

THE BOLTON FREE SCHOOL

Free Schools in 2014

Application form

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D : Education plan Section E : Evidence of demand Section F : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: ██████████
2.	Address: Tauheedul Free Schools' Trust 31 Bicknell Street Blackburn BB1 7EY
3.	Email address: ██████████
4.	Telephone number: 01254 54021
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details: 1. Waltham Forest Leadership Academy for Girls 2. Birmingham Free School 3. Preston Free School 4. Slough Girls' Leadership Academy

	5. Coventry Leadership Academy for Girls	
11.	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
12.	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:	
Details of company limited by guarantee		
13.	Company name: Tauheedul Free Schools' Trust	
14.	Company address: 31 Bicknell Street Blackburn BB1 7EY	
15.	Company registration number and date when company was incorporated: 07353849	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: Tauheedul Islam Boys' High School, Blackburn (opened in September 2012) The Olive School, Blackburn (due to open in September 2013) The Olive School, Hackney (due to open in September 2013)	
Company members		
<p>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.</p>		
18.	Please confirm the total number of company members: Three	
19.	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:	

	[REDACTED]	
	3. Name: [REDACTED]	
Company directors The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.		
20.	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 (TIFECT)	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]	
Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	If Yes, please provide the following information about each organisation: <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. Tauheedul Islam Faith, Education and Community Trust (“TIFECT”).	

	<p>Company number 07496744</p> <p>Charity Commission number 1140510</p> <p>TIFECT is the sole member of Tauheedul Free Schools Trust (“TFST”).</p> <p>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”)</p> <p>Company number 07898996</p> <p>TSAT is a subsidiary of TIFECT. It is an academy trust for non-denominational schools.</p> <p>Tauheedul Education Limited (“TE”)</p> <p>Company number 07790360</p> <p>TEL is a company limited by shares that will provide services to schools.</p>
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Tauheedul Islam Faith, Education and Community Trust (TIFECT) is the sponsor of the Tauheedul Free Schools’ Trust (TSFT) and will be the religious authority for all Tauheedul-sponsored Free Schools.</p> <p>TIFECT is inspired by Deobandi Sunni Muslim values. These promote personal qualities relating to:</p> <ul style="list-style-type: none"> • A commitment to a collective greater than the sum of individuals. • Devotion, humility and piety. • A commitment to hard work and honest endeavour to achieve success. • Taking responsibility for one’s actions and having a sense of accountability to self and others. • A recognition of the Earth as an entrusted resource. • A commitment to charity and community service. • A generosity of spirit, tolerance, fairness towards others. • A sense of citizenship locally, nationally and globally. <p>There will be no Islamic theology or learning taught at any Tauheedul Free School. 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		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
29.	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
30.	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	
31.	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	
32.	<p>If you are another type of organisation involved in education, eg 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' 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 which opened in September 2012.</p> <p>This single academy trust has now been turned 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. A further two free schools, The Olive School Blackburn and</p>	

<p>The Olive School Hackney have been approved to the pre-opening stage under the TFS Trust.</p> <p>In addition, TIFECT has also established the Tauheedul Sponsored Academies (TSA) Trust. TSA will sponsor under-performing primary and secondary schools. TSA schools will be non-denominational and the majority will have non-Muslim children. This will build on TIFECT's experience of successfully supporting under-performing schools.</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.</p> <p><input checked="" type="checkbox"/></p>
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Declaration to be signed by a company member on behalf of the company

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

Signed:

██████████

Position: ██████████

Print name: ██████████

Date: 2 January 2013

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

Section B: Outline of the school

1.	Proposed school name:	The Bolton Free School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2018
5.	Will your proposed school be:	<input checked="" type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	Muslim faith

9.	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	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
11.	If you have a preferred site, please give details, including the post code:	Site of former [REDACTED] [REDACTED] Bolton [REDACTED]
12.	Please tell us how you found this site:	A comprehensive sight survey and evaluation were undertaken for the area
13.	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14.	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Bolton Metropolitan Borough Council
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
17.	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. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application. N/A	

Section C: Education Vision

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

The vision for the Bolton Free School has been created as a result of extensive discourse with the communities of the town. It reflects the concerns, needs and aspirations of local residents for their sons' futures, for prosperity and for social cohesion. It is a considered response to a sincere and deeply felt desire for the choice of high quality educational provision which is currently lacking for local parents.

The Tauheedul Vision

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

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

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

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

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

Faith ethos

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

- A wholesome identity – one family, one world.
- A faith identity and a wider spiritual identity that connects the whole world – we are all from the family of God.
- An approach that has connections with relevance for people of all faiths and none.
- A belief that we are all part of, and are contributing to, something far greater than ourselves.

- A focus on character development – exemplary behaviour, respect, care, compassion, strength and self-discipline.
- An environmental responsibility – a green and sustainable agenda.
- A healthy body and mind.
- Outstanding pastoral care.

Educational excellence

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

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

Community service

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

As an example, the Trust will constantly be:

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

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

'Size matters'

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

'High-powered academic curriculum'

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

‘An extra-curricular programme of deep richness’

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

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

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

‘Outstanding efficiency, accountability and transparency’

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

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

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

‘The Big Society school’

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

‘Staff as lead learners’

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

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

Building on success

The Bolton Free School will build on established achievement, using as its inspiration and blueprint the success of the Tauheedul Islam Girls' High School (TIGHS) based in Blackburn. Despite serving a community of significant deprivation, TIGHS consistently ensures that all its students achieve to their full potential. This is evidenced in both performance measures and the judgement of OFSTED.

- The status of a National Support School was secured in 2010 and TIGHS became a Strategic Outpost School for the National College's Specialist Leaders in Education programme in partnership with Ashton on Mersey School in Manchester in 2011.
- In 2011 TIGHS was ranked 2nd nationally (non-selective schools) for the proportion of pupils making expected progress in English (99% compared with 71.8% nationally) and 2nd nationally for the proportion of pupils making expected progress in mathematics (99% compared with 64.8% nationally).
- In 2011, government statistics indicated that with 69% gaining 5A*-C including English and maths, TIGHS was the most successful school in the country for improving outcomes for low ability pupils. This measure rose to 93% in 2012 (unvalidated).
- In 2011, TIGHS was the only school which appeared in the top 30 schools for highest attainment and in the top 30 for value added nationally (non-selective schools only). It was placed 7th for Relative Attainment and 9th for Value Added (top 8, GCSE only).
- In 2012, 77% of TIGHS students gained the English Baccalaureate.
- 93% of the pupils at TIGHS entitled to Free School Meals gained 5A*-C GCSEs including English and maths (2012). This compares with a national average of 34% (2011) and is a sustained trend over 5 years.
- In 2012 TIGHS was judged by OFSTED to be outstanding across the board.

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

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

Why the Trust is seeking to establish [this](#) Free School in Bolton

Why Bolton?

There is a compelling case for a new Free School to be established in Bolton based on both need and demand. Outcomes for young people at 16 in the town's most deprived wards are poor, and this impacts directly on their life chances: according to a study by the Work

Foundation in 2011 Bolton is characterised by having a high level (>18%) of 18-24 year old NEETs¹.

The Trust's proposal seeks to address:

- Under-achievement in areas of disadvantage and deprivation in the town
- The need for high quality education to serve the communities of these areas
- Under-provision of secondary school places in the town
- Strong demand from Muslim communities for a faith-based boys school in Bolton

Having created a successful 'brand' in Blackburn, and conscious of the attention it has attracted, the Tauheedul Free Schools' Trust is aware of other communities in England where educational excellence and aspiration will make a real difference to the life-chances of young people. In Bolton there is significant community demand for Muslim faith-based education for secondary school aged boys. At a strategic level, the Local Authority accepts the validity of this demand, recognises that in the long term Bolton will need additional secondary school places and acknowledges Tauheedul's track record and suitability in this regard. In consequence, this application for a Free School in Bolton aims to create an institution which responds to its local context but which will not compromise on the Tauheedul standards for progress and attainment.



The map above shows the preferred location of the Bolton Free School.

¹ Off the Map: The Geography of NEETs The Work Foundation November 2011

Why a specialism in STEM?

“We live in a society that is entirely based on science and technology and engineering.....we will have a problem in our democracy if we have a population not educated in STEM subjects”² (Professor Brian Cox speaking at the Institute of Physics).

The Trust’s discussions with the local communities of central Bolton have been characterised by parents’ aspirations that their sons should be able to progress to rewarding professional careers in the economic growth sectors of Greater Manchester. Local residents are aware of the significant clustering of STEM-based industries in the conurbation which is anchored by a world-class research-intensive Higher Education sector. They are equally aware, however, that the high level employment opportunities that have been created are predominantly being filled by people from outside of Greater Manchester who have had the advantage of an education which has enabled them to gain good qualifications from prestigious universities.

There is no question that to secure the future prosperity of the UK and to compete internationally, we need to produce more graduates in STEM subjects. ‘Learning to Grow’ (2012) The Confederation of British Industry (CBI) annual survey states that the demand for STEM skills is strong and set to grow in the coming years.³: *“STEM skills open the way to a wide spread of opportunities. Two in five employers recruit people with STEM qualifications and knowledge as apprentices (43%) and technicians (40%), while half (53%) recruit graduates who have studied STEM subjects in higher education”*

But supply does not match the demand. 42% of firms report difficulties in recruiting STEM-skilled staff at some level currently and are predicting a greater skill shortage over the next three years once the economic recovery gains momentum. The Royal Academy of Engineers’ report “Jobs and Growth” (2012) confirms that the demand for STEM skills will continue to outstrip supply for the foreseeable future.⁴ The Science Council in their report Priorities for Science and Innovation Policy 2010-2015 say, “It is essential to invest in STEM education and skills at all levels to create the highly skilled workforce that will be essential to a high added value economy and UK competitiveness.”⁵

The North West region is home to the UK’s largest manufacturing sector, and is Europe’s second largest media hub. The region currently has an annual R&D investment of over £2.2bn. Many of the region’s most high-profile employers are STEM-related and there are increasing numbers of smaller STEM-related employers in new sectors including nuclear decommissioning and nano-materials. The region is also home to a number of research-intensive STEM facilities including the Daresbury Science & Innovation Campus, the Northwest Genetics Knowledge Park and the Dalton Nuclear Institute. The region contributes almost 10% of the UK’s Gross Value Added. Together with changes in skill requirements, qualifications demanded by employers are likely to change, with an increasing requirement for intermediate and higher level qualifications. Over the period

² See <http://www.pearltrees.com/lindaneedham/pearl59525504?show=play.1>

³ See http://www.cbi.org.uk/media/1514978/cbi_education_and_skills_survey_2012.pdf

⁴ See http://www.pearltrees.com/#/N-p=59003278&N-u=1_692893&N-f=1_6188327&N-s=1_6188327&N-play=1&N-fa=5459782

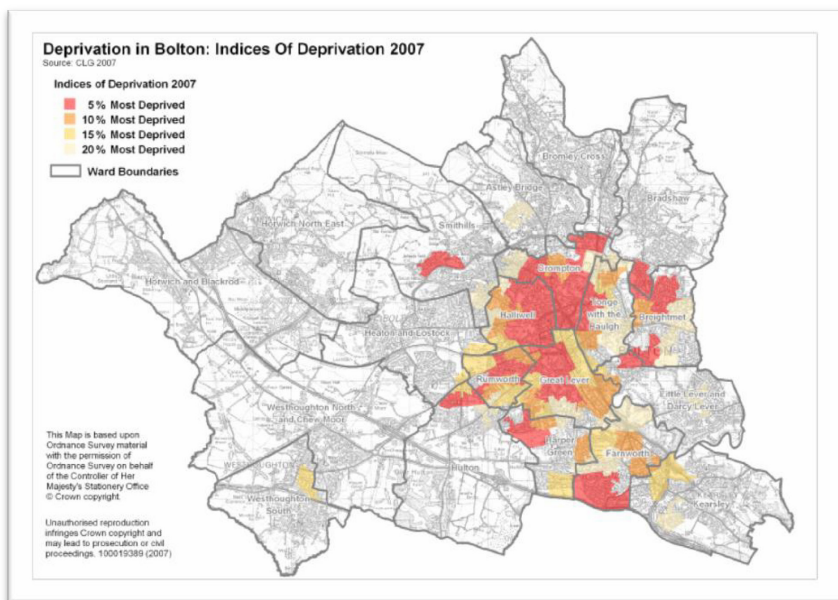
⁵ See http://www.sciencecouncil.org/sites/default/files/WebfinalSciencePolicy_0.pdf

2008-2014 there is expected to be a net requirement within the Engineering industry in the North West for about 6,600 people at NVQ Level 2, 7,100 people at NVQ Level 3, 7,900 at NVQ Level 4 and about 2,200 at NVQ Level 5 or above. Added to this is the fact that the region's universities offer world-class opportunities for scientific study and research. We are proud to have the Nobel prize-winners for physics, Andre Geim and Kostya Novoselov who isolated and carried out ground breaking experiments with graphene right on our doorstep at the University of Manchester.

