;
- Lead Education Partner for Hawthorns Junior School, Blackburn;
- Providing high quality school to school support through the Specialist Schools and Academies Trust (SSAT) and the Association of Muslim Schools;
- Providing high quality school to school support through National Support School Status – which has included both direct support to individual primary schools and strategic support such as the development of the primary schools improvement strategy;
- Providing high quality school to school support through its designation as a strategic outpost of teaching school status;
- Supporting other Faith Schools in securing Voluntary Aided Status.

The governing body at TIGHS has proven capacity and expertise in setting up and running a school. It has:

- Established itself as a Specialist Humanities College with Citizenship as its lead subject;
- Built up an impressive list of partners and contractors from the private and voluntary sectors, with whom it contracts and commissions a range of services according to need;
- Developed a team of nationally recognised partners and high calibre external advisers who provide business acumen and organisational expertise to complement the governing body's own strengths and experiences.

These partners and advisers are assuming greater significance in building the underpinning structures and management systems for the Tauheedul Free Schools' Trust as it expands. They are playing an important part in establishing Tauheedul Education and in developing the toolkits, systems and processes which will support the development of all of Tauheedul's schools. The input of professionals with direct primary experience has been essential to the development of primary specific tools and to ensuring that generic systems, processes and toolkits are equally relevant to the primary sector.

These successes have been driven by the hard work and planning of a team of outstanding individuals with vision, business sense and track records of achievement in a wide range of fields. The outlay of time, effort and money has been repaid many times over as we have seen TIGHS go from strength to strength to become the impressive,

highly sought after school it is today. We now receive over 400 applications for the 120 places available at TIGHS – clear evidence from parents that they recognise the success of the Tauheedul formula and that they want their daughters to benefit from it too.

As the success of TIGHS has illustrated, it is possible to make a reality of the powerful vision of a more equal society, where young people with little material prosperity or social advantage can emerge as an academic elite and add value to their local and global community. We are keen to replicate this model in other parts of the country.

We also believe that if, as a nation, we are to conclusively break cycles of disadvantage and embed sustainable improvement, children need to experience excellence at an early age. We have had considerable experience of supporting the improvement of poorly performing primary schools and have seen at first hand the difference that a high quality primary education experience can make to a child. We would now welcome the opportunity to move formally into the primary phase and establish flagship primary schools from scratch. We believe that we can make a real difference to children's future life-chances by starting early, laying secure foundations and getting the basics right for each and every child.

Tauheedul Islam Boys' High School (TIBHS)

Our next school to open will be the Tauheedul Islam Boys' High School, which was secured through the old free schools system. It will open in Blackburn in September 2012, with sports and outdoor education, entrepreneurship and the Big Society as its specialisms. Building on the successful model of TIGHS, TIBHS will have a strong, but rounded, academic curriculum. Such is the reputation of the TIGHS model, and the demand for similar provision for boys, that we have received three times more applications than the number of places available.

The expertise and commitment of our Governing Council, the professional support of TIGHS, TIBHS and TE staff and our commitment to academic excellence and strong governance are ensuring the successful implementation of TIBHS. We have used the "matrix" approach described earlier to underpin the cost-effective and efficient development of the new school.

Capitalising on our educational experience and expertise

The members of the TFST Governing Council have a wide range of experiences and specialisms as set out in the table in the introductory section. This includes experience at primary level both as governors and in their working lives. This demonstrates how we have established a high performing team of specialists, whose collective work specialisms, experience with TIGHS and other voluntary and community roles offer a rich blend of talent to support and underpin the development of The Olive School, Hackney.

We have a number of members on the Governing Council who have particularly

extensive educational experience and expertise. [REDACTED] has been [REDACTED] will be available to support the establishment and running of The Olive School, Hackney.

[REDACTED], is the [REDACTED]

[REDACTED] chairs [REDACTED]

[REDACTED] chairs the [REDACTED]

Again, as indicated above, [REDACTED], the [REDACTED]

The members of the Governing Council all fully recognise the time commitment involved in extending our network of schools. They have all agreed to offer their time and expertise in their lead areas, both at the strategic level of the Governing Council itself and also at the local level in supporting the successful establishment of the new schools. In particular, they will offer support to their colleagues who have taken on local lead responsibilities, through our multi-disciplinary matrix team approach.

We are not complacent however. Continuous improvement is one of Tauheedul's hallmarks. We recognise that our vision for the Tauheedul Free Schools is ambitious. We are aware that the role of TFST will become increasingly strategic, supporting, empowering and holding to account the Local Governing Bodies. We have created a development programme for the Governing Council itself to enable it to fulfil this wider role successfully. We also recognise that the Governing Council needs to broaden its base and build further capacity and capability if it is to deliver the aspirations and ambitions set out in the TFST vision. An active 'search' is currently taking place to identify suitably qualified and experienced individuals who can broaden and deepen our skills base and improve its representation. As we mentioned above, our first new member, [REDACTED], an experienced Governor and primary trained school improvement professional with over 40 years of experience, will soon be joining the Governing Council.

The educational experience and expertise of the Governing Council members will be complemented by that of Tauheedul Education staff. In TE, we have created a lean team of experts, including primary specialists, who can provide educational and school improvement expertise to our growing network of schools. Through TE, we have developed Tauheedul quality standards and a school improvement framework which has been drawn together from our experience at TIGHS, TIBHS and Blakewater College, from TIGHS' role as a national support school and from the skills and experiences of our primary colleagues. We work extensively with the Teacher Development Agency, National College and a range of universities. Our relationships with these key organisations give us ready access to high quality, cutting edge thinking to help us develop and enrich our own educational expertise, practices and systems.

A member of Tauheedul Education staff will take on a "local project manager" role to provide executive support to the Governing Council lead and to project manage the establishment of each of the new schools. They will work with their colleagues, and with external advisers where necessary, to ensure the full spectrum of professional expertise is available to all schools. This matrix approach will ensure lean, flexible, high-quality support is available to every new school.

The Olive School, Hackney's core project team will be chaired by [REDACTED], an experienced [REDACTED]. He will receive executive support from TE's project manager for the school. The team will meet periodically to oversee the implementation of the support toolkits. It will bring in expertise from other Governing Council members and TE experts where a particular discipline is under discussion. [REDACTED] and relevant TE staff will attend for discussions on the progress of ICT implementation, for example.

F2 – Managing the budget - financial expertise

Through the Girls' School at Tauheedul, the sponsors have demonstrated a proven track record of ensuring a healthy budget. Their expertise has brought significant benefits to TIGHS, enabling it to maintain a healthy surplus for each of the past five years. The school has been able to invest this surplus on long-term development

priorities and will use it to help the organisation weather difficult budget pressures over the next four years.

Under our matrix model, the Hackney Olive team, led by [REDACTED] and managed by a TE lead manager, will have access to the professional advice and experience of TFST members. [REDACTED] has a background as [REDACTED]. [REDACTED] has extensive experience of [REDACTED]

Furthermore, as described earlier, we are establishing a range of high quality central support functions within Tauheedul Education. We have worked closely with market-leading finance experts from [REDACTED] and [REDACTED] in developing our plans for our network of free schools. Finance will be one of the key core functions to be delivered by TE and we have already created common financial procedures and support systems which will operate in all our schools. We have worked with [REDACTED] to draw up our model scheme of delegation, which is in line with the Academies Finance Handbook. We are already using these templates, systems and procedures to good effect in supporting the establishment of TIBHS.

Through Tauheedul Education Limited, we are also working on the development of a balanced scorecard as a tool to support performance management. This would include finance as a key element, alongside academic and other performance aspects.

The Girls' School has a qualified CIPFA (CCAB) accountant employed as its Business Manager. We have recently appointed another CIPFA qualified accountant as Business Manager of the Boys' School. He was previously Head of Education Finance at Blackburn with Darwen Council, where he had responsibility for budgets at both primary and secondary level. We see effective financial and business management as fundamental to the successful running of our schools and have included the appointment of the Business Manager for The Olive School, Hackney as one of the priority staff appointments.

The Olive School, Hackney will mirror the many innovative examples of good practice that have enabled TIGHS to maintain such a healthy financial position and that are being introduced successfully into TIBHS, Blakewater and other schools. For example, the Senior Leadership Team will be required to undertake professional development training on finance issues (see below). The financial handbook, expenditure planning from all cost centres and monthly reviews of each cost centre that have enhanced financial discipline and prevented over-spends at TIGHS, will also be introduced into The Olive School, Hackney.

The Local Governing Body will have a Finance and Resources Committee (FRC). The FRC will be instrumental in ensuring the sound financial health of the school. Their activities will include five-year financial planning, monthly reviews of each cost centre by the Business Manager and Head Teacher, termly budget reviews by the FRC and monthly reviews of the budget position by the Chair of the FRC. There will also be regular finance health checks carried out by Tauheedul Education specialists. The Finance and Resources Committee and Local Governing Body will be expected to report termly to the TFST Governing Council as the accountable body.

All local governors and SLTs will be required to complete a financial competence matrix on an annual basis. This will form a finance training plan for each individual, which will be combined to develop a comprehensive financial training plan for the school. The training will generally be delivered by the Business Manager, although Tauheedul Education might also become involved, for example where a particular training need is emerging across a number of schools, or where the area requiring development is particularly specialist.

In terms of our track record, it is also worthy of note that the Business Manager at the Girls' School has provided strategic financial management support at Blakewater College, a school with a record of annual deficits for each the past five years. This has resulted in transforming an annual deficit of £168,000 into a surplus of £23,000 in just 12 months. New finance protocols and standards have been developed at Blakewater College and training has been provided to all budget holders (senior and middle leaders) at the school.

She is also spending half a day week providing financial management support to Hawthorns Junior School in Blackburn, following a request by the Local Authority for school improvement and financial management support.

The sponsors will ensure the highest standards of financial management. We will require the Schools Financial Value Standard to be completed annually by every Head Teacher and Local Governing Body, and to be reported to the Governing Council. We are very well aware that we are managing public money and that the highest standards of efficiency and probity must apply. We have significant expertise and experience in this area from our existing activities.

F3 - Other Expertise

The members of TFST's Governing Council were carefully chosen for their wide range of professional expertise, experience in running successful schools and for their commitment to seeing the Tauheedul schools' vision delivered. Their lead responsibilities have been allocated to capitalise on their areas of expertise, including appointing those with experience as chairs of governors at primary level as local leads for our two proposed primary schools – including The Olive School, Hackney.

As described earlier, we had identified some areas where we were under-represented, both in terms of the skill and experience mix and the composition of the Governing Council itself. We will shortly be recruiting a primary trained, highly experienced school improvement professional – [REDACTED] - to the Governing Council. We continue to search for other members who can complement our existing team and bring new skills, experiences and approaches to bear.

All of our Governing Council members bring a range of expertise and experience which will be available to support both the establishment and ongoing running of our free schools, including The Olive School, Hackney. Their skills and expertise will be complemented by the professional staff employed by Tauheedul Education and by the network of external advisors and partners with whom we work on an ongoing basis. We

have included a few examples below by way of illustration.

For example, [REDACTED], the local lead for Hackney, has a successful background in sales, marketing and training. He works alongside the marketing and communications experts within Tauheedul Education. We also procure specialist external services such as branding and design. This blend of expertise ensures the highest quality provision at the most economical cost.

[REDACTED] is our Governing Council lead on estates, buildings and property development. [REDACTED]

Where we have gaps in our range of expertise – in legal services for example – we procure expert legal advice from a range of providers including [REDACTED] solicitors. [REDACTED] provides an overview on behalf of TFST.

Other TFST members have skills and experience in other aspects of school life. [REDACTED] is an [REDACTED]. Similarly, [REDACTED] works [REDACTED]

In all cases, our TFST leads will be supported by executive staff working for Tauheedul Education, TIGHS and TIBHS.

We want to ensure that a range of market-leading, high quality, cost effective support services are available across the Tauheedul group of schools. This will be a mix of internally provided and externally procured services – whichever offers the best quality and value for money for the service in question. We are particularly keen to tap into the professional expertise of market-leading organisations and are engaged in a number of formal procurement processes. We are working with Partnership for Schools to procure an ICT managed service provider for all Tauheedul schools and are also involved in formal procurement exercises for HR and MIS systems.