It is not just high academic knowledge in STEM that is needed. A CBI report 'Fulfilling Potential. The business role in education' (2010) describes the requirement for graduates that also have good workplace experience, along with trained and technically qualified people, who are enthused about science and technology with the techniques at their fingertips.

It is for all these reasons parents in central Bolton are eager for their sons to have access to a school which will offer them the opportunity to compete for such careers.

The demand to close the achievement gap in Bolton



The link between poverty and learning outcomes is a multi-racial phenomenon, with socio-economic attainment gaps much bigger than ethnic group differences (Strand 2008; NUT 2009).

Bolton Council's 2007 analysis of the multiple index of deprivation indicated that of the 175 Lower Super Output Areas in Bolton, 52 fell into the 15% most deprived in England. Of these 52 LSOAs, 24 were

in the lowest 5% in the country. An analysis of change over time indicates that levels of deprivation are increasing in the most deprived wards.

The map below shows the pattern of highest deprivation across Bolton. The preferred site for the Bolton Free School is in Rumworth Ward so that it can reasonably draw pupils from these areas of maximum 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 town closest to the selected location of the Bolton Free School.

We recognise the significant improvements that have been brought about in the performance of secondary schools in Bolton over the last four years: improvements which have closed the gap to National levels of attainment and expected progress. However, parents believe there is still much to do with only one school judged to be outstanding and, with the exception of Bolton Muslim Girls School and the new Essa Academy, the schools which largely serve the most deprived areas and from which the Bolton Free School seeks to draw, are the lowest performing schools in the Local Authority. Whilst disadvantaged students do perform more or less in line with those nationally in the EBacc (i.e. 4.6% in 2011) and in 5A*-C including English and mathematics (i.e. 34.6% in 2011), this is way below what parents in these communities expect for their sons.

The 11–18 age range has a critical importance in Bolton (and in many other areas where under-privilege and under-achievement go hand in hand, and where there is a lack of opportunity for unskilled school-leavers). Unless students are given solid grounds for hope and personal targets that can lead to employment opportunities, a sharp growth in the numbers of NEETS in the region, over the next few years as the current recession deepens, can only be expected.

It is clear from this that such a lack of parental choice compounds and perpetuates a cycle of underachievement for all families in these communities, irrespective of faith.

The first Tauheedul School in Blackburn has an exceptional record of enabling students from deprived backgrounds to reach for the stars. In two of the last three years 100% of its FSM students acquired 5 A* - C including English and mathematics. In 2011 57% of students from disadvantaged backgrounds achieved the EBacc. Over recent years, therefore, this group has been able to progress onto university and careers of their choosing, with their peers.

We have outlined above how a rigorous and highly personalised delivery model will enable all pupils who attend the Bolton Free School to access the curriculum and achieve to their full potential. This will ensure that the needs of pupils in vulnerable groups including those disadvantaged by deprivation are fully and appropriately addressed.

The need for more secondary school places in Bolton

More secondary school places are urgently needed in Bolton and the Free School will make a significant contribution to meeting that shortfall. The case is compelling.

In 2010 Bolton had only 3.7% surplus places (631 actual places) across all its secondary schools: by far the lowest proportion of any LA in the North West. Seven out of its fifteen schools were full or had students in excess of school capacity to the tune of 448 places.

Bolton Council's forecast of student numbers for the 11-16 age range project a rise from 16,981 in 2010/11 to 18,312 in 2019/20. This requires 1,331 additional places by 2020 so without a new school in Bolton the system will fall short by approximately 1,100 places. Bolton had planned to create the additional capacity through the *Building Schools for the Future* programme but this has not been approved.

With the young Muslim population growing at a much faster rate than other groups there is a convincing argument for an additional school in the area where it is proposed to locate The Bolton Free School.

There has been productive dialogue between the Trust and officers of Bolton Council on how the Bolton Free School can assist in meeting the town's long-term need for additional secondary school places. In the short term it is clear that the opening of the Bolton Free School will create some surplus places, which is problematic for the Local Authority. Accordingly, the sponsors have reduced the initial admissions number from 120 to 100. There is an understanding that the pre-opening phase of the Free School will be sensitively managed by both parties. Exploratory discussions are also taking place regarding the possible establishment of a Primary Free School in Bolton.

Parental demand for a Muslim boys' school in Bolton

There is a clear and urgent need for a school which can offer a faith-based education for the Muslim community in and around Bolton.

In the 2001 Census 7.1% of Bolton's population identified themselves as Muslim. Since then this sector of the population has grown at a faster rate than other groups and is characterised by its very young age profile. In 2001 18.4% of 0-4 year olds and 15.6% of 5-15 year olds in the borough belonged to a minority community, which make up much of the Muslim population. Therefore, a larger proportion of children of Muslim faith are currently entering the secondary education system, especially in the wards of Halliwell, Central, Derby, Burnden and Daubhill.

A third of secondary schools are of Roman Catholic or Church of England denomination, providing opportunity and choice for parents of Christian faith. The only Muslim faith schools in Bolton are the Bolton Muslim Girls (VA) and two independent secondary schools, one catering for girls and one for boys. Consequently, for the parents of Muslim boys, their only option for a Muslim ethos education, if they can afford it, is to pay.

In the absence of a Muslim faith school many parents seek provision that has a strong spiritual, moral and ethical underpinning. This fact is borne out by the high number of applications from the Muslim community for places in Christian faith schools in the town. However, the current high level of demand and the admissions criteria used for these schools act against Muslim boys being awarded places in them.

Although there are currently one outstanding and 10 good schools as judged by Ofsted, six of these are faith schools whose admissions policies act against Muslim boys being awarded places (a further school admits Muslim girls). In 2010 all six of these schools were oversubscribed, so places were allocated on the basis of Roman Catholic or Church of England faith criteria.

The significant oversubscription of the Bolton Muslim Girls School indicates an overwhelming demand for a Muslim faith education in the city. Parents clearly want an equivalent of the Bolton Muslim Girls School for their sons and consider it unfair that girls can benefit from a good gender-specific, faith school whilst the boys cannot.

At a time when Greater Manchester is experiencing social and economic change; when employment patterns are undergoing a transformation; when rapid population growth is

refocusing social need in different areas of the conurbation and whilst the effects of the latest economic downturn are damaging the prospects for growth, the demand for high quality education, especially at secondary school level, has become increasingly vocal.

The unfulfilled promises of the Building Schools for the Future programme have blunted the hopes of many parents in urban communities for new schools. The recent history of quite alarming inter-community tensions in Bolton also argues forcefully for a fresh vision for education in the locality.

New schools would undoubtedly be especially welcome where it can be demonstrated that they would bring the population together, highlight the importance for all young people of strong educational standards, create a rising tide of improvement across all local schools, and point school-leavers in the direction of worthwhile careers in resurgent manufacturing and STEM-based industries. Such an outcome could, at the same time, bring greater social cohesion to the groups of young people resident in the town and contribute significantly to Bolton's regeneration.

Why a boys' school?

Gender is a critical factor: our Education Plan for the Bolton Free School is informed by credible research and evidence on how boys' achievement can be improved. The Tauheedul Free Schools Trust also bases its advocacy of single-sex education in the Secondary phase on its track record of success at TIGHS in Blackburn which it is confident will be replicated in the Blackburn Islam High School for Boys.

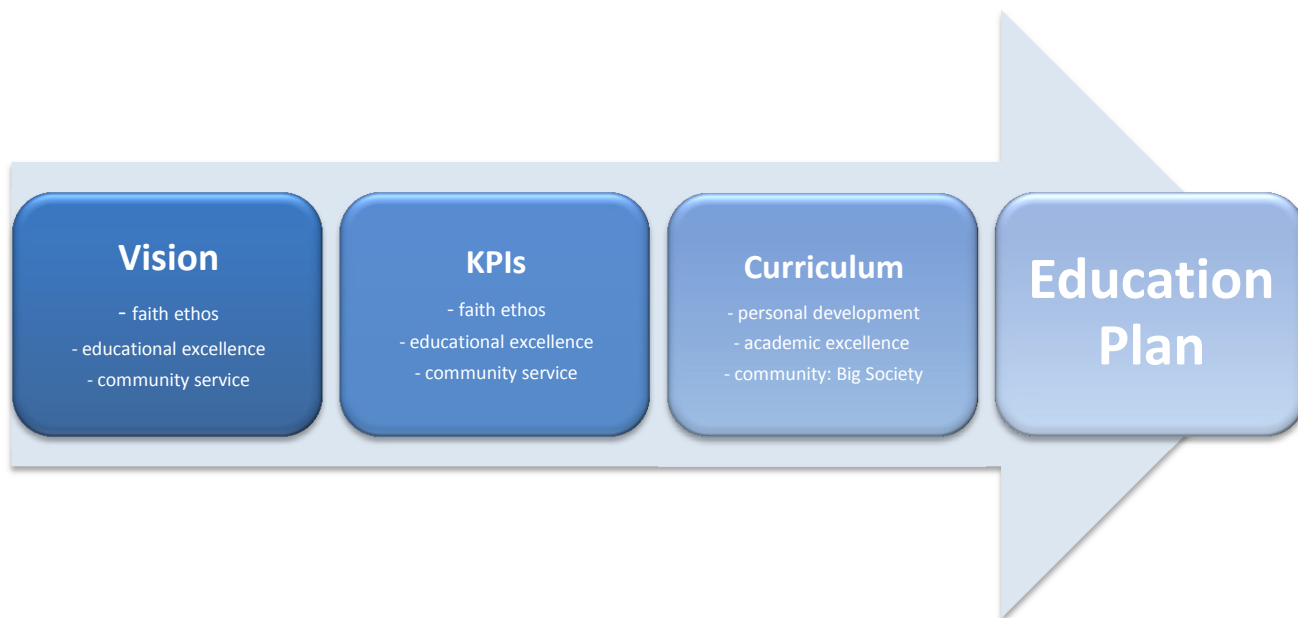
The sponsors believe that the evidence-based strategies for raising boys' achievement set out in the Education Plan for the Bolton Free School will work more effectively in an all-boys educational environment. National data indicates that boys' levels of literacy are over a year behind those of girls in the secondary phase, and this impedes their ability to achieve across the curriculum. Given the aspirational STEM-based curriculum that will be offered at the Bolton Free School, it is essential that its students' literacy skills are developed so that they can access the deeper learning that this will facilitate.

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

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

A distinctive vision and ethos for a distinctive educational plan

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



The three key elements of the Tauheedul Education Vision - Faith ethos, Educational excellence and Community service are the foundation for a set of Key Performance Indicators (KPIs) by which the sponsors will define and measure the success of the Bolton Free School. The purpose of these KPIs is twofold: they will gauge how the school is performing against national benchmarks, and will also capture those aspects of delivery which are important to local stakeholders. In relation to the latter, it should be noted that there is a KPI to measure the effectiveness of the Bolton Free School in impacting on the standards of other schools in Bolton.

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

	Pupils live healthy and ethical lifestyles	Investors in People Kite Mark. Fair Trade Quality Mark. Healthy Schools Award. Judged grade 1 in Section 48 inspection (faith).
EDUCATIONAL EXCELLENCE	The proportion of students achieving the English Baccalaureate	Standards judged outstanding by Ofsted. In top 5% nationally ⁶ .
	The proportion of students achieving 'the basics' indicator (5+A*-C with En, Ma and Sc)	Attainment judged outstanding by Ofsted. In top ⁷ 5% nationally.
	The proportion of students achieving A*-A in Science (STEM specialism)	In top 5% nationally.
	Triple Science A*-C (STEM)	Top 5% nationally
	Mathematics A*-A (STEM)	Top 5% nationally
	All Students engage with and achieve the 'age appropriate' CREST awards	Bronze, Silver and Gold
	The proportion of students making at least 4 levels of progress in English and Mathematics	Standards judged outstanding by Ofsted. In top 5% nationally for both progress measures.
	No within school variation in attainment and progress for FSM and non-FSM students	In each of the above attainment and progress measures the FSM/non-FSM gap is 0 ppts. or better.
	The proportion of students achieving A-Levels which will enable progression into prestigious HEIs.	In the top 5% nationally for: - % of achieving 3+ at AAB or higher in 'facilitating subjects'. - % of achieving 3+ at A*-C in 'facilitating subjects'. - % achieving the equivalent of 3+ A-Level passes (including vocational courses).
	Students progress into higher education, including Russell group universities.	90%+. This will exceed current rates of progression in non-selective state schools (69%) and in selective state schools (86.4%).
	Students engage in the extra-curricular programme	All students engage in the programme and pass Bronze, Silver and Gold awards.
	The quality of teaching and outstanding leadership	Both judged grade 1 by Ofsted. CPD mark award and Investors in People. Designated as a Teaching School. Applications for teaching and leadership vacancies are well above regional averages.
	Students and parents engage with technology to achieve other strategic outcomes	90% access VLE on a weekly basis. Evidence of impact on other outcomes determined by monitoring / self-assessment.
Students achieve the Tauheedul Baccalaureate	All students complete the Tauheedul Baccalaureate & gain Gold, Silver or Bronze awards depending on their ages.	

⁶ Where 'in top 5% nationally' is identified as a measure this will relate to the performance of boys nationally

⁷ 'In the top 5% nationally' refers in each instance to low, middle and high attainers, disadvantaged pupils and pupils with SEND and EAL.

	The Bolton Free School has an outstanding reputation in the community	School is oversubscribed by 100% + after 3 years. Measure by 360 ⁰ surveys of stakeholder perceptions
	Parents/carers are actively engaged with, and act as advocates for, the school	Attendance and consultation events will be the measure.
COMMUNITY SERVICE	Established as the 'Big Society' school of Bolton	Achieve Prime Minister's Big Society Award.
	Impact on school improvement across Bolton LA	Evidence of impact in schools supported, both overall and in STEM-based subjects. Designated as National Support School & Teaching School. 5% + of staff are designated as SLEs.
	Impact on school improvement across the Tauheedul Free Schools' Trust	Evidence of impact in schools supported. Designated as National Support School & Teaching School. 5% + of staff are designated as SLEs.
	Cluster primary schools achieve Primary Science Quality Mark	75% after 3 years 100% after 5 years
	Efficiency, accountability and transparency with all stakeholders	Annual score card is published by Tauheedul Free Schools' Trust to parents and stakeholders.



We believe these targets represent both an aspirational yet credible view of what the school can achieve. Aspirational because we have pitched our measures to be 'outstanding' (in regard to Ofsted criteria) or in the top 5% of schools nationally for published performance data or, where neither of these is appropriate, have selected national 'best practice' indicators. Credible because, we know what it is possible to achieve with similar cohort of young people, using the 'blueprint' from TIGHS.

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 in the Tauheedul vision:

Academic Excellence will be at the core of all students' achievements. The school will offer a broad and balanced curriculum, leading for the vast majority of pupils to the English

Baccalaureate, and delivered through the formal taught curriculum. We will use the National Curriculum as the basis because the experience and success at TIGHS shows it can provide the necessary intellectual and academic foundation and progression for success at GCSE and A-Level. A highly personalised and rigorous curriculum delivery model will ensure that all pupils can access and engage successfully in the curriculum. We are experienced in delivering what 'works well' and in adapting what doesn't. We have plans to develop a single Tauheedul curriculum and assessment scheme for progression into the English Baccalaureate using 'lead' departments in our Free Schools and national experts.

The **Personal Development** programme will support students in the acquisition of leadership and entrepreneurial skills. Running concurrently with the core academic study, this will include sports, cultural, creative and other extra-mural activities. These opportunities will help pupils to develop the key personal skills and aptitudes required by employers and the prestigious universities including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence. The programme will also enable students to develop the confidence, resilience and self-belief needed to help them 'break out' of more traditional career pathways in their community into universities and more prestigious jobs.

The **Community** curriculum will facilitate pupils' contribution to the Big Society and will support their social development through citizenship, social enterprise and community service. For older students this approach will be in addition, but complementary, to the recently launched *National and International Citizen Service*. This curriculum dimension is important because of Tauheedul's faith ethos which emphasises the importance of instilling, from the outset, social corporate responsibility. Community cohesion is an issue in many of the localities where groups have asked for a Tauheedul Free School: community service is an important means by which to reach out to all faiths and eradicate some of the misconceptions about the Muslim faith which can prevail.

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

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

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

Other distinctive features of the Bolton Free School

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

Approaches to Teaching and Learning

The Tauheedul Free Schools' Trust Teaching Strategy will be deployed from the outset to ensure the highest quality teaching is developed across all teaching staff. This provides:

- Principles and structures to enable good and outstanding teaching to be quickly secured through the development of a school specific strategic plan which promotes personalised professional development and performance management plans for each teacher;
- The Tauheedul Teaching Framework, which is calibrated to Ofsted teaching standards. Judgements about the quality of teaching will be made using the Framework and will feed into the Tauheedul Teaching Profile which will, in turn, inform school improvement systems including, monitoring and evaluation, professional development, performance and line management;
- A **pedagogical model** - the Tauheedul Foundations, Basics and Extended Repertoire - to ensure teachers secure key classroom skills and approaches which research indicates yield the highest effect sizes⁸, in a strategic sequence. There will be a particular focus on Assessment for Learning related approaches, instructional teaching and collaborative learning approaches. Emerging research suggests these are most powerful in helping to close attainment gaps for disadvantaged learners⁹.

Approaches to Leadership and Management

There will be a particularly strong emphasis on **Instructional** approaches to leadership so that our school leaders directly lead on and are directly involved in the development and improvement of the curriculum, teaching and learning with a focus on improving pupil outcomes. The importance of Instructional leadership has come to the fore in Professor Viviane Robinson's meta-analysis 'School Leadership and Student Outcomes: Identifying What Works and Why' recognising that '...the closer leaders are to the core business of teaching and learning, the more they are likely to make a difference to students.' However, we will also promote and require '**Transformational leadership**' to ensure the building of capacity and sharing of responsibility to build a learning culture. All this will be underpinned by the robust **management** of key school improvement systems and staff to secure order, consistency and efficiency.

Accessing the opportunities of the 21st Century - a specialism in STEM

Through establishing a centre of excellence in STEM, the Trust's intention is that the Bolton Free School will realise the local community's ambitions for secure academic pathways to high level careers in a key regional growth sector.

⁸ Key references include 'Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement by John Hattie and The Sutton Trust's Toolkit of Strategies to Improve Learning

⁹ Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys (C4EO: SCHOOLS AND COMMUNITIES RESEARCH REVIEW 4)

Responding directly to the barriers to progression into STEM based University courses and industries, cited above in the rationale section, The Bolton Free School has designed a wide-ranging offer which includes:

- Securing **academic excellence** through a core-curriculum offer in STEM based subjects up to A-Level and through Specialist STEM project days held twice termly and accredited via the AQA Project Qualification at Levels 1, 2 and 3. This will take on-board CBI's recommendations including enrolment into triple science at GCSE for those achieving level 6 at Key stage 3, and ensuring all students undertake some form of mathematics or numeracy education post-16.
- Providing exciting and engaging **enrichment opportunities** both through the STEM project days and through a carefully constructed enrichment programme. This will include the allocation of mentors from STEM-based industries for groups of students, participation in University-based courses and work placements with our business partners;
- **Outstanding leadership** through the appointment of an Assistant Head Teacher who will be a champion for STEM, will lead on its delivery across and beyond the school and will lead the STEM faculties;
- The establishment of a **centre for STEM excellence in the community** with the offer of Primary school cluster programmes, events and competitions for local Primary and Secondary schools, afterschool learning opportunities for parents and carers. Also, again in line with CBI recommendations, to support the teaching workforce in primary schools to deliver exciting science lessons.

The sponsors have secured the agreement of a number of national 'key players' in the field of STEM to work together with The Bolton Free School, if approved, to develop and deliver the specialism offer. They are:

- The **National STEM Centre**, part of Myscience: established by the Universities of Leeds, Sheffield, Sheffield Hallam and York. They will support¹⁰ staff recruitment and development, outreach work in the community, curriculum development and STEM leadership induction;
- **University of Huddersfield** and the [REDACTED]. Having approached several universities as potential partners, we selected Huddersfield because having just won the Entrepreneurial University of the year in 2012 they are a truly 'business-facing' university: ranked in the top 10 nationally for graduate employability, student placements in industry, and the number of student and graduate businesses supported. [REDACTED].
- **University of Manchester**, whose support will include the provision of a governor from one of their STEM faculties;
- **STEMnet** who will support the development of curriculum enrichment through establishing links into local and regional STEM-based industries and the facilitation of network meetings.

¹⁰ A detailed proposal for this partnership work has been drawn up and can be made available for scrutiny.

- **Fab Lab Manchester:** provided by the Manufacturing Institute, the fabrication laboratory is a fully kitted fabrication workshop giving communities the capability to turn their ideas and concepts into reality. Fab Lab was born out of Massachusetts Institute of Technology.
- STEM-based industry partners include **Brother UK** and **Warburton's Bakery**, and **STEM ambassadors** working for companies such as **AMEY consulting** and **Primary Engineer**.

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 Bolton Free School will be committed to inclusion, collaboration and social cohesion, within a culture of respect in the delivery of its high standards of achievement.

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

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

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

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

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. For evidence and details of demand for Year 7 from 2014 onwards and for the Sixth form from 2016 please see Section E1.

	Current number of pupils	2014	2015	2016	2017	2018	2019	2020
Year 7		100	100	100	100	100		
Year 8			100	100	100	100		
Year 9				100	100	100		
Year 10					100	100		
Year 11						100		
Year 12				100	100	100		
Year 13					100	100		
Totals		100	200	400	600	700		

Section D: Education plan – part 2

D1: Rationale for the proposed curriculum, how it reflects the needs of the anticipated pupil intake and plans for progression and transition.

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

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

The Tauheedul model blends high aspiration, personal commitment, individual support and advice with a teaching philosophy that has targeted high standards of achievement for all – meaning every student reaching expert or specialist status in all or in some areas of the curriculum. The Tauheedul approach does much more than simply pay lip service to 'success for all'. A highly personalised and rigorous curriculum delivery model – tried and tested at TIGHS – will ensure that all pupils, including those in groups which are vulnerable to under-achievement, will succeed. This Education Plan is constructed to reflect this.

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

- Enable and empower boys to progress to prestigious universities and into the professions;
- Provide the option of employment in STEM based industries, which are currently flourishing in the Greater Manchester area;
- Prepare boys for active leadership within their community and in employment; and
- Foster community cohesion and social responsibility in a town that has been troubled by tension and unrest.

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

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

Curriculum principles

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

The curriculum:

- Is primarily academic, broad and balanced in nature;
- Emphasises learning in literacy, numeracy, languages, humanities and STEM at primary, secondary and tertiary level;

- Encourages high levels of participation in the English Baccalaureate at GCSE;
- Prioritises academic achievement in reading, writing and mathematics for all learners but especially the least able;
- Has a specialism which reflects the strengths, needs and character of the community the school serves;
- Provides highly positive, memorable experiences and rich opportunities for high quality learning;
- Has a very positive impact on all students' behaviour and safety.
- Is underpinned by a Muslim faith ethos: everyone is committed to inclusion, collaboration and social cohesion, within a culture of respect;
- Instils a commitment to community service, leadership, social enterprise and physical activity;
- Empowers students with the necessary skills and abilities to play a full and inclusive role within society without compromising their beliefs and principles.

The anticipated pupil profile

In order to gain some understanding of the likely pupil profile of the Bolton Free School and to ensure that the Education Plan will be grounded in the needs of that population, an analysis of the current profile of Bolton and its secondary schools has been carried out.

The table below shows relevant school census data for 2011 and includes the 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 of Asian ethnic origin (used as a proxy indicator because faith related data is not available). The schools highlighted in blue are those where the majority of the Muslim community attend and, in addition, Harper Green which is close to the preferred site for the school (information for St. Catherine's Academy is not currently provided in the school census or DfE Performance data).