We fully recognise that there are different challenges involved in setting up and running chains of schools. At the point of establishing TFST, we undertook a skills analysis to identify the mix of skills and experience that would be required to support our network of schools and develop a more strategic role for the Governing Council. We have used the results of this skills analysis to make appointments to TFST's specialist roles and to guide our search for new members (including strengthening our capacity at primary level).

To support the establishment of the new schools, we have ensured the full engagement

of the Governing Council, including the creation of the local lead posts. We have developed an extensive range of policies and toolkits on which the individual schools can draw. We have ensured a wide range of in-house professional expertise through the establishment of Tauheedul Education. Through the matrix management model described elsewhere in this submission, we are confident that we have the systems, expertise and capacity in place to ensure the successful establishment of each of our schools.

TIFECT is fully aware of the challenges and opportunities involved in developing and running a chain of geographically dispersed free schools. We recognise that our proposals amount to a significant growth programme and have not taken the decision lightly. We are adopting a three region model to bring economies of scale and enable us to focus the energies of TFST and Tauheedul Education to best effect. We already have experience of supporting several schools and have used our learning from this to help us plan for the future. We have strengthened our capacity and infrastructure and developed common systems, procedures and toolkits based on proven best practice. We have used external advisers, particularly KPMG, to develop a phased and costed structure and operating model for Tauheedul Education. We have recognised the need to develop the Governing Council itself to enable it to take a more strategic role and to support the local governing bodies in their operation of the individual schools. We believe that our expansion programme is manageable.

It should also be emphasised that we have the resources, capacity and commitment of six local communities working alongside us. There has been significant local demand for all our proposed new schools and the local forums and wider communities continue to display genuine energy, enthusiasm and commitment. Through working with TFST to make a reality of their educational aspirations for their children, these local communities have been able to tap into the track record, experience, expertise and infrastructure of the Tauheedul brand. Tauheedul has brought professionalism and added value to their vision for their new schools. In turn, they have brought hunger, passion, commitment and a whole range of assets, talents and capacity.

We are confident that we have the infrastructure, experience, expertise and community commitment to make a success of our chain of Tauheedul Free Schools and to improve the life chances of young people, primarily in deprived areas, across the country.

The local dimension

As we have indicated above, we are already tapping into the enthusiasm, assets and expertise of the local communities in which our schools will be located. In Hackney, TFST has encouraged the formation of an informal local forum to take forward the early stages of the development of the school and to stimulate local ownership. Over 50 interested individuals are part of this network. It includes parents, professionals, representatives of local stakeholders and the local community. [REDACTED], other members of TIFECT and Tauheedul Education are also part of the group.

The Local Forum has:

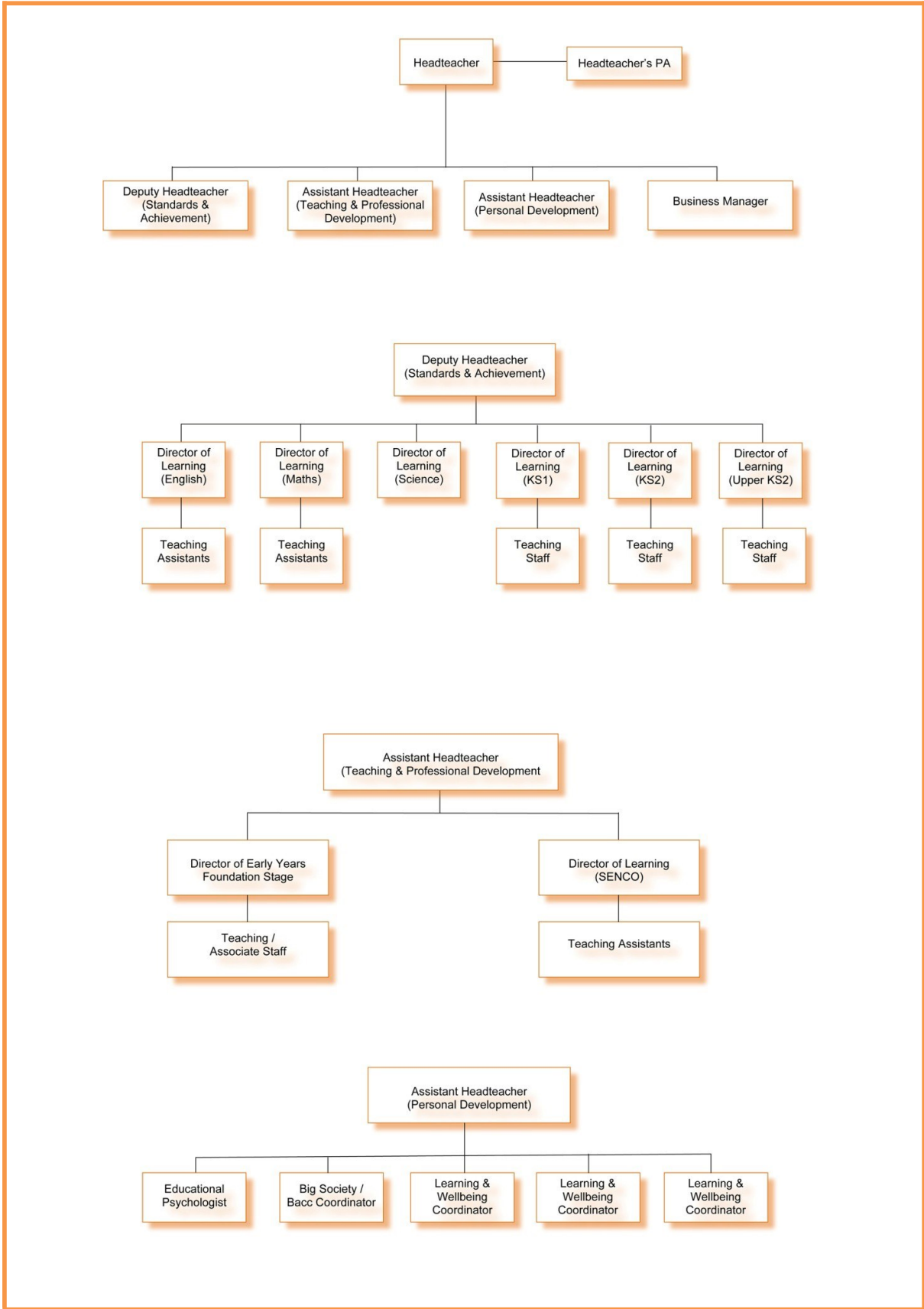
- Researched the demand and need for the school;
- Implemented a comprehensive consultation and engagement plan in the Hackney community, liaising with a wide-range of partners from across the town;
- Drawn on the professional support of TE to establish professional work streams to take forward plans in a range of areas including curriculum, teaching and learning, finance and resources.

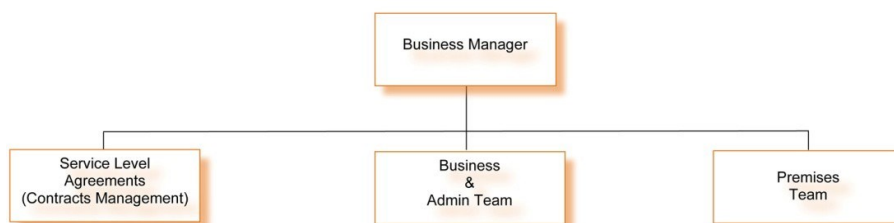
F4 – The staffing structure

We have developed a staffing structure to serve a school of 630, 4-11 pupils. In formulating the structure, the sponsors have been keen to achieve a staffing model that is:

- Capable of delivering an elite – but not elitist – high performing school; where individualised early years’ experiences provide a firm foundation for life and for transition through the primary years and where progress and achievement are coupled with a commitment to wider personal progression;
- Appropriate for the delivery of the Tauheedul curriculum model at all three levels (academic, personal and social);
 - **Academic excellence:** at the core of all students’ achievements. The school will offer a broad and balanced curriculum.
 - **Personal Development:** supporting students in the acquisition of leadership and entrepreneurial skills and helping them develop the key personal skills and aptitudes required by employers and the prestigious universities including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence.
 - **Community:** facilitating pupils’ contribution to the Big Society and their social development through citizenship, social enterprise and community service.
- Capable of offering wrap-around care, extended services and pastoral support;
- Organised to facilitate progression and professional development opportunities for staff and to ensure a highly motivated, high achieving staff team;
- Highly efficient and offering excellent value for money.

The structure is set out in the charts which follow.





The Head Teacher and SLT will report to the Local Governing Body for the day to day running of the school. The Head Teacher will be responsible for all staff in the school and for the school's performance and will have dotted line accountability to TFST Governing Council via the Chief Executive of Tauheedul Education.

The Deputy Head Teacher, two Assistant Head Teachers and Business Manager will report direct to the Head Teacher.

The Directors of Learning for the phase groups and subject specialisms will report to the Deputy Head Teacher. They will be responsible for the staff in their phase group or specialism.

The Director of Learning (Early Years Foundation Stage) (EYFS) and Director of Learning (Access and Inclusion) will report to the Assistant Head Teacher (Teaching and Professional Development). The Director of Learning (EYFS) will be responsible for the EYFS teachers and Teaching Assistants. The Director of Learning (Access and Inclusion) will be responsible for the SEN support assistants for statemented pupils.

The Educational Psychologist, Big Society/Mini Baccalaureate Coordinator and Learning and Wellbeing Coordinators will report to the Assistant Head Teacher (Personal Development).

The Business Manager will be responsible for contracts management, business and administration and premises. They will report direct to the Head Teacher, but also have dotted line accountability to the Financial Controller within Tauheedul Education Ltd.

All TFST schools will be required to adopt good people management principles and practices. Every member of staff will have a line manager, with whom they will have regular contact, so that they can discuss progress and concerns on a regular basis. The performance framework will start from the high level targets of the school and the Head Teacher (as set out in the three year development plan and annual business plan). Every member of staff will participate in a formal personal development and appraisal

(PDA) process, via their line manager, so that they can be clear of how their personal targets contribute to the overall success of the school. The PDA process will also ensure that every member of staff receives the support, development and training they need to achieve their work-related targets and their personal potential in the workplace.

The whole-school staffing structure

Staffing Structure

Appointments will be made to specific posts located within a whole-School staffing structure. There will be four levels:

- Senior Leadership Team
- Middle Leadership Team
- Teaching staff
- Associate Staff

Senior Leadership Team

The school will be led by a Head Teacher, supported by a senior leadership team (SLT), who will work with the LGB and TE within the strategic framework set by TFST's Governing Council.

The SLT will be made up of:

- Head Teacher (0.2 teaching)
- Deputy Head Teacher (Standards and Achievement) (0.2 teaching)
- Assistant Head Teacher (Teaching and Professional Development) (0.4 teaching)
- Assistant Head Teacher (Personal Development) (0.4 teaching)
- Business Manager

The Head Teacher, with their SLT, will have local accountability for:

- The Free School self-assessment and quality assurance framework;
- The Free School Improvement Plan;
- Education standards including:
 - Teaching and learning;
 - Curriculum and timetable;
 - Assessment, tracking and intervention;
 - Behaviour support and pastoral care;
 - Staffing;
 - Attendance;
 - Parent and community liaison.

The Senior Leadership Team structure has been designed to:

- Offer a robust and clear structure for performance and line management;
- Reflect the educational vision for the school; the SLT will be expected to secure the drivers for success and establish the prime importance of teaching and learning;
- Ensure the effective linkage between key school-wide systems including performance management, line management, CPD, assessment, tracking and intervention, monitoring and evaluation;
- Enable personalised intervention for each child from the very top;
- Ensure that senior leaders are close to the 'coal face' of the organisation;
- Promote the effective and speedy dissemination of information throughout the organisation;
- Offer a matrix structure which will inhibit silo-working;
- Offer value for money – no duplication, but opportunities for synergy.

The Senior Leadership Team will each have a teaching commitment to enable the release of staff for dedicated planning, preparation and assessment (PPA) and to ensure they have first-hand knowledge of the quality of teaching and learning across the school. We will recruit only outstanding teachers to these posts so that the teaching children receive when their class teacher is on PPA will be the best quality.

Middle Leadership Team

The Middle Leadership Team will be made up of:

- Director of Learning : English
- Director of Learning: Mathematics
- Director of Learning: Science (including computer science)
- Director of Learning : Access and Inclusion (SENCO)
- Director of Learning: Early Years Foundation Stage
- Director of Learning (KS1)
- Director of Learning (Lower KS2)
- Director of Learning (Upper KS2)

The Middle Leadership Team has been designed to:

- Promote the cohesiveness of the delivery of the curriculum;
- Provide an effective structure for performance and line management of teachers and teaching assistants;
- Provide an effective structure for organisation and communication;
- Ensure that teams have a size that is manageable and that promotes personalised excellence;
- Offer value for money – and not be seen as a 'bloated' structure.