School name	Gender	Denomination	Number of pupils	% of disadvantaged pupils	% for whom English is not their first language	% of pupils with special needs (incl. with statements)	% of pupils classified as Asian ethnic origin
Bolton Muslim Girls School	Girls	Muslim	455	22	94.7	6.4	89.7
Sharples School Science Specialist College	Mixed	N/A	921	23.9	38.5	18	36.5
Smithills School	Mixed	N/A	1439	32	29.8	25.1	27.5
Ladybridge High School	Mixed	N/A	836	33.1	32.3	38	26.2
St James's C of E School & Sports College	Mixed	CofE	1036	12	22.6	18.4	24.7
Mount St Joseph	Mixed	RC	884	26.6	18.5	38.8	12.4
Turton High School Media Arts College	Mixed	N/A	1662	7.1	6.4	13	9.4
Little Lever Specialist Language College	Mixed	N/A	1020	15	8.5	37.7	9.1

Rivington and Blackrod High School	Mixed	CofE	1879	12.6	6.3	17	8.6
Harper Green School	Mixed	N/A	1445	32.2	7.8	32.5	7.5
Thornleigh Salesian College	Mixed	RC	1445	12.2	4.9	16.3	3
Essa Academy	Mixed	N/A	415	36.4	3.9	20.3	2.5
Canon Slade CofE School	Mixed	CofE	1705	2.1	1.8	7.7	1.5
Westhoughton High School	Mixed	N/A	1241	13.2	1.6	26.7	0.8
St Joseph's RC H.S.& Sports College	Mixed	RC	890	8.1	1.2	18.2	0.3
Bolton LA (state funded secondary)				18	17.3	21.7	
England (state funded secondary)				14.7	12.3	21.3	

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

Proportion of disadvantaged pupils = 22 - 33% (Bolton average = 18%). We believe the proportion of disadvantaged pupils is likely to be above the LA average based on the figures for schools in close proximity to the preferred location and those with high proportions of Asian heritage pupils.

Proportion of pupils with EAL = 50%+ (Bolton average = 17.3%). We believe this figure will be well above the LA average, at least initially, based on the schools with a high proportion of Asian heritage pupils.

Proportion of pupils with SEND = 10 – 20% (Bolton average = 21.7%). We believe the figure will be at or lower than the LA average. We take on board the recommendations of the Special Educational Needs and Disability review which recognises that *'... as many as half of all pupils identified for School Action would not be identified as having special educational needs if schools focused on improving teaching and learning for all, with individual goals for improvement'* (A Statement is Not Enough OFSTED 2010). Consequently, we think it highly likely that the number of students identified as having SEND will be much lower than the figure suggested above once assessments have been rigorously completed at the start of year 7.

Attainment at Key Stage 2

Performance in Primary Schools in Bolton in terms of both attainment and progress is relatively good when compared to the national picture although reading does come out as a particular weakness, especially at level 5+ where only 43% achieve this level as opposed to 48% nationally. The specially tailored provision described in sections D4, D5 and D7 will be important to enable readers who have not reached their full potential to quickly 'catch up' so they can access the full breadth of the curriculum.

There are also a relatively small number of Primary schools within 3 mile radius of the preferred location for the Bolton Free School where the proportion of pupils making slow progress in mathematics and or English will have implications for the Bolton Free School's tailored provision. These are Primary schools where disadvantaged pupils also tend to perform relatively poorly. Pupils who enter the school having made insufficient progress in English and/or mathematics will benefit from high quality classroom teaching and the English and mathematics enrichment programme designed to enable 'catch-up'.

The Tauheedul approach involves provision which will ensure that every student who can access and achieve the vision does so. We will provide a primarily academic curriculum for

all and ensure access and success with this curriculum through the provision of personalised support. Meeting the needs of students with SEND, EAL and those at risk of disadvantage will be a primary concern for the sponsors. The strategy for addressing these needs is described in Section D4. We have developed a sophisticated academic enrichment programme to address the needs of 'low attainers' on entry and to bring about rapid 'catch-up'. This is also described below.

The Tauheedul Curriculum Offer

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

The three individual elements of learning will each provide a different component to the education; intellectual, personal and social maturity, of every student will be the goal of the structured layers of learning at the Bolton Free School.

Element 1 –Academic Excellence

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

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

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

Element 2 - Personal Development (leadership and entrepreneurial skills)

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

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

1. High profile local, national and international businesses will be approached to be '*Ambassadors*' for the school;
2. Other smaller donors will be asked to become '*Regular Contributors*' to this fund;

3. Every student of the school will be allocated an annual allowance to undertake extra-curricular activities (outside the school) they might not otherwise be able to afford.

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

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

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

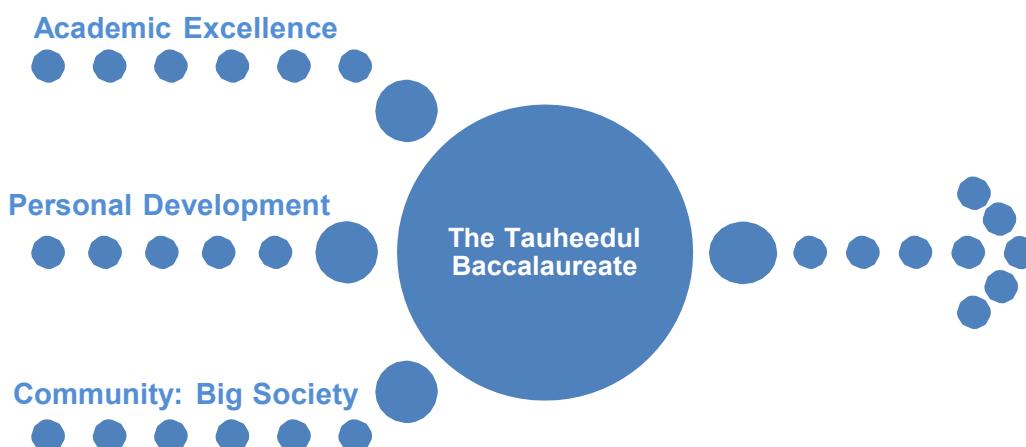
Older students will acquire, through a range of individualised programmes, insights into social education and experiential community activities; with 'hands-on' and participative learning to the fore. The sponsors see this part of the overall academic agenda as contributing to the 'Big Society' concept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

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

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

The Tauheedul Baccalaureate Qualification

The Tauheedul Baccalaureate will provide the overall framework for accreditation against our vision. Accordingly, the Tauheedul Baccalaureate brings together the three curricular drivers – academic excellence, personal development and community – in a single accreditation framework.



As stated in the curriculum principles, the Bolton Free School's curriculum will be primarily academic. However, recognising that universities, employers and society as a whole wish

students to leave school with a wider range of skills and qualities; we have included Key Performance Indicators which measure achievement in aspects of our faith ethos and in community service. The Tauheedul Baccalaureate will be awarded to students who through service, commitment and personal excellence, act as living examples of the Tauheedul educational model. Through its award the Tauheedul Baccalaureate will recognise not only the commitment of its holder to study, to outstanding attendance and behaviour throughout the School; but also reflect how he will embrace his role as a future citizen, leader and entrepreneur in the Big Society in which he will live and to which he will contribute.

It will not be easily obtained, nor will it be subordinate to other qualifications. It will indicate a level of excellence that has been achieved by the holder and has been acknowledged by a wider community. To gain the award at each stage a student must reach minimum standards in each of the three levels below.

The Tauheedul Baccalaureate		
Bronze Baccalaureate KS3	Silver Baccalaureate KS4	Gold Baccalaureate KS5
At least 97% attendance during KS3 ¹¹	At least 97% attendance during KS4	At least 97% attendance during KS5
Achievement of level 5 in each of English, maths and science	Achievement of the English Baccalaureate	Achievement of the Advanced Baccalaureate
Completion of 300 hours of community service	Completion of 200 hours of volunteering and community service	Completion of 200 hours of volunteering and community service
Raising £600 for charity through social enterprise	Raising £400 for charity through social enterprise	Raising £400 for charity through social enterprise
Completing 300 hours of enrichment and extra-curricular activities	Completing 200 hours of enrichment and extra-curricular activities	Completing 200 hours of enrichment and extra-curricular activity

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

The *Tauheedul Baccalaureate* will be an inclusive qualification, available for students who follow a vocational pathway. It will be adjusted as follows:

The **Silver Baccalaureate** will be awarded, for students undertaking a vocational pathway, to those achieving a ‘Distinction’ and ‘4 levels of progress from Key Stage 2 to Key Stage 4’. These students would also be required to complete the other requirements outlined above;

The **Gold Baccalaureate** will be awarded, for students undertaking a vocational pathway, to those achieving a ‘Distinction’ in their course. These students would also be required to complete the other requirements outlined above;

¹¹ We recognise that 97% attendance may not be possible for some students due to reasons outside their control (e.g. those with profound medical care needs). We will make provision to address this.

Qualifications to be offered

The qualifications likely to be offered in each Key Stage are listed below. Whilst the majority of students will be expected to take all English Baccalaureate subjects and some relating to the specialism, provision for the optional subjects, including many of the A-Levels, will respond to student choice. The targets for these qualifications are specified in Section C.

Qualifications through core curriculum	KS3	KS4	KS5
Mathematics		GCSE	AS / A2
Additional / Further Mathematics		GCSE	AS / A2
Biology		GCSE	AS / A2
Chemistry		GCSE	AS / A2
Physics		GCSE	AS / A2
Computer Science		GCSE	AS / A2
English Literature		GCSE	AS / A2
French or Spanish		GCSE	AS / A2
Arabic		GCSE	AS / A2
History		GCSE	AS / A2
Geography		GCSE	AS / A2
Religious Education / Studies		GCSE	AS / A2
Economics or Law			AS / A2
Sociology			AS / A2
Psychology			AS / A2
Information Technology			BTEC
Applied Science			BTEC
English Language		GCSE	
Engineering		GCSE	
Citizenship		GCSE	
Art		GCSE	
Physical Education		GCSE	
Qualifications through enrichment	KS3	KS4	KS5
Community Sports Leadership	✓	✓	
Critical Thinking Skills			AS / A2
AQA Project qualification (linked to specialisms)	✓	✓	✓
Duke of Edinburgh	✓	✓	✓
Crest Award	✓	✓	✓

Rationale: The Bolton Free School will drive for success in the English Baccalaureate subjects, in the Advanced Baccalaureate and in its STEM specialism so the choice of qualifications and the curriculum offer are designed to maximise success in these areas. We have prioritised these areas as a result of our conversations with Russell Group

Universities who particularly value these qualifications and in response to parental views. They provide a rigorous and intellectually challenging set of subjects.

We will encourage our students to undertake the proposed Advanced Baccalaureate. This will mean that students will complete a 5,000 word dissertation-style essay and undertake voluntary work in addition to their three specialist A-level subjects. They will also be required to take one AS-level qualification in a subject completely unrelated to their three core subjects to promote more breadth in their education.

Our Advanced Baccalaureate offer will be adjusted to some degree, in response to student cohort and parent preferences. We acknowledge that it will be challenging to deliver the range of A-Level subjects that we are proposing in a small sixth form of 200 students. However, we will make it happen by drawing on our experiences of running a sixth form at TIGHS and establishing horizontal and vertical partnerships where required. We anticipate, therefore, that the Bolton Free School will work with Bolton Sixth Form College to offer a broad range of suitable qualifications.

The Tauheedul Pedagogical Model

Teachers and teaching 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 resources to generate the atmosphere and enthusiasm.

We will use the latest research in high yield approaches to leadership and teaching to ensure our staff are trained in using and knowing when to apply them. A key source will be those approaches identified by John Hattie in his synthesis of meta-analyses as having a significant 'effect size':

In recognition of the fact that certain teaching approaches must be secured before a teacher can bring about good or better pupil progress as a result of the lessons they deliver, we have identified a hierarchy of practices which will help our leaders to develop systematic improvement of teaching both within and across the schools in our networks.

The Extended Repertoire

Examples include: teaching 'thinking skills' and metacognition, Kagan structures, modelling, flipped learning, direct instruction etc. etc.

The Tauheedul 'Basics'

Examples include: feedback (written and oral), questioning, use of success criteria, lesson interventions, plenaries (interim and end of lesson) etc. etc.

The Tauheedul 'Foundations'

A secure understanding of the relevant subject standards and progression
Objectives which build on prior learning and focus on what will be learned by pupils in each lesson;
Challenging learning outcomes to define the quality of what students should achieve in each lesson.

The Tauheedul ‘foundations’ are the small number of teaching practices and proficiencies we expect all staff to quickly secure within their teaching. These are the practices or capabilities we judge to be the necessary precursors to achieving high quality teaching which will lead to good or better student progress. Without these secure foundations, the effectiveness of other essential teaching practices, such as questioning, teacher feedback, peer and self-assessment will be strongly inhibited. Teachers should secure these foundations to advance their teaching practice to good and outstanding. The Tauheedul foundations are set out in the diagram above.

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

The Tauheedul ‘basics’ should be developed further once staff have secured the ‘foundations’. These are those practices which are used by teachers day to day, in the majority of lessons. The basics will be ‘key’ in determining the progress students are able to make in a lesson and over time. The basics include, for example:

- Teacher feedback (written and oral);
- Questioning
- Interventions which respond to pupil feedback (pupil to teacher and pupil to pupil)
- The use of success criteria,
- Teacher explanations,
- Plenaries - interim and end of lesson.

The ‘extended teaching repertoire’ which incorporates those teaching practices to be encouraged and supported once teachers have secured ‘the basics’ to the point where their teaching is ‘outstanding’. These are ‘high yield’ in terms of their impact on pupils’ progress but will typically not be used in most lessons but will add to the range of approaches a teacher can select from, diversify learning experiences for pupils thus adding interest and excitement and promote more independent learning. Examples include: teaching ‘thinking skills’ and metacognition, Kagan structures, ‘flipped’ learning and direct teaching.

The ‘*Extended Repertoire*’ will form a more significant role within each school’s Teaching Strategy once the ‘foundations’ and ‘basics’ have been secured at a good and outstanding level by most staff and teaching is judged to be at least good overall.

The Pedagogical model is highly cognisant of the findings of recent key research into what works in closing the gap in educational achievement for young people living in poverty including the C4EO research review¹² and The Sutton trust’s ‘Toolkit of Strategies to Improve Learning Summary for Schools Spending the Pupil Premium’. In line with the findings of the first of these two reports, we know from lessons learned at TIGHS that ‘Coaching teachers in new teaching strategies significantly raises outcomes for children living in poverty. Research-proven approaches include cooperative learning (structured group work), frequent assessment and meta-cognitive (‘learning to learn’) strategies.’ The School’s approaches to Professional Development are summarised in section D4.

Managing pupils’ transfer and transition

The Trust has a full understanding of the significance and dynamics of educational transfer and transition points and the importance of supporting students’ progression through them. The Bolton Free School’s approach is driven by the Tauheedul Vision, by the effectiveness

¹² Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys

of established practice in TIGHS, is supported by research evidence¹³, and includes the following key principles:

- A pupil-centred approach and the notion, set out in the Brand standards, that ‘size matters’ in terms of children’s individuality being valued through genuinely personalised learning;
- Curriculum continuity;
- The need to support progress, achievement and attainment through rigorous tracking, monitoring and sharing of data and intelligence;
- Ensuring that teaching and learning is of high quality and is appropriate to the needs of the learner and their stage of progress;
- Developing in pupils the dispositions, confidence and skills to negotiate transfer and transition points successfully;
- An understanding that transfer and transition takes place, and needs to be managed, over a sustained period of time;
- The importance of high quality and impartial Information, Advice and Guidance (IAG);
- An understanding that certain groups of pupils, including those with SEND, are particularly vulnerable at points of transfer and transition;
- The need for strong and active partnerships with Primary Schools, other post 16 providers and Higher Education Institutions.

This will inform transition arrangements in the Bolton Free School as follows:

Key Stage 2 - 3 transfer

The school will work closely with a cluster of primary schools from which there is high interest and demand for places, in the following ways:

- From Year 5, pupils will visit the school to gain increasing familiarity with its ethos, curriculum, organisation and expectations, particularly in relation to its STEM specialism;
- From the beginning of Year 6 pupils will sample lessons in the Bolton Free School so that they can become familiar with the curriculum and the school’s approach to teaching and learning;
- Staff from the Bolton Free School will offer support to Primary School colleagues for the improvement of pupils English and mathematics;
- Core subject teachers will work with teachers in the main feeder Primary schools to negotiate continuity in the curriculum, in teaching and learning approaches and in assessment;
- Profiles on all pupils transferring to the Bolton Free School will be agreed between the Head of Year 7 and the feeder Primary schools to ensure that teaching, learning and pastoral approaches are appropriate to the needs and abilities of the individual pupil;
- The Head of Year 7 will liaise with Primary Schools to identify vulnerable pupils (including those with SEND) and establish an enhanced profile on their learning and pastoral needs for the SEND, well-being, behaviour and attendance risk registers. This

¹³ Transfer and transition in English schools: the research evidence *Maurice Galton and Tony Pell (Faculty of Education, University of Cambridge, UK) 2000*;
Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys C4EO 2011

will be in place by the end of the Spring Term before transfer to inform teacher and pastoral support planning. Meetings with parents will be held, using the structured conversations model (described later), to confirm how their children will be supported through the transfer process.

- The Head of Year 7 will monitor the progress and well-being of all pupils in the year group, reporting to the Senior Leadership team on a half-termly basis.
- Educational Psychologist support will be commissioned at the end of the first half term to evaluate the 'settling in process'. They will work with focus groups to identify issues, how they've been dealt with and report any outstanding concerns.
- There will be a parents evening at the end of the second half term to provide an early dialogue and to pick up and begin to resolve any concerns.

Key Stage 3-4 transition

Formally the transition from Key 3 to Key Stage 4 will take place at the Bolton Free School between Years 8 and 9, but the Trust envisages the progression of pupils from one Key Stage to another being managed over a much longer period. The Key Stage 3 curriculum will be configured and taught to prepare the majority of students for the study and achievement of the English Baccalaureate. Information, advice and guidance for students on the pathways open to them through Key Stage 4, the Sixth Form and beyond to Higher Education will begin in Year 7 so that students understand the significance of the subjects they are studying in relation to their developing aspirations. It will also be integrated into inputs and support provided by business mentors as part of the STEM specialism. There will be continuity in the structure of pastoral support for students, although the nature of the support will change according to the age and maturity of the students.

Key Stage 4 - 5 transition and transfer¹⁴

From Year 9, Information Advice and Guidance will be focused intensively on A-level and post compulsory education choices for students and the opportunities that these will create for progression to Higher Education. It is expected that the majority of students will progress to the school's Sixth Form to pursue A-level courses. The selection of A-level subjects to be studied will be informed through the School's close relationship with the University of Manchester. Throughout Key Stage 4 (for example through the KS4 Extended Project), and through taster sessions organised by the Head of Sixth Form, students will be prepared for the independent study and research-based enquiry which will characterise their learning as sixth form students.

For those students who progress to learning opportunities outside of the Bolton Free School at the end of Key Stage 4, the School will make full use of its close working relationships with Bolton College, Bolton Sixth Form College, the sixth forms of local schools such as Westhoughton and Thornleigh Salesian and training providers such as Bolton WISE and Training for Today – Bolton, to ensure successful transfer and continuity of learning and progression. Systematic sharing of academic and pastoral data will be key to this, and there will be a specific focus on enhanced liaison and sharing of information regarding the needs and aspirations of vulnerable students, including those with SEND.

Key Stage 5 transfer to Higher Education or employment

¹⁴ The Trust recognises that the Raising of the Participation Age (RPA) will impact on transfer and transition arrangements between Key Stages 4 and 5, and will factor this into its transfer and transition planning.

During their time at the Bolton Free School's Sixth Form, students will be continuously and intensively prepared for their transfer to University or to employment. The curriculum will include a sophisticated preparation programme comprising: a UCAS module with support for completing 'personal statements, visits to the University of Manchester and the University of Bolton to attend lectures and seminars; school visits by university admissions tutors, mentoring by undergraduates; and the use of video technology to participate in national and international master classes in their chosen subjects. There will also be a Tauheedul Finishing Programme focusing on:

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

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

The School's network of partnerships will be utilised to provide familiarisation with the new learning or working environments to which they will progress. Through the Key Stage 5 Extended Project, through tutorials and through accessing opportunities provided by local Universities, students will develop further their independent learning, research and enquiry skills to enable them to succeed as learners in Higher Education. The Head of Sixth Form will be accountable to the SLT for student outcomes in this regard, with a particular focus on those students who are vulnerable and who may find the transfer to Higher education or employment problematic.

D2: A viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

Curriculum structure: broad and balanced at each Key Stage

In line with our Education Vision and Key Performance Indicators, our curriculum principles and quality standards make explicit our commitment to a broad and balanced curriculum with appropriate focus on the core subjects of English, mathematics and science. We are unable to provide a simple curriculum model showing the proportion of time allocated to each subject or option because our approach in Years 9, 10 and 11 is very complex to ensure boys have the maximum opportunity to achieve our key targets of 4 levels of progress, the English Baccalaureate, 5+A*-C including English and mathematics and Triple Science, together with the necessary personalisation of provision to achieve this. Instead, we have opted to demonstrate the breadth and balance of our curriculum using yearly timetables and an accompanying narrative below.

Key Stage 3

The school will operate a two-year Key Stage 3. Our on-going refinement of the curriculum at TIGHS, and in other schools we have supported, has led us to believe that by compressing Key Stage 3, in which Year 8 is often less productive, it is possible to distribute GCSEs across a three year Key Stage 4. This then allows greater personalisation of provision to meet the needs of pupils of different abilities and also spreads the stress of

examinations. This has contributed significantly to our particular successes with lower attaining pupils.

In Years 7 and 8 all students will follow a traditional model of study, which involves core and foundation subjects. The National Curriculum will provide the starting point for the majority of our subjects at Key Stage 3. We have selected the National Curriculum because we know that, when it is delivered through outstanding teaching it provides an excellent foundation for academic GCSEs and A-Levels.

The exceptions will be:

- **Engineering and Art** where we will develop a KS3 curriculum which draws on the National Curriculum for Art and Design and Design and Technology but will incorporate themes and projects in Engineering to ensure progression into both Art and Engineering GCSE courses.
- **Computer Science** where we will create a KS3 curriculum to prepare students for the new qualifications in development for Key Stage 4, drawing on curricula such as the 'Computing At School' from the Computing at School Working Group and 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.

At Key Stage 3 the school will operate on a cycle of 28 periods of 55 minutes length per week. The tables below illustrate how the Curriculum Plan for Key Stage 3 is structured.

Year 7

En	Ma	Sc	Hi	Gg	MFL	RE	Engin	Art	Sport	Cit	CS	Enr	Tot
4	4	4	1	2	4	1	3		1	1	1	2	28

Year 8

En	Ma	Sc	Hi	Gg	MFL	RE	Engin	Art	Sport	Cit	CS	Enr	Tot
4	4	4	2	1	4	1	3		1	1	1	2	28

Key

MFL – French or Spanish / Arabic languages

Engin - Engineering

CS – Computer Science

Enr – Additional Enrichment study 2 sessions per week (see below for details)

This basic curriculum will be enhanced by the addition of *enrichment* activities and *Specialism Days* in STEM. The additional timetable (see exemplar model provided below) will deliver two whole school *STEM Specialism Days* per term across each year in Key Stage 3. These specialisms will be delivered in whole day blocks and the timetable used flexibly in order to allow students to benefit from the opportunity to undertake a STEM project. This would be repeated for terms two and three giving each student an additional entitlement of six days, or their equivalent per year for the School's specialism of STEM. In year 8 students will take the Level 1 Project Qualification (AQA), using either their STEM or Big Society work. Their projects will be in one of three formats: a research-based written

report; a production (e.g. charity event) or an artefact (e.g. a realised design) supported by a written report, together with a final presentation.

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

Key Stage 4

We recognise that our students once they reach Key Stage 4 will not be taking GCSEs and anticipate their replacement by a new suite of qualifications which will include the English Bacculaureate Certificates. For the purposes of this application we have used the existing qualifications framework which we will amend, if the school is approved for opening.

Across Years 9, 10 and 11 most students will follow a combination of subjects which will enable them to achieve the English Bacculaureate. They will also be able to opt to take additional GCSEs. They will sit 5 GCSEs at the end of Year 10, then up to a further 8 GCSEs at the end of Year 11; some will have the opportunity to sit for additional AS-Level subjects in Year 11. This pathway is described in greater detail with each yearly timetable below.

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

The sponsors will also explore the possibility of some able students following a fast track directly to A-Levels, however, this possibility is not illustrated in the curriculum plan below. Nevertheless, the effective delivery of the English Bacculaureate and the Advanced Bacculaureate will be a top priority for the School

As in Key Stage 3, Key Stage 4 will also have two STEM *Enrichment Days* each term so that each student will have an additional entitlement of six days per year for the STEM specialism. An additional timetable is shown in the Specialism section to illustrate how the School will deliver *Specialism Days*. During Key Stage 4, students will take the Level 2 Project Qualification (AQA),

All students at Key Stage 4 would work towards the Tauheedul *Silver Bacculaureate*.