All Directors of Learning have a 0.7fte teaching commitment to enable the release of staff for dedicated planning, preparation and assessment time.

We will appoint 'subject' specialists who will be capable of quality assuring standards of delivery in each area across the school. All Directors of Learning will operate as Academic Class teachers and Vertical Form tutors.

The Director of Learning (EYFS) will be a class and form tutor to a group of reception students in line with the plans for EYFS outlined in the education plan.

Teachers

Teaching staff would report to the relevant Director of Learning. When recruiting, as well as appointing outstanding teachers, we will aim to recruit across a range of subject expertise, such as history, geography, music, visual arts etc.

The Teaching Staffing model is based on the principle that professionals should each have an area of specialist expertise, but should also be equipped to teach the full primary curriculum and have the capacity to deliver high-quality learning and teaching.

The number of teaching staff to be appointed is based on the following:

Senior and Middle Leaders will cover PPAs of staff as part of their teaching allocation. We need 21 FTEs for the 21 classes, including EYFS. Taking in to account reduced teaching of the middle leaders, and the need to allow for 10% PPA time for all teachers, we will need to appoint 17 Main scale teachers above and beyond the positions outlined above. This includes the specialist MFL teacher.

In addition, we propose to appoint four additional main scale Specialist Teachers in English, Maths, Science and Sport (see below).

Associate Staff

A number of teams make up the associate staff structure of the School:

- **Pastoral Team:** to provide personalised support on behaviour, attendance and personal development. The team will consist of three Learning and Wellbeing Coordinators, each attached to six vertical tutor groups (Years 1-6). The Educational Psychologist and the Big Society/Mini Baccalaureate Coordinator will also be part of this team. They will report to the Assistant Head Teacher (Personal Development).

There will be four Teaching Assistants for EYFS who will report to the Director of Learning (EYFS). Their responsibilities will include pupil wellbeing.

- **Learning Support:** There will be one English Teaching Assistant and one Maths

Teaching Assistant for each of the Year groups from 1-6. These Teaching Assistants will report to the Director of Learning (English) and Director of Learning (Maths) respectively.

- **Business and Administration:** This team will provide student, staff and stakeholder support and look after the school's finances and resources. They will report to the Business Manager.
- **Premises Team:** This team will oversee maintenance and upkeep of the School buildings. They will report to the Business Manager. The Business Manager will report direct to the Head Teacher and will also have dotted line accountability to the financial controller in Tauheedul Education Ltd.

Phasing recruitment

The sponsors have created a staffing plan to enable the effective phased recruitment of teaching and support staff. They have however been clear that it would not be in the long-term interests of the new school to be over-prescriptive at this point. We have been keen to avoid creating a straitjacket to staff planning and recruitment once actual student numbers have become clearer and the Local Governing Body and Senior Leadership Team have had the opportunity to determine their priorities for the new school.

The plan below represents an initial outline only therefore.

Phased opening staffing projections

| Staff/ Year | Sept 2013 | Sept 2014 | Sept 2015 | Sept 2016 | Sept 2017 | Sept 2018 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Students on Roll | 90+90 | 270 | 360 | 450 | 540 | 630 |
| SLT | | | | | | |
| Head Teacher | Yes | Yes | Yes | Yes | Yes | Yes |
| Deputy Head | Yes | Yes | Yes | Yes | Yes | Yes |
| AHT 1 | | | Yes | Yes | Yes | Yes |
| AHT 2 | | | | Yes | Yes | Yes |
| Teaching Staff | | | | | | |
| Director of Learning (KS1) | Yes | Yes | Yes | Yes | Yes | Yes |

| | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Director of Learning (Lower KS2) | | | Yes | Yes | Yes | Yes |
| Director of Learning (Upper KS2) | | | | | Yes | Yes |
| Director of Learning (EYFS) | Yes | Yes | Yes | Yes | Yes | Yes |
| Director of Learning (English) | | Yes | Yes | Yes | Yes | Yes |
| Director of Learning (Maths) | | | Yes | Yes | Yes | Yes |
| Director of Learning (Science) | | | | Yes | Yes | Yes |
| <i>Main Scale Teaching</i> | 6 | 9 | 12 | 15 | 18 | 21 |
| Total T. Staff | 10 | 14 | 20 | 25 | 29 | 32 |
| Associate Staff | | | | | | |
| Business and Admin | | | | | | |
| Business Manager | Yes | Yes | Yes | Yes | Yes | Yes |
| Principal's PA | Yes | Yes | Yes | Yes | Yes | Yes |
| Senior Business Support | Yes | Yes | Yes | Yes | Yes | Yes |
| Business Support 1 | Yes | Yes | Yes | Yes | Yes | Yes |
| Business Support 2 | | Yes | Yes | Yes | Yes | Yes |
| Business Support 3 | | | | | Yes | Yes |
| Business Support 4 | | | | | | Yes |
| Total B&A Staff | 4 | 5 | 5 | 5 | 6 | 7 |
| Pastoral (Student Services) | | | | | | |
| Learning and Well-being Coordinators (<i>six vertical tutor groups each</i>) | 1 | 2 | 2 | 3 | 3 | 3 |
| Tauheedul Society/Mini-Bacc | Yes | Yes | Yes | Yes | Yes | Yes |

| | | | | | | |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Coordinator | | | | | | |
| Educational Psychologist | Yes | Yes | Yes | Yes | Yes | Yes |
| <i>Total Pastoral Staff</i> | 3 | 4 | 4 | 5 | 5 | 5 |
| Access and Inclusion | | | | | | |
| DoL SENCO | Yes | Yes | Yes | Yes | Yes | Yes |
| <i>Total Staff</i> | 1 | 1 | 1 | 1 | 1 | 1 |
| Other | | | | | | |
| Teaching Assistants (L3) | 6 | 8 | 10 | 12 | 14 | 16 |
| Total Education Support Staff | 10 | 13 | 15 | 18 | 20 | 22 |
| Premises | | | | | | |
| Caretaker | 1 | 2 | 2 | 2 | 2 | 2 |
| Cleaner | 2 | 3 | 4 | 4 | 5 | 5 |
| Welfare Assistants | 4 | 5 | 6 | 7 | 8 | 9 |
| Total Premises Staff | 7 | 10 | 12 | 13 | 15 | 16 |
| Total Staffing | 31 | 42 | 52 | 61 | 70 | 77 |

The following is a summary of the roles outlined in the staffing structure:

Head Teacher

Responsible for:

- Provision of strategic leadership and overall management of the school.
- Vision, strategy and leading transformation
- Strategic collaboration and communications
- Teaching School strategy
- Staffing strategy
- Strategic performance management and review

Line management of:

- Deputy Head Teacher (Standards and Achievement)
- Assistant Head Teacher (Teaching and Professional Development)
- Assistant Head Teacher (Personal Development)

- Business manager

Deputy Head Teacher (Standards and Achievement)

Responsible for:

- Curriculum development, including timetable planning
- Leading the development and implementation of the 'thematic curriculum', which will include the Core Knowledge Sequence
- Ensuring that the 'thematic curriculum' is academically rigorous and intellectually challenging
- Coordinating the development of the English, mathematics and science curricula as part of the Core Knowledge Sequence
- Delivery and monitoring of the 'Academic Excellence' KPIs and their associated annual targets
- Self-Evaluation and review
- Intervention and attainment strategies
- Data analysis and target setting, performance review meetings
- Strategic lead on ICT
- Teaching 0.2 timetable – across the school to ensure the highest quality PPA cover, to develop an excellent understanding of teaching and learning across school and to coach teachers

Line management of:

- Director of Learning (English)
- Director of Learning (Maths)
- Director of Learning (Science)
- Director of Learning (KS1)
- Director of Learning (Lower KS2)
- Director of Learning (Upper KS2)

Assistant Head Teacher (Teaching and Professional Development)

Responsible for:

- Teaching and learning
- Assessment, recording and reporting, including internal assessments, academic tracking and report card system
- Data and exams
- Professional development including NQT/ITT mentoring and induction and coaching plans
- QAP systems
- Strategic direction, leadership and performance management of EYFS
- Leading the development of the inclusion strategy including SEN and Gifted and Talented
- Developing relevant policies, implementing record-keeping, tracking systems, and monitoring pupils who have special educational needs
- Delivering and monitoring the 'Academic Excellence' KPIs and their associated annual targets

- Teaching 0.4 timetable – across the school to ensure the highest quality PPA cover

Line management of:

- Director of Learning (SENCO)
- Director of Learning (EYFS)

The intention of this arrangement is to create a tight and close knit relationship between the whole school leaders of teaching, learning and assessment and the Academic Curriculum, and the Phase Group Leads, who will be responsible for planning teaching and learning across their respective year groups.

Assistant Head Teacher (Personal Development)

Responsible for:

- The strategic direction, leadership and performance management of the pastoral system incorporating behaviour, attendance and pupil well-being
- Working closely with the three Learning and Wellbeing Coordinators and the Director of Learning (EYFS) to ensure that all aspects of the pastoral system are effective
- Co-ordinating all elements of the 'Every Child Matters' legislation, taking on the role of Child Protection Officer for the whole school and leading all school-wide activities designed to enhance healthy lifestyles, extra-curricular activities, school visits etc
- Arrangements for monitoring and quality control of the pastoral system
- Developing relevant policies, implementing record-keeping, tracking systems, and monitoring pupils whose high levels of personal support require continuing attention
- Briefing and motivating the Directors of Learning to operate the system effectively in their own areas of responsibility
- All aspects of the Big Society specialism, including the Friday afternoon Community Service curriculum
- All community links and social enterprise activities including those relating to charitable fund-raising
- Managing the Tauheedul Mini BaccaLaureate, including pupil portfolios
- Coordinating and monitoring the Enrichment Curriculum
- Delivering and monitoring the 'Faith Ethos' and 'Community Service' KPIs and their associated annual targets
- Teaching 0.4 timetable – across the school to ensure the highest quality PPA cover

Line management of:

- Three Learning and Wellbeing Coordinators (non-teaching pastoral care staff)
- Educational Psychologist
- Tauheedul Big Society/Mini BaccaLaureate Coordinator

Director of Learning: English

Responsible for:

- Securing high standards of attainment and progression in English from Years 1-6
- Supporting the Director of Learning for EYFS in developing and implementing the English and literacy aspects of the EYFS curriculum to ensure continuity into Year 1
- Working with the three Phase Directors to develop and implement the English curriculum
- Developing Language/English long and medium term plans, using the CKS curriculum
- Effective deployment of the English Teaching Assistants to maximise progression in English throughout the school
- The English specific KPIs and targets
- Teaching a class and a vertical tutor group

Line management of:

- Specialist English Teacher
- 6 x English Teaching Assistants

Director of Learning: Mathematics

Responsible for:

- Securing high standards of attainment and progression in Mathematics from Years 1-6
- Supporting the Director of Learning for EYFS in developing and implementing the Mathematics and numeracy aspects of the EYFS curriculum to ensure continuity into Year 1
- Working with the three Phase Directors to develop and implement the Mathematics curriculum
- Developing Mathematics/numeracy long and medium term plans, using the CKS curriculum
- Effective deployment of the Mathematics Teaching Assistants to maximise progression in Mathematics throughout the school
- The Mathematics specific KPIs and targets
- Teaching a class and a vertical tutor group

Line management of:

- Specialist Mathematics Teacher
- 6 x Mathematics Teaching Assistants

Director of Learning: Science (including computer science)

Responsible for:

- Securing high standards of attainment and progression from Years 1-6 in science and computer science

- Supporting the Director of Learning for EYFS in developing and implementing relevant aspects of the EYFS curriculum to ensure continuity into Year 1
- Working with the three Phase Directors to develop and implement the Science and computer science curriculum
- Developing Science Investigation long and medium term plans using the CKS curriculum
- Developing Computer Science long and medium term plans, as part of the 'thematic' curriculum
- Teaching a class and a vertical tutor group

Line management of:

- Specialist Science Teacher

Director of Learning: Access and Inclusion (including SENCO)

Responsible for:

- Leading and managing all aspects of Access and Inclusion from Reception to Year 6, including the SEND, EAL and Gifted and Talented policies and their associated strategies
- Overall co-ordination of the provision for pupils with SEN
- Monitoring and evaluating the impact of SEN provision
- Identifying staff development needs and providing CPD accordingly. We will work closely with Hackney's Special Schools to ensure that staff are trained in current and effective learning and teaching methods.
- Liaising with Directors of Phases to ensure effective tracking and intervention for pupils with SEN
- Liaising with parents, stakeholders and other professionals in relation to SEN matters
- Acting as a lead practitioner and role model for SEN
- Brokering effective multi-agency support
- Teaching a class and a vertical tutor group

Line management of:

- SEN support assistants (only for statemented pupils)

Director of Learning (Early Years Foundation Stage)

Responsible for:

- Securing high standards of attainment and progression towards the Early Years goals
- Developing and implementing the EYFS curriculum
- Coordinating 'in house' continuous provision for children within the EYFS team
- Liaising with the other Directors of Learning to ensure the highest standards of provision and the effective continuity and progression of all learners into Year 1
- Teaching a reception class

Line management of:

- EYFS teachers
- The EYFS Teaching Assistants (who will also cover PPA time)

Director of Learning (KS1) / Director of Learning (Lower KS2) / Director of Learning (Upper KS2)

Responsible for:

- Devising and implementing a development plan for their phase group with clear annual targets agreed with a member of the senior leadership team
- Developing and performance managing staff within the Phase Team - through regular meetings, setting of appropriate targets for performance, providing support and challenge and undertaking regular reviews for feedback
- Providing professional leadership and management to improve and sustain the attainment of all students within their phase group
- Developing curriculum and enrichment provision and assessment strategies to meet the needs of all learners within their phase responsibility
- Leading their Phase Group of teachers in planning the curriculum at a medium term and lesson level
- Co-ordinating the inputting of assessment and tracking data regularly to inform regular attainment tracking and half-termly report cards to parents
- Undertaking regular and robust quality audits to ensure the highest standards in lesson planning, marking, learning and teaching practice and reporting to parents
- Liaising effectively with the learning and wellbeing coordinators, particularly with respect to performance reviews of students and regular subject specific reporting
- Leading on the promotion, dissemination, implementation and monitoring of all whole-school strategies within their phase team
- Being a class teacher in the Year Group for which they have a lead responsibility
- Being a vertical tutor

Line management of:

- Teachers in their Phase Group
- One of the Phase Group Directors of Learning will also line manage the Sports Specialist Teacher

Teachers

Every teacher will be responsible for:

- Teaching a class and a vertical tutor group, other than EYFS teachers (see below).
- Having a watching brief for a named area of the curriculum. They will be expected to keep abreast of developments in this subject and provide subject-specific advice to Phase teams as required.

- We are proposing to appoint four additional Specialist Teachers – one each in English, Maths, Science and Sport. They would provide further professional teaching capacity in these key areas. They will operate across the Phase Groups and free up Senior and Middle Leadership time for the strategic and operational development of the school. They will also be available to support other schools in Hackney. We are strongly committed to school to school support and are aware of the shortage of specialist capacity at primary level.

Clearly, English, Maths and Science are core subjects and, as such, are at the heart of our academic curriculum. We are also proposing to appoint a Sports Specialist Teacher to develop our emphasis on the Olympic legacy and on placing health and wellbeing at the heart of the Olive School and its role in the wider community.

- EYFS teachers will cover everything in-house so that there are no externals coming in and continuous provision can be maintained by the team. Each member of the team will have responsibility for a particular element of learning e.g. linking sounds and letters and problem solving, reasoning and numbers (EYFS aspects of learning – new framework equivalents).

Business Manager

Responsible for:

- Strategic finance management including financial planning and finance management systems and standards
- Estates and premises including health and safety, risk assessment, security, maintenance, school meals
- Strategic HR management including staff welfare, staff cover and duties
- ICT managed services
- Statutory policies and records
- Administration Team including student welfare, SIMS, Trips/EVCO

Line management of:

- Business Administration Team
- Premises Team

Head Teacher's PA

- Responsible for personal support to the Head Teacher

Senior Business Support Officer

- Responsible for operational management of the school's administration office

Business Support Officer

- Responsible for providing administrative support

Learning and Wellbeing Coordinators

- A non-teaching professional who provides operational pastoral care particularly in relation to attendance, behaviour and achievement to the vertical tutor groups. Each postholder will be responsible for six vertical tutor groups once the school reaches full establishment.

Educational Psychologist

- A high-level specialist post created in recognition of the particularly deep-rooted deprivation in Hackney and its consequential impact on pupil behaviour, learning and attainment.

Tauheedul Big Society/Mini Baccalaureate Coordinator

- A non-teaching professional who develops the big society specialism and coordinates, develops and quality assures the Tauheedul Mini Baccalaureate.

Teaching Assistant (two types)

- Responsible for providing support to aid the learning of students with special educational needs, funded by their statement; reports directly to the Director of Learning (Access and Inclusion/SENCO).
- Responsible for providing English and Maths support throughout the Phase Group. Report to the Directors of Learning English and Maths respectively

Welfare Assistant

- Responsible for disseminating food to learners at break and lunchtime, as well as providing supervision.

Caretaker

- Manages the cleaners and provides operational management of the estate's maintenance.

Cleaner

- Maintains the estate, cleaning before, during and after-school hours.

Staffing Structure

Interim lines of accountability

Clearly, during the early years of the school, as it builds towards to capacity, different reporting lines and accountabilities will apply from those set out above.

Teaching staff

Year 1

- There will be 2 senior leaders (plus the Business Manager) on the Senior Leadership Team during Year 1. Both the Head Teacher and Deputy Head Teacher will take on operational as well as strategic roles during this period.
- The Deputy Head Teacher will take on the responsibilities envisaged for the Assistant Head Teacher (Teaching and Professional Development). It is anticipated that the Director of Learning (KS1) will support the Deputy Head Teacher in this role.
- The Head Teacher will take on the responsibilities envisaged for the Assistant Head Teacher (Personal Development). It will be beneficial for the Head Teacher to champion this area in the initial years of the school, given the particular challenges the school's socio economic profile and deprivation levels are likely to bring. The personal involvement of the Head Teacher will send out a clear message about the importance of the pastoral agenda to the eventual success of the school.

The Head Teacher will be strongly supported in this area by the Educational Psychologist, who will be appointed in Year 1 to ensure the relevant specialist expertise is available to the school from the outset.

The Educational Psychologist will take on many of the responsibilities of the Assistant Head Teacher (Personal Development), pending the appointment of the permanent postholder. They will have the appropriate skill set and experience and will provide valuable extra capacity at SLT level.

- From the 10 teaching staff we recruit in year 1, we will have an English, maths and science specialist. These teachers will be able to provide support for the development of the English and maths curriculum, pending the appointment of the relevant middle leaders.

We would hope that these early teacher appointments might themselves develop the capabilities to compete for the middle leadership posts by the time the appointments are made. Creating a high-achieving, but supportive, environment to enable our staff

to progress is an important part of our overall management culture at Tauheedul.

- Whilst we only have year 1 pupils in the school, it will clearly not be possible to move to the vertical tutor group model. Instead, pupils will stay in their classes with their academic teacher, who will also act as their form tutor. The Learning and Wellbeing Coordinator will provide pastoral support. We will start moving towards the vertical tutor group model from Year 2 onwards.
- We are deliberately appointing a Learning and Wellbeing Coordinator in Year 1. As well as providing pastoral support, they will have an opportunity to plan the introduction and phasing of the vertical tutor group model. They will develop and deliver a staff training programme to prepare staff for this. They will work directly with the Head Teacher in these critical early stages to ensure that these important parts of the overall school experience are thoroughly embedded in the strategic direction of the school.
- We will also be appointing the Director of Learning (Access and Inclusion) in Year 1. This will allow proper planning of SEN provision from the outset.
- We are confident that our pupils will benefit from a high quality experience from day 1 of the school. We will have only 2 year groups. We have carefully selected the mix of staff to be appointed in this first year and we have ensured the direct involvement of the Head Teacher and Deputy Head Teacher. This should ensure that the school is built from solid foundations from the outset.

Year 2

The structure and reporting lines will be similar to those in Year 1. We believe this to be manageable with only 270 pupils on roll.

We will however be appointing the Director of Learning (English). They will take over responsibility for developing the English curriculum – one of the key planks underpinning the academic emphasis of the school.

We will also be appointing more front line teachers and increasing these posts incrementally each year until we reach to full capacity in year 6.

Year 3

In Year 3, we will continue the gradual growth in staff numbers.

We will appoint the Assistant Head Teacher (Personal Development). They will take on operational responsibility for the pastoral, student support and community service agenda. This will free up the Head Teacher from the more operational duties to concentrate on the strategic development of the growing school and cementing the

school's role in the wider regeneration of the local area. The direct reporting relationship between the Head and Assistant Head will ensure that the personal development agenda remains at the heart of the school.

We will also appoint the Director of Learning (Lower KS2). This additional middle leader will take on some of the more operational responsibilities in this area to enable the Deputy Head Teacher to concentrate on developing the more strategic aspect of standards and achievements in the school.

The Director of Learning (Mathematics) will be appointed in Year 3 and will take over responsibility for developing the Maths curriculum – one of the key planks underpinning the academic emphasis of the school.

Year 4

In year 4, we will appoint the Assistant Head Teacher (Teaching and Professional Development). This will complete the Senior Leadership Team.

We will be appointing the Director of Learning (Science) in year 4.

Year 5

In year 5, we will appoint the Director of Learning (Upper KS2) as the first cohort of students reaches this stage.

Year 6

In Year 6, as the school reaches capacity, we will make the final teaching staff appointments.

Support staff

- The Business Manager will be appointed in the first year of the school's operation, in recognition of the critical role effective business and financial management will play in the long term success of the school. A Senior Business Support and a Business Support post will also be filled in year 1 to support the Business Manager in establishing new systems and procedures, to run the office and manage the day to day demands of the pupils. The Head Teacher's PA will also be appointed in year 1.
- Again, more business support posts will be added on a phased basis as the school grows, with the fourth and final Business Support Officer appointed when the school is at full capacity in year 6.

- A small premises staff will be appointed in Year 1, to ensure that the building is maintained and presented in accordance with Tauheedul's commitment to quality. The team will increase incrementally as the school grows.
- Welfare assistants will be appointed on an incremental basis as the school grows.

Pastoral and other staff

- The first Learning and Wellbeing Coordinator will be appointed in Year 1, working closely with the Head Teacher. An additional post will be filled in Year 2. The Assistant Head Teacher (Personal Development) will also be appointed in Year 3 and will take on responsibility for line management. The third and final post will be filled in Year 4.
- The Tauheedul Big Society/Mini Baccalaureate Coordinator will be recruited in Year 1. They will report to the Educational Psychologist and ultimately to the Assistant Head Teacher (Personal Development) once they are appointed.
- As outlined above, an Educational Psychologist will be appointed in Year 1. This will ensure the relevant specialist expertise is available to the school from the outset and also to support the Head Teacher in developing the pastoral care system as a fundamental pillar of the overall shape, culture and ways of working of the school.

Summary of recruitment and staffing costs

~~Redacted~~

Staff remuneration and conditions of service

The sponsors are keen to take advantage of the freedoms and flexibilities offered by free school and academy status to ensure that working for a Tauheedul school offers something new and different – a culture and a set of terms and conditions that expect and reward excellence and high performance and offer opportunities to innovate and to develop a rewarding and flexible career.

The TFST contract

At the heart of this will be the TFST flexible contract. This is a new approach to remuneration and conditions of service. We have worked closely with KPMG in its development. (Note: We have used the standard Teachers Pay scales for financial planning purposes at this stage.)

Staff will be employed on a basis that recognises that the school needs to operate and respond effectively to a world in which 52 week, 24/7 access is the norm. Of course, this does not mean teachers being expected to work all year round for 7 days a week.

The TFST flexible contract recognises the new reality involved in timetabling for contemporary schooling, where learning is not confined to the hours of 8.30 to 4.00. In 2012, school learning takes place in a context requiring frequent pupil access to the internet, individual project working, home-based assignments and modular assessments. This model of pupil-focused learning, with its implications for greater accessibility to teachers and learning support, means that staff need to be available for more of the time - not just on a short day and short week basis. Accordingly, contracts of employment for teachers and support staff will reflect the expectation that the needs of today's pupils must drive the working requirements of employees.