At Key Stage 4 the school will operate on a cycle of 28 periods of 55 minutes length per week. The tables below illustrate how the Curriculum Plan for Key Stage 4 is structured.

Year 9

En	Ma	Tri Sc	Hi	Gg	MFL	CS	RE/Cit	Sport	Enr	Tot
4	5	4	2	2	4	2	2	1	2	28

In Year 9 all students will begin two year GCSE courses in Mathematics, two languages Computer Studies and RE (the delivery of which will be combined with Citizenship in the first year because of commonalities).

They will also commence three year GCSE courses in English Language, English Literature and Triple Sciences. History and Geography will form foundation courses for GCSE which all pupils will study. In addition all pupils will have one period of sport and two enrichment sessions each week.

Year 10

En	Ma	Tri Sc	Hi/Gg	MFL	RE	CS	Cit	Sport	Enr	Tot
4	5	5	2	4	2	2	1	1	2	28

In Year 10, students would complete their GCSE courses in Mathematics, Religious Studies, two Languages and Computer Science. They would opt to study either History or Geography GCSE.

Year 11

En	Ma	Tri Sci	Hi / Gg	Cit	Engin/ Art/AS/ En & Ma Int. PE	Sport	Enr	Tot
5	4	7	3	2	4	1	2	28

Additional Key En& Ma Int – English and mathematics intervention

In Year 11, students would complete their GCSE courses in English Language, Literature, Biology, Chemistry, Physics, History or Geography and Citizenship and would also take Additional Maths GCSE. Students could also opt to take either Engineering, Art or an AS course. Those struggling to gain English and mathematics GCSEs will receive intervention in these subjects.

Year 11 students will also undertake a STEM challenge and the 'National Citizen Service' to learn about community responsibility and to contribute to the '*Big Society*'.

Key Stage 5

Here the key objectives are critically to build attainment levels among the students to secure the throughput of young men, from the immediate relatively poor neighbourhoods close to the central wards of the town who would attend the Bolton Free School, into higher education; and then into successful careers and apprenticeships as well as into the professions. For this to happen, Key Stage 5 must be a launch-pad which develops not only the expertise, but also builds the confidence needed to enable students to move into university or into careers of their choosing. The importance of thoughtful planning at an early stage to help bed down these criteria in a curriculum that is fit for a post-16 purpose is therefore critical.

Students will be encouraged to undertake the proposed Advanced Baccalaureate and the Tauheedul Gold Baccalaureate.

They will be expected to study a minimum of three specialist A-level subjects and one AS-level qualification in a subject completely unrelated to their three core subjects to promote more breadth in their education. The pathways they choose will have logical and practical coherence; for example a sciences pathway, a social sciences pathway or a humanities pathway. The sponsors are clear that the curriculum a student chooses should be of direct assistance in setting them up for entry into one of the Russell Group of universities. Therefore, the School will create learning structures that are likely to deter students and parents from making inappropriate choices that will disadvantage them when applying to prestigious universities.

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

	A	B	C	D	E
Year 12 [AS LEVELS]	Maths 1 Geography Biology 1 Sociology 1	Maths 2 Chemistry 1 English 1	Psychology 1 Computer Science History Physics 1	Psychology 2 Biology 2 English 2	Chemistry 2 Sociology 2 Economics/Law Physics 2
Year 13 [A2 LEVELS]	Psychology 1 History Physics 1 Chemistry 1	Sociology 2 Economics/Law Physics 2	Maths 1 Geography Biology 1 English 1	Maths 2 Chemistry 2 Sociology 1 Computer Science	Psychology 2 Biology 2 English 2

We acknowledge that it will be challenging to deliver the range of A-Level subjects we are proposing in a small sixth form of 200 students. However, we will make it happen by drawing on our experiences of running a sixth form at TIGHS and establishing horizontal and vertical partnerships where required.

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

	Vocational Programmes
Year 12	BTEC Level 3 Extended Diploma in Applied Science BTEC Level 3 Extended Diploma in Information Technology
Year 13	BTEC Level 3 Extended Diploma in Applied Science BTEC Level 3 Extended Diploma in Information Technology

The timetabling for each of these A-Level subjects will include:

- 4.5 hours of tuition;
- 1 hour of academic tutorial; and
- 4.5 hours of personal study and independent learning.

Whilst high-quality classroom teaching and close supervision of students undertaking study assignments (personalised curriculum) will be an essential element of the learning experience; undertaking additional activities which will add depth to the knowledge and the future employability of the students will be mandatory. Students will devote Friday afternoons and weekends to *Big Society* activity and the pursuit of the Advanced Baccalaureate and *Tauheedul Gold Baccalaureate*. They will complete a 5,000 word dissertation-style essay leading to an Extended Project Qualification, and undertake voluntary work. This will credit broader academic, life and employability skills, providing students with an edge on their contemporaries. It provides an accredited vehicle to recognise the good works that our students will do out in the community as well as in school. This qualification will provide each student with further UCAS points.

All students will also undertake the *International Citizen's Service* placement.

Specialisms: responding to local demand, need and aspiration

In keeping with the aspiration in its Education Vision to tailor the Tauheedul model to Bolton's local context, the sponsors of the Bolton Free School are proposing to develop two specialisms: one in **STEM**, and a second in the **Big Society**. We believe that these specialisms will extend and enrich the central core of the school curriculum thus enabling students to deepen their knowledge and skills through application and enquiry. They will create opportunities from which boys will acquire 'employability,' and make contacts which will increase their chances of progressing to work or on to further or higher education.

A centre of excellence in STEM

We will establish a university engagement group with our partners in the faculty of Applied Sciences at Huddersfield University, led by [REDACTED]. This will guide the development and implementation of the STEM specialism to ensure the school nurtures and inspires 'university ready' students. They will help the school look beyond KS4 and 5 qualifications to inform smooth transitions within school and between school and university and to provide school and university based opportunities to engage in authentic STEM-based learning.

A forward-looking curriculum: Our partners at Huddersfield University have emphasised the importance of both '**building bridges**' and '**not burning bridges**' when it comes to pathways into STEM based university courses and careers. We have, therefore, designed our STEM curriculum to maximise opportunities for close interdisciplinary work across STEM based subjects where students will see links that usually remain hidden because of the traditional approach of separate departments working in silos and to optimise access to qualification combinations which will be their passport to wide ranging Higher Level studies including Triple Science at GCSE, compulsory mathematics at KS5 and the necessary 'facilitating' A-Levels.

STEM at Key Stage 3

We are committed to building a curriculum¹⁵ which sequentially and coherently builds knowledge across the STEM-based subjects. As students enter the school, we will use the greater curriculum freedom to experiment and explore, whilst laying strong foundations for KS4 and beyond. The science curriculum will be based on the 'big ideas' of cells, particles, interdependence, energy and forces, which will develop progressively through the KS3 curriculum and will build explicitly on the programme of study at KS2 to develop applied scientific thinking. We shall consider adopting the Wikid scheme¹⁶, which has strong links to the big ideas and STEM, as the starting point for developing a themed approach to the curriculum at KS3.

Building on approaches already developed by the National STEM Centre such as *create maths*, the Bolton Free School will shape its curriculum offer to allow students to understand how mathematical concepts underpin the other disciplines within STEM. Working with our STEM and HE partners, we will focus the application of mathematics on the key growth areas of the Greater Manchester economy and produce curriculum resources to support this. At Key Stage 3, for example, to increase students' understanding of how mathematics is used in working with chemicals, students will have the opportunity to build models, investigate sequences, interpret graphs and discover the application of the

¹⁵ We are interested in the approach used in the US Core knowledge Curriculum advocated by E.D. Hersch

¹⁶ See <http://www.upd8.org.uk/upd8-wikid.php>

data handling cycle. Similarly, within the context of construction design, learning activities might focus on the performance of model cars powered by green energy through a series of racing challenges and include calculation of averages, estimation and distance-time graphs. This approach would become increasingly sophisticated at Key Stage 4 and will improve insight into the practical application of mathematical principles.

Students will also study combined Engineering and Art which will draw on both the NC for Design and Technology and Art and Design and will the way for GCSE Engineering (as an option). There will be an emphasis on ‘design, communication and make’ projects with a strong theoretical underpinning in understanding engineered products and the application of technologies, including Computer Integrated Manufacturing and Engineering, microcontrollers and robotic systems

There will be STEM enrichment days every half-term, delivered via authentic extended projects, across Key Stages 3-5. Nuffield STEM ‘Games’ and STEM ‘Futures’ cross-curricular projects¹⁷ will be used as starting points for these days. Projects will be based on a skills led approach, encouraging group work, reflective learning and the application of STEM. The Nuffield projects have been shown to motivate students, develop their learning skills and give them the opportunity to tackle real life, complex problems over an extended period of time. In the Futures’ projects students will be challenged to rethink a positive sustainable future based on the principles of closed loop systems in nature. This links closely with the ‘sustainable environments’ dimension of Tauheedul’s faith ethos.

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

Example Term 1

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

This would be repeated for terms two and three, giving each student an additional entitlement of six days or their equivalent per year, for the School’s specialism of STEM. The same model would also be applied to the timetable for Years 8, 9 and 10. In addition we will provide *Curriculum Plus* in the form of one Saturday School per half term allowing boys to undertake activities that will relate to both specialisms.

Our partners, Huddersfield University are keen to pilot placements for STEM undergraduates in the school to co-plan and deliver STEM-based projects. For them this would stimulate the through flow of graduates into their teacher education programme and for the school undergraduates would bring up to date applied science expertise to the school and would be role models for our young men. The pilot would form a crucial development opportunity to grow future teachers who really understand the school environment.

¹⁷ See www.nuffieldfoundation.org/nuffield-stem-games

As an outcome from the STEM enrichment days students would be able to achieve CREST awards¹⁸ and the AQA Project Qualification at Level 1 through completion of their projects.

STEM at Key Stage 4

In 2007 Lord Sainsbury pointed out that the chances of getting an A or a B at A-Level chemistry is increased by 76% for pupils who take triple science rather than just two sciences at GCSE. The expectation, therefore, will be that most students study Triple Science. This will open doors to further study at KS5 and beyond.

Most students would complete their mathematics GCSE in Year 10 and then go on to study additional mathematics in Year 11. Mathematics and science open the doors to STEM, pupils will find themselves at the end of year 11 able to choose facilitating subjects for A-Level. All will study GCSE Computer Science in Years 9 and 10. Through this they will develop logical thinking skills which alongside their experience of STEM, will strengthen opportunities in emerging technologies. Engineering will be an option in Y11, building on the KS3 experience for those who have developed a flair for the discipline, allowing them to apply their science and mathematics.

At Key Stage 4 all students will continue to participate in STEM specialism days each half term with the expectation that they take on increasing responsibility for leading projects as they move up the school.

STEM at Key Stage 5

We are keen to ensure progression from GCSE into Key Stage 5 increasing the appeal of university for all our students. We shall model our post 16 offer on the proposed 'Advanced Baccalaureate'. It is our intention that all students will continue with the study of mathematics or numeracy and English during the 6th form in line with the Wolfe report recommendations. We will watch, with interest the development of the 'real life' mathematics curriculum commissioned by the Secretary of State from Mathematics in Education and Industry.

Clear progression routes to study A-Levels in biology, physics, chemistry, mathematics, further mathematics and computer science along with Level 3 BTECs in Information Technology and Applied Science, will ensure students can aspire to study STEM subjects after GCSE. These A-Levels are also facilitating subjects to entry at Russell group universities. Some students may use the Level 3 BTECs as a foundation to transfer to A-Levels when ready.

Enhancing and enriching the curriculum

Through strong contacts established by TFST with STEMnet based at the Museum of Science and Industry, and other local industries, businesses and universities, we shall tap into the STEM ambassador programme¹⁹. There are over 800 of these in Greater Manchester providing students with real live STEM graduate role models either in the workplace or through planned activities in school. These ambassadors will bring the outside in; enthusing our students about the possibilities of STEM. They would be involved with our after-hours STEM clubs operating for all year groups, and our STEM days. Many of the ambassadors are based at the University of Manchester and this relationship will

¹⁸ See <http://www.britishtscienceassociation.org/crest>

¹⁹ <http://www.stemnet.org.uk/content/stem-ambassadors>

strengthen our links here. Equally, our older students will be good role models for younger students, carrying out the role of internal ambassadors for STEM. This will also happen in our feeder primary schools with older students visiting the STEM clubs there to support and take part in joint STEM activities. Through engagement with Primary Engineer²⁰ we can promote accreditation through the leaders award for STEM, which is open to pupils from 5-19. Students must interview a STEM professional in order to achieve this award which will develop future aspirations. In order to help us use these resources effectively our SLT lead for STEM would liaise with the STEM advisory network through STEMnet.