This more flexible approach offers considerable benefits to staff too. They will no longer be tied to strict school hours, five days a week, throughout term time. They will have more flexibility for family, domestic and other commitments. Experience from other sectors shows that offering these kinds of flexibilities increases staff motivation, aids staff retention, reduces sickness absence and improves productivity.

The sponsors intend to implement these new contractual arrangements across the whole family of Tauheedul schools. They are being introduced first in the Tauheedul Islam Boys' High School (which is currently recruiting) and will be used for all subsequent free schools, including The Olive School, Hackney. Experience to date with recruitment to TIBHS has been positive, with applicants welcoming the opportunities and flexibilities offered by the new contracts.

We recognise that this may not prove easy to accomplish, but believe there is no reason for ducking the challenge and missing the opportunity to create an employment contract designed to reward staff, who are prepared to work in a new and innovative context for the benefit of the pupils our schools exist to serve.

Tauheedul Time

As part of the TFST flexible contract, the sponsors are determined to offer opportunities to innovate and develop a rewarding and flexible career. We firmly believe that a good employer should encourage individual initiative amongst their staff. Therefore, the TFST employment contract will offer all staff the opportunity to take advantage of a facility that is being called '*Tauheedul Time*'.

This will be time given to all staff to pursue non-commissioned work, which could mean, for instance, undertaking work on a research project or developing original ideas. We want our staff to have the opportunity to develop professional expertise in ways that add

to their individual skills and areas of specialist knowledge. These need not necessarily be directly concerned with the specific curriculum, support or pastoral activities their own work primarily requires. They would be encouraged to choose projects with a wide variety of areas of concern or interest, requiring only that it is for the benefit of the School.

Tauheedul Time has been built into our staffing and costing models.

A flexible and empowering culture

The sponsors have given considerable thought to the over-riding culture that should permeate the working environment of TFST. Whilst all school staff, wherever they are employed, are likely to feel members of their local team and community, we are determined that working for TFST should be seen as a privilege and a mark of quality and that our staff should feel part of a wider whole.

Opportunities for promotion and development, and the chance to move from subject specialisms into corporate roles, will be built into TFST's objectives. Over a career, many staff, not just those with academic roles, will want to develop new areas of knowledge and expertise. Staff retention is an important role for TFST. We see it as a privilege to be able to create a working environment, culture and set of practices that will help our staff retain their sense of challenge, their excitement in professional enquiry and the chance to evolve from one role into another.

Our Employment Policy

The TFST Employment Policy will recognise:

- The Employment Rights Act 1996 (as amended) making it clear that each employee is entitled to a contractual statement and that there should be reference to the scale or rate of pay;
- The ACAS Code of Practice on Disclosure recommendation that principles and structure of payment systems should be disclosed;
- The national pay scales for teachers.

The aims of the Policy will be to:

- Enable flexible working arrangements;
- Pay competitive salaries;
- Achieve comparability with other similar organisations;
- Give clear recognition of the differing values of various responsibilities; and
- Guarantee comparability of responsibilities and rewards within a framework that can adapt as the Tauheedul networks of schools grows and the Tauheedul brand evolves.

Within the context of the single TFST pay policy, the emerging pay policy for The Olive School, Hackney will be subject to discussion by all parties and will offer the flexibility to reward staff appropriately and provide salaries and conditions of service that will attract

and maintain high quality teachers and associates.

Human Resources Management

As part of our preparations for the establishment of TIBHS, we are currently undertaking a procurement process for our HR services. Our preferred model includes some direct provision by Tauheedul Education and some outsourcing. We will work closely with the Department to develop a process which ensures that a single system can operate in all Tauheedul schools.

F5 – Recruiting a Head Teacher designate, staff and governors

Appointing the Senior Leadership Team

Should approval for The Olive School, Hackney proposal be given, the most urgent task facing the sponsors will be the recruitment of the Senior Leadership Team. The sponsors are keen to identify and appoint key managers and senior curriculum leaders, on appropriate contracts, who can then take charge of the management of the entire educational provision for The Olive School, Hackney. However, speed must not take priority over quality and we will only appoint outstanding leaders capable of taking forward our vision. The Tauheedul Free Schools' Trust will appoint the best and most inspirational managers and teachers available to create a high performing staff team who can inspire and deliver outstanding outcomes for all pupils.

The SLT's qualities

The sponsors will be looking to appoint positive and vibrant personalities who can demonstrate the following mix of personal and professional characteristics:

Personal Attributes

- Ambitious for, but demanding of, others;
- A top-order intellectual capacity, with a bachelor's degree at first or upper second class levels from elite universities, ideally with a masters or higher degree;
- A personal desire and capacity for learning, innovation and self-development – and the ability and desire to inspire the same qualities in all pupils, from all socio-economic backgrounds;
- Positive attitudes to learning and a passion for creating the leaders of tomorrow, exhibiting a 'can do' willingness to solve problems, while being highly flexible, inspirational and dynamic thinkers;
- Sympathy for the faith ethos of the School.

Career experience

- Outstanding teachers and practitioners, showing enthusiasm, dedication and the highest levels of professionalism;
- Evidence of a commitment to School-wide continuing professional development, including experience of delivering performance management;
- Leading-edge ICT skills and a passion for the opportunities created by computer science and technological change in today's society.

Making the right choice of Head Teacher

The most significant appointment will be that of the first Head Teacher of The Olive School, Hackney.

Indicative appointment timetable

| | |
|--|---|
| August 2102 | Adapt standard Tauheedul Head Teacher job description and person specification as necessary to reflect local priorities. |
| w/c 03.09.2012 | Post advertised in TES and on relevant national and local websites. Post promoted through national and local professional and other networks. |
| 17.09.2012 | Closing date for receipt of completed applications |
| w/c 17+24.09.2012 | Shortlisting by TFST Governing Council, in consultation with the Local Forum |
| w/c 1/8.10.2012 | Interviews |
| w/c 15.10.2012 | Post offered to successful applicant. |
| As soon as possible after w/c 15.10.2012 | Successful applicant hands in notice to current employer. We would expect some input to the development of the school on a phased basis from January 2013, to be agreed in negotiation with the Head Teacher Designate and their current employer. |
| 04.2013 | Head Teacher Designate takes up post and undergoes induction programme |

Note: the Deputy Head Teacher and Business Manager will be appointed to much the same timetable.

Finding the right person

Heads do not tend to come ready-made, but the selection process should be structured so that the key qualities of leadership, inspiration, single-minded application and business-sensibility can be identified among the short-list. While many applicants will be looking for their first headship (and the eventual appointee may well be such an

individual), a new Free School belongs to a particularly exciting category of professional challenge. There may well be many attractive candidates, with an established track record of headship, who will relish the chance of leading a brand new Free School from day one.

The Head Teacher will be appointed by TFST. The process will be led by the Principal of TIGHS and the Chief Executive of the Tauheedul Education. As a National Leader of Education (NLE) and formerly Strategic Head of Workforce Development for a local authority, he has extensive experience of running high level recruitment campaigns. He will be supported by Tauheedul Education Limited staff who are all experienced senior managers with a wide range of skills and expertise, including extensive recruitment experience.

It is worth noting that, as a National Support School, we have extensive experience of recruitment processes, including appointing high quality Head Teachers. We regularly support Blackburn with Darwen's school improvement service and local community schools with headship appointments, including sitting on recruitment panels and have also provided recruitment support to Wandsworth Council. We have recently deployed an experienced TE professional as Executive Head Teacher of Hawthorns Primary school in Blackburn.

The process will be fair and transparent, and will aim to appoint the best possible team to establish The Olive School, Hackney. Advertisements will be placed in national papers, including the *Times Educational Supplement*. We will also use a range of websites including our own website, the emerging school's website and the local authority website.

The interview process will be tough and robust. A two day process is planned, including an assessment centre, group exercises, written and presentation exercises, stakeholder and partner interviews and so on. It will culminate in a formal interview with the Governing Council Chair and Deputy Chair, the local lead, a representative from the local authority and the local forum and a DfE educational adviser.

Establishing the school

Once appointed, the Head Teacher will be expected to address the key tasks presented by a new job in a new school due to open in only a term's time.

The Head Teacher will be well-supported by the local lead and the TE local project manager. From the day the school is approved, The Olive School, Hackney's local project manager will set to work on the detailed implementation of the Tauheedul pre-opening toolkit. This will include ensuring the speedy and effective recruitment of the Head Teacher and supporting the Head Teacher Designate through their induction and the recruitment of SLT staff.

The Head Teacher will also receive support from the Governing Council, particularly the local lead and from the local forum and Local Governing Body. Tauheedul Education staff and colleagues from other Tauheedul schools will also be on hand to offer advice and support. The Head Teacher's work plan over the first six months would clearly

include:

- Recruiting and inducting staff;
- Ensuring the estate is ready for the first intake of Reception and Year 1 pupils;
- Leading the implementation of a state-of-the-art ICT system;
- Setting up office systems;
- Leading communications and consultations with stakeholders;
- Leading the registration process with OFSTED;
- Delivering the school's registration as a faith school;
- Procuring learning resources;
- Drafting key policies;
- Implementing admissions and student induction processes.

Appointing other staff

Other staff appointments will follow the phasing set out below. All teaching jobs will be advertised nationally in TES, on relevant national and local websites and promoted through national and local professional and other networks. In our recent recruitment exercise for TIBHS, we attracted 135 high quality applications for 5 teaching jobs – evidence that our recruitment and HR processes appeal to our target workforce.

In order to ensure the highest quality amongst our teaching workforce, a robust process will be used. The standard Tauheedul Job Descriptions and Person Specifications will be used, subject to any adaptations necessary to reflect Hackney's priorities. Our person specifications set high expectations for Tauheedul's teaching staff, including degrees at 2:1 or above. We are currently working closely with the Teacher Development Agency and have extensive experience of initial teacher training, workplace placements etc. We are in discussions with them about the potential for trialling a school-based teacher training programme. We are therefore both well-connected into the key networks that develop teaching talent and experienced at recognising talent amongst the teaching workforce.

SLT members would also be appointed by TFST, following a robust two day process similar to that adopted for the Head Teacher. The Head Teacher Designate would form part of the Panel.

The appointment of Middle Leaders, teaching and non-teaching staff would be delegated to the Head Teacher, supported by the Local Governing Body and Tauheedul Education. In all cases, there would be a robust and transparent process to ensure the best candidates were appointed to all jobs, taking all equalities considerations into account.

For lower skilled jobs – welfare assistants and cleaners for example - we would look first and foremost to the local community. We are determined that The Olive School, Hackney will be a community hub and want to demonstrate our commitment to establishing our school as a learning community by our actions as well as our words.

Our experience elsewhere has already demonstrated that local people, when properly supported in their work and personal development, can go on to fulfil their own potential and to become proud ambassadors for the school in the local community.

A phased recruitment process

Our proposed staffing structure between 2012 and full establishment in 2018 is set out in section F4. This would involve a phased process of recruitment to ensure both cost effectiveness and appropriate staffing levels as the school develops.

The sponsors see the appointment of the Head Teacher as their prime and most pressing responsibility. The appointment of a Deputy Head Teacher and Business Manager will also be essential to give strong support to the Head Teacher in preparing for the opening of the school.

The sponsors hope to advertise for the Head Teacher, Deputy Head Teacher and Business Manager in the Autumn term of 2012/13. They expect the Head Teacher (Designate) to work with the Governing Council, Local Governing Body and Tauheedul Education to guide the entire staff appointment process. Decisions about the staffing structure itself will need careful consideration and the views of the Head Teacher (Designate) will be critical in fine-tuning the staffing lines of accountability and responsibilities.

The Head Teacher, Deputy Head Teacher and Business Manager would start in post from April 2013. The Senior Business Support Officer would start in post from June 2013. This is to allow these key posts to ensure the successful set up of the school before the first students arrive in September 2013.

Following these appointments, the next stage would be the phased recruitment of staff to those posts required to allow the School to open on 1 September 2013. These would be advertised in March 2013.

It is clearly recognised that it will not be possible to appoint the full Senior Leadership and Middle Management teams and have them in post by the opening of the School. We have ensured that the Director of Learning (EYFS), the Director of Learning (KS1) and the Director of Learning (Access and Inclusion) will be recruited in time for the school's opening in September 2013 when the first intakes of students join the school. The remaining appointments will be phased as the school grows.

Current plans are to hold a full induction week for all staff before The Olive School, Hackney opens to students.

The sponsors believe that, although challenging, this timeframe is achievable. Tauheedul Education has considerable expertise and experience for The Olive School, Hackney to draw on. Model job descriptions and person specifications for all posts have been created by Tauheedul Education, working with KPMG. These are drawn from existing best practice and have been fully benchmarked. Standard contracts of employment will be used across all Tauheedul schools as described above. These too have been drawn up ready for the Local Governing Body to use. These are all being

used successfully for recruitment to TIBHS and are designed to be easily adaptable to primary requirements. We are confident that they would ensure an effective and streamlined process of appointment to The Olive School, Hackney.

Furthermore, should any or all of Tauheedul's other free school proposals be approved, there will be scope for running a single recruitment process, including assessment centres, to appoint the Head Teachers and Senior Leadership Teams. This would achieve economies of scale and attract a wider pool of candidates. We would also design combined advertisements for inclusion in national printed and on-line media, such as TES. Again, this would achieve economies of scale and enable us to design a high impact advert to attract high quality candidates. Local adverts would continue to be tailored to the local school within its local community.

Recruiting and establishing the local governing body

Each school will have a Local Governing Body (LGB) which will operate as a sub-committee of TFST's overall Governing Council.

We would establish an 11 place local governing body (one of whom would be a representative of TFST). This would include the following areas of expertise/representation:

- 1 x educational expertise
- 1 x HR or legal
- 1x estates
- 1 finance/business management
- 1 x community/local authority
- 1 x faith
- 2 x parents (elected by the parents)
- 3 x staff (the Head Teacher + 2 others, elected by the staff)

TFST would set up a single Search Committee to oversee the search for governors for all the new free schools. The Search Committee would work with the Governing Council local lead, TE Project Manager and representatives of the local forum to draw up a detailed specification for the roles of the governors. The standard TFST template would form the basis, but the precise composition and priority areas of search would need to reflect local circumstances.

The Search Committee would advertise the local governing body vacancies as widely as possible, using existing channels and networks in the local community. The governors would be selected by an interview process with a Panel including the TFST local lead, search committee members and representatives of the local forum.

The members of the local forum bring a wealth of talent, enthusiasm and experience to

the development of the school. They include professionals from a range of backgrounds, parents and community representatives. There would, however, be no automatic assumption that local forum members would go on to become governors, although some may well do so – provided they met the specifications and were successful in the recruitment process. The skills that make an effective local campaigner are not necessarily the skills that make a good governor for the ongoing running and development of the school. We are keen to ensure that we have a high quality local governing body, with an appropriate range of skills and experiences, to build an effective team that would give the school and the SLT the best possible mix of challenge and support. Tauheedul Education staff would provide secretarial and clerking functions to ensure probity, smooth administration and a fair and transparent process.

Parent and staff governors would be elected by the parents and staff respectively. The elections would be managed by the Business Manager, according to a common process developed by Tauheedul Education. This would ensure a consistent, effective, fair and open process.

All appointments would be for a fixed term of three years, subject to one year's probation. All Local Governing Bodies would operate according to the Tauheedul Governing Bodies handbook. This sets out the terms of reference, scheme of delegation, termly reporting cycles for the Governing Body and any Sub-Committees and so on. It also sets out clear expectations on matters such as attendance, conduct, declarations of interest and so on. Meetings would be clerked by the Business Manager.

The Local Governing Body would have a series of sub-committees. These would be broadly based on the successful model of TIGHS to include:

- Finance and Resources
- Curriculum and Attainment
- Extended Services
- Personnel and Staffing
- Admissions and Inclusion
- Other sub-committees established on a task and finish basis according to local need

The Personnel and Staffing Committee would be responsible for the performance appraisal of the Head Teacher, supported by Tauheedul Education, and reporting back to the Governing Council as appropriate.

Developing the Local Governing Body

The sponsors recognise the critical importance of the local governing bodies to the success of the new free schools. We have solid experience of establishing and developing effective Governing Bodies. As we have described earlier, two members of the TFST Governing Council – and our lead members for our two primary free school bids - are chairs of governors of local primary schools. Under their leadership, the two

schools have gone from strength to strength. Their achievements as chairs of governors are publicly acknowledged by Blackburn with Darwen Council and they are held up as models of good practice to schools across the Borough.

We have also worked extensively on identifying the competences required of high performing governors and devising appropriate training programmes. With the Blakewater Trust, for example, we established an entirely new governing body. Each of the new governors completed a thorough skills analysis exercise. We then developed a highly effective 12 month training programme for them. The new governing body is performing well, achievements at the school are already rising and financial performance is improving.

All our new governing bodies would be able to access our governor development programme. Each governor would undergo a skills analysis exercise and would have a bespoke training programme designed to respond to their individual strengths and weaknesses. There would also be team development programmes to build each of the governing bodies into high performing, effective teams as quickly as possible.

We would establish a governors' network across all our schools to encourage a sense of belonging to the Tauheedul "family" and to enable governors to share learning and best practice and offer each other mutual support.

The Governing Council local lead and TE local project manager would work closely with the Local Governing Body in the early stages to ensure that they were able to access all necessary support. The Local Governing Body would be able to draw on the experience of TIGHS and TIBHS and other schools in the Tauheedul network. They would have access to ready-made, leading edge policies, procedures and toolkits that they can adapt to reflect the local circumstances and priorities of The Olive School, Hackney. The Governing Council local lead would be expected to ensure that the Local Governing Body was operating effectively within a maximum of 18 months of establishment, and would at that point withdraw from detailed involvement. There would continue to be a TFST representative on the Local Governing Body however. This might or might not be the local lead depending on the skill mix of the Local Governing Body.

Local Governing Body representation on the Governing Council

We are keen to have Local Governing Body representation on the Governing Council. In order to keep the Governing Council streamlined, there will be one place on the Council for each of our three regions. The Local Governing Bodies in the three regions will each elect their own representatives. The election process will be developed in consultation with the LGBs themselves and administered by Tauheedul Education.

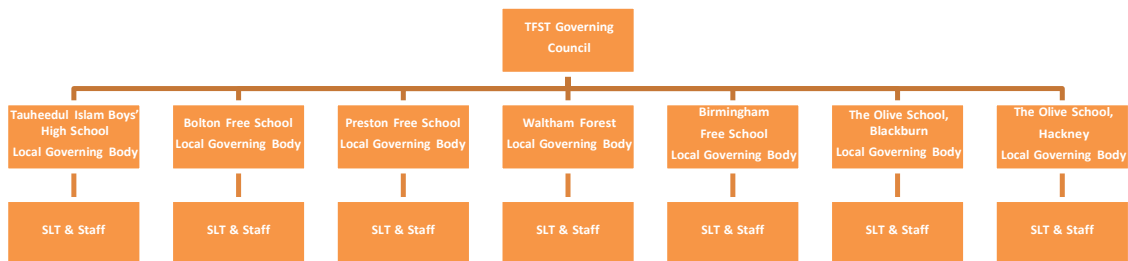
TE's accountability

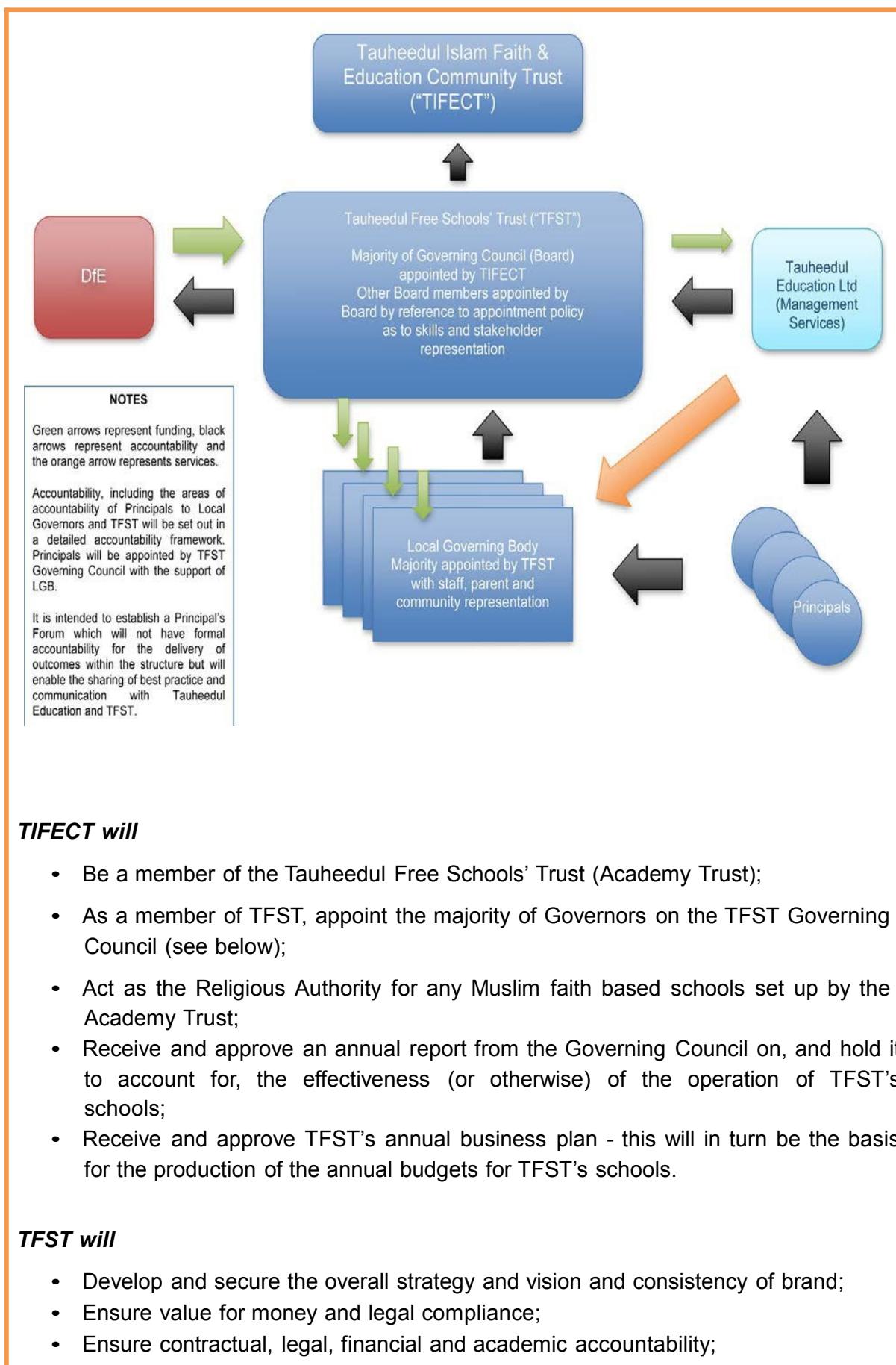
It is worth reiterating at this point, that Tauheedul Education has deliberately been set up as a separate entity from TFST. There are sound reasons of both probity and business sense for this decision. TFST will enter into an SLA with TE for the provision of both

strategic and local support services. It will hold TE to account for delivery against the requirements of this SLA. The Local Governing Bodies will be important contributors to TFST's appraisal of TE's local performance, given their direct experience of the level and quality of their support at the front line.

F6 – Running the school – roles and responsibilities

The respective roles, responsibilities and accountabilities of the various bodies and individuals are set out in the following charts and summarised in the text which follows. We have also worked with Cobbetts on the preparation of a detailed accountability framework. This too is set out below.





TIFECT will

- Be a member of the Tauheedul Free Schools' Trust (Academy Trust);
- As a member of TFST, appoint the majority of Governors on the TFST Governing Council (see below);
- Act as the Religious Authority for any Muslim faith based schools set up by the Academy Trust;
- Receive and approve an annual report from the Governing Council on, and hold it to account for, the effectiveness (or otherwise) of the operation of TFST's schools;
- Receive and approve TFST's annual business plan - this will in turn be the basis for the production of the annual budgets for TFST's schools.

TFST will

- Develop and secure the overall strategy and vision and consistency of brand;
- Ensure value for money and legal compliance;
- Ensure contractual, legal, financial and academic accountability;

- Take responsibility for the schemes of delegation and parameters for decision making for local Governing Bodies, and hold the local governing bodies to account;
- Approve budgets for all TFST schools;
- Undertake executive functions and, with Local Governing Bodies, make senior appointments, including Head Teachers;
- Be the overall employer for all schools;
- Monitor the performance of individual schools and hold Head Teachers and local governing bodies to account;
- Add value to each school through expertise and knowledge of drivers for school improvement;
- Facilitate opportunities for promoting good practice and collaboration;
- Spread excellent practice across the Trust's schools.