There will be a STEM mentoring programme for all students as they move through KS4 and KS5 provided through our partners in industry. Through our development work with STEMnet, we know there are over 200 companies in Greater Manchester keen to recruit their future workforce, from Siemens to the Co-op who have excellent outreach programmes. We would also expect the relationship with Manchester University to develop such that they would be part of this programme. This would be mutually beneficial as they aim to 'widen participation' particularly from deprived and ethnic minorities. Ideally we would push to set up an advisory panel to explore the school-university transition, to ensure our boys are best prepared for this.

From Y8 – Y12 students will be able to attend residential opportunities at universities offered through, amongst others, our partners at Huddersfield University, in order to raise their aspirations for study post 19. These will focus on cutting edge technologies such as biomedical engineering and nanotechnology as well as career focused experiences such as Pharmacy weeks.

Work done in STEM clubs will be used to generate accreditation through the British Association CREST awards. CREST is a project-based awards scheme run by the British Science Council for the STEM subjects. These link the passions of students to curriculum-based learning. Students will carry out projects on any subject that they are interested in for example schizophrenia, building robots, sports nutrition and growing cress on other planets. UCAS endorse CREST Awards for inclusion in students' personal statements – they're well regarded, high-quality and a tangible recognition of success. Students will work towards Bronze, Silver and Gold CREST awards as appropriate and these would also contribute towards the Tauheedul Baccalaureate. Another project that is sure to inspire and excite our young men is the Bloodhound project whose aim is to make a car travel faster than 1000mph.

High quality leadership

The sponsors will appoint a Vice Principal capable of championing the place of STEM in our modern world with a thorough understanding of the power and potential of STEM and how it can permeate the life of the school. We will also appoint an Assistant Head Teacher who will be a STEM specialist and will drive forward the school's STEM specialism. They will develop a rich and innovative programme of STEM-based learning and will nurture strong links with the Universities of Manchester and Central Lancashire. They will also be able to tap into the expertise of high tech companies, all with the purpose of enhancing the curriculum and pupil experience.

The Assistant Principal STEM will also lead the team of high calibre mathematics, biology, physics, chemistry and engineering specialists. The team will

²⁰ <http://www.primaryengineer.com>

- Develop the key STEM skills of problem solving, numeracy, ability to learn and adapt, team working, organisation, communication and using your initiative;
- Explicitly link ideas across the disciplines so that it becomes second nature for students to, for example, open their mathematics tool-bag in science, technology and the wider curriculum;
- Develop opportunities to bring the disciplines together, planning cross-curricular schemes of learning at KS3, enhancing the curriculum offer, but also tapping into enrichment offers from local industry and higher education at all key stages;
- Inspire students to become leading researchers, entrepreneurs, and innovators of industry closely linked to their rich STEM experience;
- Be members of their professional associations and for science teachers, show their professionalism by either holding or working towards chartered science teacher (CSciTeach) or registered scientist (RSCi) status.

To help establish a highly skilled STEM team the Trust has agreed to work in partnership with Myscience, which comprises the Universities of Leeds, Sheffield, Sheffield Hallam and York. Myscience operates the National Science Learning Centre as a centre of excellence for science teachers' continuing professional development and the National STEM Centre which brings together key national organisations working within the STEM communities. They run the network of Science Learning Centres, one of which is in Manchester. If the School is approved, Myscience have agreed to provide early support for the recruitment of key staff, development of the curriculum, and professional development of the faculty and subject leaders. They will also work alongside the Vice Principal to provide external evaluation of the effectiveness of the STEM specialism so we can be sure that we are providing the best opportunities for our students to develop STEM related skills and academic success.

Importantly, the [REDACTED], [REDACTED] has indicated that, if the school is approved, he would consider being on the Local Governing Body for the Bolton Free School. Manchester University have also agreed to identify a member of one of their STEM faculties as a governor

Careers Information Advice and Guidance

Careers from STEM as well as careers in STEM will be promoted. With support from our STEM ambassadors and University partners, guidance will begin early in KS3, exploring possibilities such as theatre lighting technician, alongside traditional occupations including pharmacists and vets. This will be a key resource for all stakeholders including parents, and will clearly demonstrate the value that can be gained from learning in STEM. The growing importance of apprenticeships and their role for our students will be developed. We shall watch the top 100 apprenticeships employers list with interest in order to make links with those in Greater Manchester and the North West. The school will further develop strong relationships with local industry with a view to supporting successful transfer from KS4 and KS5 and beyond through our mentoring programme.

A centre for excellence in the community, and local schools

The Bolton Free School will be an integral part of the community so will seek to establish a range of activities to support different groups and to encourage networking of effective practice.

We plan to be a centre of excellence for staff development, improving the subject knowledge and pedagogical skills of teachers of STEM subjects. We shall bid for a grant from the NSTEM centre for an Enthuse cluster award with a view to drawing in schools from the locality, including primary and special schools, and this will be our first step towards the intended status of a Teaching School.

Our links with primary schools will be strengthened through the cluster group. We will support their achievement of the Primary Science Quality Mark accredited by the Association for Science Education. This quality mark demonstrates the school's dedication to science and to developing primary colleagues to be excellent science educators. It is likely that these schools will offer CREST awards in their STEM clubs, and will provide a progressive route into secondary. Our support to also develop a primary mathematics subject specialist at each school will be a goal in line with the government plans. From a strong baseline of excellent science and mathematics teaching, our students will be ready to leap into STEM in their secondary years.

Each year we will organise a STEM breakfast for our cluster. Inviting local providers of STEM based employment to network with teachers over a pastry and coffee. Face to face engagement will provide mutually beneficial outcomes for all students in the area. This will grow into a STEM conference for year 8 students, across the cluster, with workshops and opportunities to talk to real engineers, mathematicians, scientists and technologists, early enough to influence option choices.

Our students will be visible in the community by for example presenting their project based work in and around the locality using the 'Science on stage' model to develop a 'STEM on stage' event. Once per year they will showcase their projects to the general public. We could go further and contribute to the Big Bang Fairs held annually, raising the profile of the school, and the confidence of our young men to engage with the local, regional and national community.

Centre of excellence in Big Society

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

The Big Society specialism will differ qualitatively from the STEM specialism in one particular respect. The principle of 'volunteering' is at the centre of this Specialism. It will be developed and delivered by means of a series of projects that will be planned from the school and by the staff of the school, with some taught and facilitated provision on Friday afternoons, but also with participation from the students during their spare time, evenings and weekends. During Year 11 there would be an additional 6/7 week community placement so that students could understand and then develop a sense of the Big Society concept, and then practically work out their future role within it.

Accordingly, all boys will be encouraged and assessed on the quality and quantity of the contribution they are able to make to a community service or charity (local, national or global). The school sees this initiative lying at the very heart of its ethos.

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

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

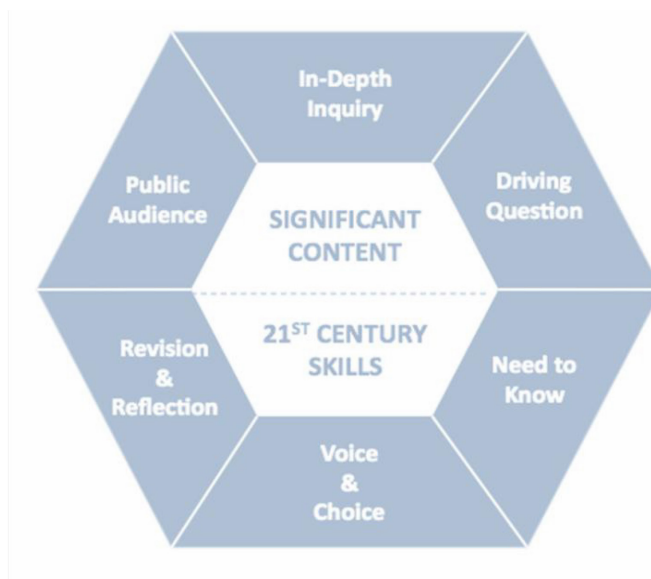
- Encourage and promote social action and the principle of Community Service and Volunteering so that students at the Bolton Free School play an active part in society;
- Encourage all of its students to endorse the civilised values in a fair society of the principle of Citizenship;
- Equip our boys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

We will harness the resources and expertise of national 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.

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

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

Project Based Learning in the Big Society Specialism



On Friday afternoons all pupils will work in vertical groupings on social enterprise and community service projects with the older students increasingly taking the lead.

For this element of the curriculum we will use the Project Based Learning framework developed by The Buck Institute for Education²¹.

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 student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such

²¹ See http://www.bie.org/about/what_is_pbl/

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, students need to do much more than remember information. They need to use higher-order thinking skills, to work as a team. They must be able to listen to others and make their own ideas clear when speaking, be able to read a variety of material, write and make effective presentations. These skills, competencies and habits are a 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. It 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.** Students 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 student engagement.
- **includes processes for revision and reflection.** Students 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.** Students 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.

Students will be involved in choosing the projects they will develop and in raising charitable funds. Those in Key Stages 4 and 5 will be expected to take lead roles in their projects and demonstrate increasing understanding of the responsibilities in undertaking different leadership roles. Big Society project work will contribute to the awarding of the Tauheedul Baccalaureate for each pupil.

Exemplar projects which groups might engage in are:

- Analysing the carbon footprint of the school and making ‘costed’ recommendations to the SLT on what needs improving and how.
- Designing a sustainable community housing project for a slum in Mumbai and then pitching the plans to a Dragon’s Den style panel.
- Developing a series of STEM challenges that students then take to local primary schools. They support younger children to engage with the activities, and explain the STEM behind them.

- Writing a book on Bolton for young readers, working with professional historians and artists. The book could be purchased, for example, by Primary schools, thus raising funds for a local reading programme in the public library.
- Staging a dramatic production that illustrates the impact of technology on our lives over the last two centuries (think Olympic opening ceremony!) and acting out the impact on individuals, families, communities, countries and globally. Students would arrange the ticketing and manage all aspects of the event.

Project based work in both the Big Society and STEM curricular will be assessed via Level 1, 2 and 3 Project Qualifications (AQA) in Key Stages 3, 4 and 5 respectively. Students will present their Projects in one of three formats: a research-based written report, a production (e.g. charity event) or an artefact (e.g. a realised design), supported by a written report, together with a final presentation.

Enrichment curriculum

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

Specialism entitlement: a wide range of enrichment activities developed as part of the 2 specialisms associated with the Bolton Free School and described previously.

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

First hour per week: via a comprehensive programme of enrichment opportunities will be offered aimed at developing key ‘personal skills and aptitudes’. These extra-curricular parts of the learning offer to students will form a part of the Tauheedul Baccalaureate.

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

Examination preparation and Master Classes: via a focused programme of master classes (exam preparation) and revision sessions for Years 10 – 13, which will run throughout the year in evenings and weekends. There will be a strong expectation that all students attend.

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

Ensuring students’ success

Set out below are the critical curriculum facilitators which, together with ‘Outstanding Pedagogy’ (discussed previously in D1), will ensure that every student at the Bolton Free

School is able to access fully all aspects of the curriculum to support their progress and achievement.

Outstanding teaching and learning for boys.

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

- Carefully structured and 'chunked' work in lessons. Boys' do best when work has clear objectives with clear achievable aims, short-term targets and quick teacher feedback.
- Clarity about how current work builds on earlier learning (i.e. to be able to locate today's lesson in their 'big picture' for learning).
- A variety of activities in lessons, including practical and activity-based learning and applications to real-life situations.
- Transformation: turning information from one form to another.
- An element of fun and competition with humour used to good effect.
- Immediate rewards for good work.
- Planned talk for learning i.e. paired and group work, particularly as a bridge into written work.
- Access to computers for interactive learning or to help boys improve their presentation.
- 'Quick fire', lively, varied questioning with the teacher ensuring that all students participate.
- High-quality, close and responsive marking of written work (at different stages of drafting) offering clear advice on how to improve – even to high attainers.
- Writing tasks are broken down into smaller steps, with feedback at different stages (for example brainstorming, planning, first draft, redraft, final edit).
- Use of 'boy-friendly' texts and genre in both fiction and non-fiction.
- Strategies to encourage boys to think and reflect on their first (verbal) answers. Although boys often answer questions willingly their responses frequently lack depth or expansion.
- Use of model written examples to demonstrate what a good outcome looks like.