The Local Governing Body will:

- Be responsible for the day to day management of the school
- Monitor and manage performance
- Monitor financial performance
- Hold the Head Teacher and Senior Leadership Team to account
- Be responsible for standards within the school
- Be responsible for behaviour, discipline and attendance at the school
- Take responsibility for safeguarding
- Be responsible for SEN and inclusion
- Maintain a register of interests and ensure probity in all its dealings
- Ensure health and safety requirements are met in all its activities
- Provide termly reports to the Governing Council
- Be responsible for establishing any necessary sub-committees in accordance with the Tauheedul governing body handbook, namely
 - Finance and Resources
 - Curriculum and Attainment
 - Extended Services
 - Personnel and Staffing
 - Admissions and Inclusion
 - Other sub-committees established on a task and finish basis according to local need

Detailed accountability framework

The framework below sets out the responsibilities of the TFST Governing Council, Chief Executive of Tauheedul Education, Local Governing Body and Head Teacher in relation to a sponsored academy within the Tauheedul Free Schools' Trust. The letter R denotes responsibility for a function or task. The letter C denotes involvement in consultation in relation to the function or task.

| Function/Task | Governing Council | TE Chief Executive | Local Governing Body | Head Teacher |
|---|-------------------|--------------------|----------------------|--------------|
| Strategy | | | | |
| Preparing school plan – setting timescales, targets and milestones | | R | | R |
| Approving school plan – setting timescales, targets and milestones – identifying areas of responsibility of TE Chief Executive, local governing body and Head Teacher | R | | C | |
| Amending school plan | R | | C | |
| Monitoring, reviewing and evaluating progress of the school plan | R | | R | |
| Governance | | | | |
| Monitoring and evaluating the school's conduct and ethos against the Values of the Trust | R | | R | |
| Ensuring the school's conduct and ethos are in accordance with the Values of the Trust | | R | R | R |
| Approving accountability framework | R | C | C | C |
| Amending accountability framework | R | C | C | C |
| Holding the Head Teacher to account for delivery of the school plan | | R | | |
| Holding the Head Teacher to account for the day to day running of the school – standards, behaviour etc | | | R | |

| | | | | |
|--|---|---|---|---|
| Delivering the school plan within the school and running the school | | | | R |
| Appointing and removing members of local governing body | R | | C | |
| Appointing and removing chair and vice-chair(s) of local governing body | R | | C | |
| Appointing and dismissing Trust Secretary (responsible for secretarial support to local governing body) | R | | | |
| Setting standard agenda for meetings of local governing body and frequency of meetings | R | R | C | C |
| Conducting meetings of local governing body in accordance with framework set by Trust Governing Council | | | R | |
| Maintaining a Register of Business Interests for local governing body (supported by Trust Secretary) | | | R | |
| Approving and setting up an expenses scheme for the local governing body | R | | C | |
| Setting policy for discharging duties in respect of pupils with special needs | R | | | |
| Implementing policy for discharging duties in respect of pupils with special needs | | | | R |
| Budgets | | | | |
| Approving the school budget for each financial year | R | C | C | C |
| Establishing a framework of authority to approve expenditure and enter into contracts | R | C | C | C |
| Monitoring monthly expenditure and reporting to local governing body and Trust Governing Council on an exception basis | | R | | R |
| Establishing a charging and remissions policy | R | | C | |

| | | | | |
|---|---|---|---|---|
| Staffing | | | | |
| Appointing Head Teacher | R | C | C | |
| Appointing Deputy Head Teacher | R | C | C | C |
| Appointing other teachers | | C | | R |
| Appointing non-teaching staff | | C | | R |
| Approving pay policy | R | | | |
| Exercising pay discretions within policy | | C | | R |
| Establishing disciplinary/capability procedures | R | | | |
| Dismissing Head Teacher | R | C | C | |
| Dismissing Deputy Head Teacher | R | C | C | C |
| Dismissing other staff | | C | | R |
| Suspending/reinstating | R | C | C | |
| Suspending/reinstating Deputy Head Teacher | R | C | C | C |
| Suspending/reinstating other staff | | C | | R |
| Determining staff complement | R | C | C | C |
| Agreeing termination payments for Head Teacher and Deputy Head Teacher | R | | C | |
| Agreeing termination payments for other staff within framework of authority to approve expenditure and enter into contracts | | | R | R |
| Curriculum | | | | |
| Agreeing curriculum for school and curriculum policy | R | C | | |
| Implementing curriculum and curriculum policy | | | | R |
| Maintaining standards of teaching | | | | R |

| | | | | |
|---|---|---|---|---|
| Responsibility for individual child's education | | | | R |
| Providing sex education within curriculum policy | | | | R |
| Ensuring the school is free from political indoctrination and ensuring the balanced treatment of political issues | | | | R |
| Religious Education/Collective Worship | | | | |
| Ensuring provision of religious education in line with curriculum | | | | R |
| Making arrangements for collective worship | | | | R |
| Performance Management | | | | |
| Approving a performance management policy | R | C | | |
| Implementing the performance management policy | | R | | R |
| Reviewing annually the performance management policy | R | C | | |
| Target Setting | | | | |
| Setting and publishing targets for pupil achievement | R | R | | |
| Discipline/Exclusions | | | | |
| Establishing a discipline policy | R | | | |
| Reviewing the use of exclusion within the terms of the discipline policy | | | R | |
| Directing reinstatement of excluded pupils within the terms of the discipline policy | | | R | |
| Admissions | | | | |
| Setting an admissions policy | R | | C | |
| Making admission decisions within the terms of the admissions policy | | | R | |

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| Establishing an Independent Appeal Panel | R | | | |
| Dealing with the Department for Education on admissions issues | | R | | C |
| Premises and Insurance | | | | |
| Putting in place buildings and personal liability insurance | C | R | | |
| Developing school buildings strategy | | R | C | C |
| Approving school buildings strategy | R | | | |
| Procuring and maintaining buildings, including developing properly funded maintenance plan | | R | | |
| Support Services | | | | |
| Deciding what support services the school requires and how those services will be provided | R | C | C | C |
| Ensuring delivery of effective support services, including (where decided by Trust Board): <ul style="list-style-type: none"> - school improvement - financial management - human resources - information technology - communications - training | | R | | |
| Deploying and using support services within school | | | | R |
| Health and Safety | | | | |
| Establishing a health and safety policy | R | C | | |
| Ensuring that health and safety regulations are followed in school | | | | R |
| School Organisation | | | | |
| Setting the times of school sessions and the dates of school terms | R | C | C | |

| | | | | |
|--|---|---|---|---|
| Ensuring that the school meets for the required sessions in a school year | | | | R |
| Ensuring that school lunch nutritional standards are met | | | | R |
| Communication with Parents | | | | |
| Preparing and publishing the school prospectus | | R | | R |
| Preparing and publishing the school profile | | R | | R |
| Ensuring provision of free school meals to those pupils meeting the criteria | | | | R |
| Adopting and reviewing of home-school agreements | | C | R | |
| Federations | | | | |
| Considering forming a federation or joining an existing federation | R | | C | |
| Extended School | | | | |
| Deciding to offer additional activities what form these should take | R | | C | |
| Putting into place the additional services provided | | | | R |
| Ensuring delivery of services provided | | | | R |
| Ceasing to provide extended school provision | R | | C | |

The accountability framework above sets out clearly the respective roles and responsibilities of the Governing Council, the Tauheedul Education Limited Chief Executive, the Local Governing Body and the school Head Teacher.

At all levels – via the Memorandum and Articles of TIFECT, the Articles of Association of TFST, and the Standing Orders and Scheme of Delegation of the Local Governing Bodies - there are clear reporting lines and explicit requirements for ensuring probity, good governance and effective performance management, including clear lines of escalation.

TIFECT, Governing Council and Local Governing Body members will all be required to complete annual declarations of interest. These will be drawn together into a composite

register of interests for the relevant body and be signed off by the chair. There are also provisions for individual declarations where matters arise in the course of the year which are not included in the annual register.

The interrelationships between the different parts of the accountability framework are perhaps best described by using performance management as an example.

- TFST (advised by TE) would set a performance framework to operate across all its schools.

This would include a three year development plan with appropriate Key Performance Indicators. It would be complemented by an annual business plan, with one year targets to help the LGB and SLT to ensure that the school was on track to meet its three year goals. There would also be an evaluation framework, including an annual self-evaluation, to inform the three year and annual plans.

- TE would devise a standard set of performance systems and procedures to be adopted at all schools. This would support both strategic and local performance management. It would also enable the Head Teacher, SLT and LGB to monitor progress against the three year plan and to take early remedial action as necessary.

Through Tauheedul Education Limited, we are also working on the development of a balanced scorecard as a tool to support performance management. This would include finance as a key element, alongside the academic performance of the school.

- The Head Teacher and SLT would apply the performance management framework and system within the school.
- The Head Teacher would report on performance termly to the Local Governing Body (note, if particular performance issues were emerging, the Head Teacher would be expected to seek additional support from TE; the LGB might chose to establish a Performance Sub-Committee until performance was back on track).
- The Local Governing Body would report on performance to TFST on a termly basis, including via the balanced scorecard.
- TFST would report to TIFECT by exception and as part of overall performance report on all schools.

Conclusion - The Olive School, Hackney as part of TFST

The Olive School, Hackney will undoubtedly benefit from being part of the Tauheedul Free Schools' Trust. It will gain particular advantages from:

- Access to group-wide systems, policies and procedures;
- Leading edge, efficient and cost-effective shared support services, including

- Finance
- HR
- ICT
- MIS
- Marketing and communications
- School improvement
- Professional development
- Shared facilities whereby schools are enabled to support each other by operating as *Centres of Excellence* and '*hubs*' for their chosen specialisms;
- Opportunities for the Governing Body to share best practice and participate in high quality training and development;
- Opportunities for all staff to plan for and achieve personal development and progression.

The sponsors have in the past, and will in the future, consistently maintain an outward-looking perspective on faith and on community cohesion. This should reassure other Hackney schools that The Olive School will be a 'team-player'. The school will also be a strong partner for local employers, working with them on setting the foundations for young people to develop the skills, aptitudes and attitudes they will ultimately require for their working lives. Finally, Hackney Council will be able to rely on The Olive School as an asset in its strategic planning for the regeneration, social cohesion and longer-term prosperity of the local area.

Section G: Initial costs and financial viability



Section H: Premises

Premises – our underpinning principles

The premises will play an important part in helping to deliver our vision for The Olive School, Hackney. Though we are not looking for a lavish building, it is important that the school presents an appealing face to the outside world, with vibrant, well designed learning spaces within. It is well-documented that the physical environment plays an important part in people's sense of wellbeing and safety. We are keen that our new school should be an asset to the local community. We want to engage the community in the ongoing development of the school and we believe that it has the potential to contribute to raising their aspirations and feelings of self-worth.

The Tauheedul "brand" reflects a sense of cohesion and quality. We encourage a spirit of aspiration and achievement in our learners and their families and communities. We want this to be reflected in the external and internal presentation of the school.

The sponsors believe passionately that the premises selected must be capable of delivering their educational vision and of becoming an asset at the heart of the community that has campaigned for the new school. It must reflect the visionary aspirations of its founders and the hopes of the community for its children.

We are aware from our discussions with Hackney Council, and the Learning Trust that runs their schools, that finding suitable sites for schools in Hackney is extremely difficult. Demand for land and buildings is extremely high and command premium prices.

Demand for The Olive School, Hackney has come from a number of catchment areas, particularly N16 and E5. Parents have indicated their willingness to travel if necessary. It is always our ambition to locate our schools in the heart of the communities that have campaigned for them, and this is our aspiration for Hackney too. Should this not prove possible, we are keen to find a site that is accessible to as many as possible of the communities that have campaigned for the school's existence. The goal is for the Free School to be the jewel in Hackney's primary educational crown and to be a contributor to the physical, social and economic regeneration of its local area.

Initial appraisal

The sponsors' preference for all our free schools would be for an existing building which can be adapted to meet the requirements for the school. We have looked firstly at potential local authority options, then at the wider public sector and finally at the private sector. New build would be our last resort, to be supported only where its advantages outstripped all other options so significantly as to warrant the higher costs of the initial investment.

We are looking for a site which offers approximately 3000m² for our proposed 630 place school. We are conscious that standard provision for a school of this size is anything up to 3500m². However, we are emphasising efficiency throughout our proposals for The Olive School, Hackney and believe that we can operate efficiently and effectively with a slightly smaller site.

We do not have capital funding available and would be looking for support from DfE for the capital costs. We will undertake a local fundraising campaign to generate financial contributions towards the costs of some of the school's facilities.

At the time of writing, all the sites included below are, or will shortly become, available. However, we recognise that there is no guarantee that they will still be available at the time when decisions are made. We have not engaged in any depth with the landowners at this stage to avoid the possibility of them appreciating the price, or in the case of public sector buildings, disposing of them quickly to maximise returns. In those cases where private landlords are involved however, we have made contact to clarify whether the properties are available for the purpose of developing a school. In all cases, we have tried to find out if there are existing plans for any of the sites.

We have sought advice from architects, mechanical, electrical and structural engineers, fire consultants, project managers and cost consultants, to arrive at a shortlist of viable options. The majority of the premises investigated have been ruled out, either on the basis of being too large or because the costs of conversion would be too high or because their leases were prohibitively expensive or unavailable on a long enough basis.

Although we have identified a number of potential options which are outlined below, we are still continuing with our search. We hope to have more potential options available by the time we are called to interview. It is our firm intention to secure site that will enable us to develop an exciting, appropriate and modern learning environment with investment on a modest scale. We look forward to working with PfS and DfE to secure the ideal site – a site which offers a quality building and excellent value for money and which also reflects and responds to the aspirations and ambitions of the local communities who have campaigned for the school's existence.

Potential Options

The sponsors have identified four potential sites and have taken advice on each of these from specialist advisers with substantial experience of design in primary, secondary and tertiary education contexts. Our advisers have provided us with general advice on viability, and have produced indicative drawings and costings in respect of each site. They have been deliberately sensitive to the current economic climate and the need for all options to offer value for money.

Where the preferred premises require a 'new build' element, costings are based on simple constructions, simple plan formats and building methods used in residential schemes. These include simple roofs and simple structures for floors and walls. We are currently investigating alternative methods for accelerating any 'new build' elements in order to reduce time and thus minimise management costs for the construction and design teams.

Phasing

The eventual choice of site will determine the phasing of any necessary building and refurbishment works and the stage at which the school takes up occupation of its eventual home. In some cases, it will be possible for the school to occupy part of the site whilst building or refurbishment works take place elsewhere. In other cases, however, we recognise that this will not be possible and that it might be necessary to look for a short term solution to enable the school to admit its first intake of pupils in September 2013. As we are proposing to build pupil numbers gradually, year by year, we would only require a modest building as the temporary solution.

In all cases, we will procure using the PFS framework.

Preferred Option

Having carefully considered the four potential options, the sponsors believe that Option 1 represents the best choice at this stage because:

- The site is located in the heart of the community that has campaigned for the school. This makes the site ideal. It is the only practicable site, within the community, that we have been able to identify so far.
- The site is already established as a school, so no major structural changes are required.
- It is an ideal size for the new school.
- The site is owned by Hackney Council.
- There are outdoor facilities.
- Traffic and congestion issues would be relatively minor, considering the inner city location.
- There are excellent public transport links.

Option 1 – Old Skinners Lower School site. An overview follows, including a brief analysis of its advantages and disadvantages.

| | Site Information |
|--|---|
| Address | Old Skinners Lower School Site [REDACTED] Hackney [REDACTED] |
| Current use | Site is currently occupied by another school undergoing BSF. It will be vacated by September 2012. |
| Description of the site and premises. | This is a two storey building which is currently being used by a school. It has housed a 6 form entry school for Years 7-9. It therefore accommodated 540 pupils. There is also potential to put a third floor on top of the current structure. Area of site: 3987.6m ² Area of building: 2843m ² |
| Freeholders | Hackney Council Hackney Service Centre [REDACTED] London [REDACTED] [REDACTED] |

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|---|---|
| Availability and tenure | <p>The site belongs to Hackney Council but was previously leased to [REDACTED].</p> <p>The site will be vacant by September 2012.</p> |
| Brief overview of building and planning requirements | <p>The site is already operating as a school, so no major structural changes required.</p> <p>Planning issues are unlikely.</p> |
| Advantages and disadvantages | <p>Advantages</p> <ul style="list-style-type: none"> • The site is located at the heart of the area of community demand. • The site is already established as a school site, so no major structural changes are required. • The site is an ideal size for the new school • There is a considerable shortage of primary places in E5. This is therefore an ideal area to establish a new school. • The site is owned by Hackney Council. • There are outdoor facilities. • Traffic and congestion issues would be relatively minor, considering the inner city location. • There are excellent public transport links. <p>Disadvantages</p> <ul style="list-style-type: none"> • The site is relatively more distant from the area with greatest demand (N16), although its location does mean it can serve both N16 and E5 residents. • There is a Primary school opposite this site. • The availability of the site has to be determined. |
| Reasons for choosing this site | <ul style="list-style-type: none"> • The site is already established as a school site, so no major structural changes are required. • The site is located between the two catchment areas of greatest demand - N16 and E5. • There is a great shortage of places in E5. This is therefore an ideal area to establish a new school. • The site is an ideal size for the new school. • The site is owned by Hackney Council. • There are outdoor facilities. • Traffic and congestion issues would relatively be less than for the other potential sites identified to date. • There are excellent public transport links. |

Option 2 – Former [REDACTED] site. An overview follows, including a brief analysis of its advantages and disadvantages.

| Site Information | |
|---|---|
| Address | [REDACTED] [REDACTED] London [REDACTED] |
| Current use | This property is currently used for a meat shop, small cafe, car wash and garages. It was previously used by [REDACTED]. |
| Description of the site and premises. | This is a substantial property. It could accommodate at least a basement, plus 4 floors looking at the surrounding buildings. There is planning consent to build 70 flats on this land. This would be an ideal plot for a new build. Site area: 3410 m2 Current Building Footprint: 625 m2 |
| Freeholders | [REDACTED] (Company Registration Number: 06464218) [REDACTED] [REDACTED] West Hampstead London [REDACTED] and [REDACTED] London [REDACTED]. Contact name: [REDACTED] |
| Availability and tenure | Privately owned. Negotiations would be required, but we anticipate the cost of site being excessive for the purposes of developing a school. |
| Brief overview of building and planning requirements | This would be a new build and would be subject to all the normal building requirements. A change of planning use would be required. |

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| <p>Advantages and disadvantages</p> | <p>Advantages</p> <ul style="list-style-type: none"> • The site is in the heart of the N16 area; the area where the majority of demand has come from. • There is opportunity to develop outdoor facilities. • The size is sufficient to cater for a 3 form primary school. • A new build would improve the educational experience of the children and can be designed to reflect the educational plan. <p>Disadvantages</p> <ul style="list-style-type: none"> • The site is privately owned. • The site is likely to be prohibitively expensive. • The site would require a new build. • There are traffic and congestion issues. |
| <p>Reasons for choosing this site</p> | <ul style="list-style-type: none"> • The site is in the heart of the area of community demand. • There is opportunity to develop outdoor facilities. • The size is sufficient to cater for a 3 form primary school. • A new build would improve the educational experience of the children and can be designed to reflect the educational plan. |

Option 3 – Cardinal Pole School. An overview follows, including a brief analysis of its advantages and disadvantages.

| <p>Site Information</p> | |
|---|---|
| <p>Address</p> | <p>██████████, ██████████ London ██████████</p> |
| <p>Current use</p> | <p>Currently used as a school.</p> |
| <p>Description of the site and premises.</p> | <p>The site is home to a two site school currently undergoing BSF transformation. It will be vacant from September 2012.</p> <p>██████████ is based over two sites in Homerton, East London. The Upper School is based on ██████████ and the Lower School is based on ██████████.</p> <p>In 1974, Cardinal Pole took over the old building in</p> |

| | |
|---|--|
| | <p>██████████ to become a two site school. Built in the 1860s as a copy of a French Chateau, pupils in years 7 and 8 spend their first two years at the Lower School.</p> <p>Despite its beautiful gardens and trees, towers and turrets, the Lower School is very much a modern school with two IT suites and a recently refurbished Library with IT facilities. Each classroom has an interactive whiteboard and computers are easily accessible in all rooms.</p> <p>The Lower School has all the facilities required to teach the broad range of subjects at KS3, although for Technology, children travel to the Upper School once a week.</p> <p>With a new gym, extensive grounds and the nearby Victoria Park, the Lower School offers excellent PE facilities for students to enjoy.</p> <p>Site Area; 8443.90 m² Building Area: 3849 m²</p> <p>Building footprint A: 2667 m2 (889 x 3) Building footprint B: 1182 m2 (394 x 3)</p> |
| Freeholders | <p>London Borough of Hackney</p> <p>Hackney Service Centre ██████████ London ██████████ ██████████</p> |
| Availability and tenure | <p>The site belongs to Hackney Council. The site will be vacant by September 2012.</p> |
| Brief overview of building and planning requirements | <p>The site is already operating as a school so minimal building or planning issues are anticipated.</p> |
| Advantages and disadvantages | <p>Advantages</p> <ul style="list-style-type: none"> • Already established as a school site, so no major structural changes are required. • Ideal size for the new school. • The site is owned by Hackney Council. • There are outdoor facilities. • Traffic and congestion issues would be relatively minor, |

| | |
|---------------------------------------|---|
| | <p>considering the inner city location.</p> <ul style="list-style-type: none"> • The location would satisfy demand from the E9 postcode area. <p>Disadvantages</p> <ul style="list-style-type: none"> • The site is at some distance from the two main areas of demand - N16 and E5. Although parents have indicated they are willing to travel, there would be a daily commute of over 2.5 miles. • The availability of the site has to be determined. |
| Reasons for choosing this site | <ul style="list-style-type: none"> • Already established as a school site, so no major structural changes are required. • Ideal size for the new school. • The site is owned by Hackney Council. • There are outdoor facilities. • Traffic and congestion issues would be relatively minor, considering the inner city location. |

Option 4 – [REDACTED]. An overview follows, including a brief analysis of its advantages and disadvantages.

| Site Information | |
|--|---|
| Address | [REDACTED] London [REDACTED] |
| Current use | The site is currently vacant. |
| Description of the site and premises. | <p>Area of site = 1114.84 M² Area of building = 1381.64M²</p> <p>There are two sections to the site.</p> <p>The front section is a Georgian building, part of which is a Grade 2 listed building and part which is new build arranged on lower ground, ground and three upper floors, plus a three storey store back addition. The gross estimated internal area of the property is 294.02 m².</p> <p>Adjoining is an office building arranged over three floors. The gross estimated internal area is 282.77 m².</p> |

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|---|--|
| | <p>At the rear, there is a yard and the major part of the site is occupied by a substantial "T" shaped single storey warehouse. The area of the warehouse is 804.85m² but there is potential to build a further two floors upwards.</p> <p>The yard is 230.79m².</p> |
| Freeholders | <p>██████████ ██████████ London ██████████</p> <p>Tel: ██████████</p> |
| Availability and tenure | <p>Initial discussions with the proprietor suggest she is willing to consider a long term lease or a sale, subject to the status of the property at the time of the negotiations.</p> <p>Prices in the local area would tend to indicate that the site would be too expensive for the establishment of a school.</p> |
| Brief overview of building and planning requirements | <p>The site would require considerable remodelling and structural changes.</p> <p>A change of planning use would be required.</p> |
| Advantages and disadvantages | <p>Advantages</p> <ul style="list-style-type: none"> • There is some demand from the E8 postcode area. • The site has the potential in terms of the size. <p>Disadvantages</p> <ul style="list-style-type: none"> • The site is at a distance from the two catchment areas. Although parents are willing to travel, this would cause inconvenience. • The site requires structural changes and a build on the warehouse section. • The site is privately owned and would therefore require negotiations. Likely to be too expensive for school purposes. • The outdoor facilities are limited. • There are traffic and congestion issues. • Although the proprietor has agreed to consider, the site may not be available during the time of choosing and deciding a location. |
| Reasons for choosing this site | <ul style="list-style-type: none"> • There is some demand from the E8 postcode area. • The site has the potential in terms of the size. |