Outstanding literacy

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

- Providing structured and bespoke enrichment programmes.
- The use of Literacy focused objectives in each lesson alongside subject objectives.
- Ensuring there are accurate reading and comprehension ages for all students – carried out on entry to Y7 then completed again at the end of each year in Key Stage 3.
- Appropriate differentiation of texts linked to the reading ages of students in classes.
- Guided Reading & Directed Activities Relating to Texts (DARTs).

- Use of cooperative and collaborative talk structures to ensure all students are able to articulate responses and become confident participants.
- Using the Sequence for Teaching Writing.
- Ensuring staff awareness of what an English L4 student looks like in terms of punctuation and sentence structure.
- Use of 'Read Write Inc.' (Ruth Miskin) for very low level learners²²
- Use of 'Catch Up Literacy'²³.

Outstanding technology

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

All students:

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

All parents:

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

All staff:

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

A structure for delivery

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

The Bolton Free School calendar: The sponsors will consult on the school calendar on a yearly basis but intend to operate the normal three terms per annum to fit in with Bolton

²² See <http://www.oup.com/oxed/primary/rwi/>

²³ See <http://www.catchup.org.uk/CatchUpLiteracy/IntroducingCatchUpLiteracy.aspx>

Local Authority holiday pattern and minimise disruption, particularly to parents and teachers with children in other local Schools.

The Bolton Free School week: Whilst we will operate on a normal 5 days per week basis for 3 terms per year, we will acknowledge the routines of the Muslim faith in relation to Friday prayers by ending formal teaching at 12.00 noon. We will regard Friday afternoons as the time when students will undertake their community activities. In addition, students will be expected to attend two after-school enrichment sessions per week, as a core requirement and not as an optional opportunity. Additional intervention sessions will run on Saturday mornings for those requiring 'catch-up' support in English and mathematics.

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

Monday - Thursday

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

Friday

08.15 Registration
08.20 Full School Assembly/ Staff Meetings
09.25 Lesson 1
10.20 BREAK
10.35 Lesson 2
11.30 Prayers and Registration
12.00 Students dismissed
12.15 Subject enrichment (until 1.15 pm) or community service (until 3.25pm)

Saturday (Intervention and detention²⁴)

08.15 Registration
08.30 Y7 English & Y8 maths intervention
09.45 Breakfast
10.15 Y7 maths & Y8 English intervention
11.30 Close

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

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

Pastoral care will be organized in Year Groups to create more personalised and nurturing environments, each one structured and equipped to meet the particular needs of its age

²⁴ Year 7 and 8 students below nationally expected levels in English and mathematics will receive 75 minute intervention in each subject i.e. those at level 4c and below for Year 7, or level 4a and below for Year 8.

group. Each Year Group will be managed by a Head of Year. The Heads of Year will be supported by a team of specialist Learning Coordinators (LCs).

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

There will be setting from the start of Year 7 in the subjects that comprise the English Baccalaureate. Pupils will be allocated to sets on the basis of their KS2 test outcomes. This will enable teaching that is more differentiated and tailored to the needs of learners and allow for greater challenge and support for each cohort. The school will also be able to manage class sizes to facilitate large cohorts of high ability learners, permitting smaller class sizes of low ability learners. This will result in a better student-teacher ratio for the most critical of cohorts. Movements between sets will be supported through termly reviews of setting, informed by half-termly formal assessments of progress in each subject.

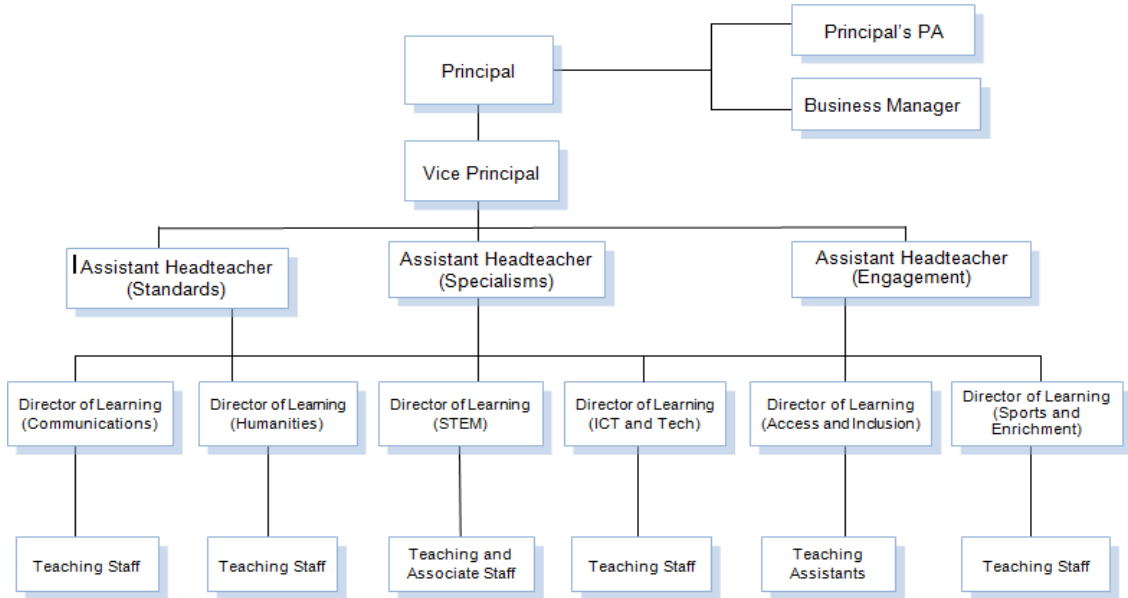
In all other subjects students will normally be taught in mixed ability groups to encourage social integration and foster co-operation, for example by encouraging the more able to support and coach their less able peers. We will also expect our staff to judiciously use within class grouping and to manage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

D3: How the staffing structure will deliver the planned curriculum

We have developed a staffing structure to serve a school of 700, 11-18 students. In formulating the structure, the sponsors have been keen to achieve a staffing model that is:

- Capable of delivering the vision of a high-performing school, where high-powered learning, progress and achievement is coupled with a commitment to wider personal progression, including the development of character and an intelligent moral and ethical compass;
- Appropriate for the delivery of the Tauheedul curriculum model at all three levels: Academic, Personal and Community;
- 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.

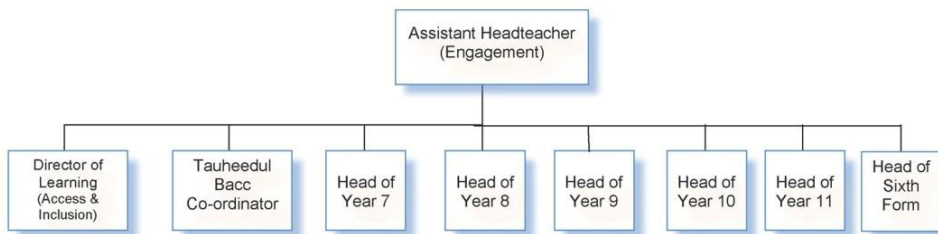
The structure is set out in the charts which follow.



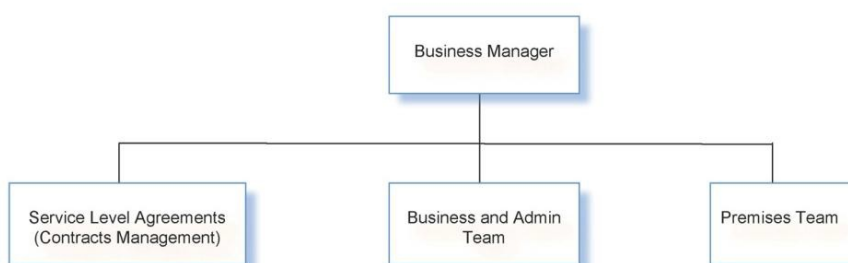
The Principal will report to the Local Governing Body (LGB) for the day to day running of the school and will have 'dotted line' accountability to TFST Governing Council via the Chief Executive of Tauheedul Education. They will be responsible for all staff in the school and for its performance.

The Vice Principal and Business Manager will report direct to the Principal. The Assistant Head Teachers will report to the Vice Principal.

The Directors of Learning will be responsible for all the staff in their faculty. The Director of Learning (Access and Inclusion) will report to the Assistant Head Teacher (Engagement). The other Directors of Learning will report to the Assistant Head Teacher (Standards) and Assistant Head Teacher (Specialisms), who will have responsibility for three and two faculties respectively.



The six Heads of Year, the Director of Learning for Access and Inclusion and the Tauheedul Baccalaureate Co-ordinator will report to the Assistant Head Teacher (Engagement).



The Business Manager will be responsible for contracts management, business and administration and premises. They will report direct to the Principal, but also have dotted line accountability to the financial controller within Tauheedul Education Ltd.

All TFST schools will be required to adopt good people management principles and practices. Every member of staff will have a line manager, with whom they will have regular contact, so that they can discuss progress and concerns on a regular basis. The performance framework will start from the high level targets of the school and the Principal (as set out in the three year development plan and annual business plan). Every member of staff will participate in a formal personal development and appraisal (PDA) process, via their line manager, so that they can be clear of how their personal targets contribute to the overall success of the school. The PDA process will also ensure every member of staff receives the support, development and training they need to achieve their work-related targets and their personal potential in the workplace.

The whole-school staffing structure

Appointments will be made to specific posts located within staffing structure at four levels:

- Senior Leadership Team;
- Middle Leadership Team;
- Teaching staff;
- Associate Staff.

Senior Leadership Team

The school will be led by a Principal, supported by a senior leadership team (SLT), who will work with the LGB and TE within the strategic framework set by TFST's Governing Council.

The SLT will be made up of:

- Principal;
- Vice Principal (Teaching and Learning);
- Assistant Head Teacher (Standards);
- Assistant Head Teacher (Specialisms);
- Assistant Head Teacher (Engagement);
- Business Manager.

The Senior Leadership Team structure has been designed to:

- Offer a robust and clear structure for performance management;

- Ensure effective links between key school-wide systems including performance management, line management, CPD, assessment, tracking and intervention, monitoring and evaluation;
- Enable personalised intervention for each child from the very top;
- Ensure that senior leaders are close to the 'coal face' of the organisation;
- Promote the effective and speedy dissemination of information throughout the organisation;
- Offer a matrix structure which will inhibit silo-working;
- Offer value for money – no duplication but opportunities for synergy.

Middle Leadership Team

The Middle Leadership Team will be made up of:

- Director of Learning: Science and Mathematics;
- Director of Learning: Communication;
- Director of Learning: Sports and Enrichment;
- Director of Learning: ICT and Technology
- Director of Learning: Humanities and Business;
- Director of Learning: Access and Inclusion (SENCO).

The Middle Leadership Team has been designed to:

- Promote cohesiveness in delivery of the curriculum;
- Provide an effective structure for performance management;
- Provide an effective structure for organisation and communication;
- Ensure faculties are a manageable size that promotes personalised excellence;
- Offer value for money – a lean and focused team.

Each Director of Learning would be responsible for all teaching and associate staff within their faculty and for the achievement of academic standards within their areas of responsibility.

Teaching Staff

Teaching staff would report to the relevant Director of Learning. The Teaching Staffing model is based on the principle that professionals should have a specialist expertise and the capacity to deliver high-quality learning and teaching in their own areas of expertise. All staff will be subject specialists with emphasis laid on their depth of subject knowledge.

The staffing is based on the curriculum model in section D2.

Associate Staff

A number of teams make up the associate staff structure of the School:

- Pastoral Team (Student Services): to provide personalised support on behaviour, attendance, personal development and standards of achievement. This team would report to the Assistant Head Teacher (Engagement).
- Business and Administration Team: to provide student, staff and stakeholder support and to look after the School's finances and resources. This team would report to the Business Manager.
- Premises Team: to oversee maintenance and upkeep of the School buildings. This team would report to the Business Manager.

- ICT technician: to provide technical support across the School.

The following is a summary of the roles outlined in the staffing structure:

Principal: Provides strategic leadership and overall management of the school.

Vice Principal (Teaching and Learning): Provides strategic leadership and overall management of the school, as well as strategic leadership of teaching and learning. The Vice-Principal would be expected to have a thorough understanding of the power and potential of STEM and how it can permeate the life of the school.

Assistant Head Teacher (Standards): Provides strategic leadership of standards and achievement in the school, as well as line management of 'core' academic faculties.

Assistant Head Teacher (Specialisms): Provides strategic leadership of the specialisms of the school, as well as line management of 'non-core' academic faculties in the school. This post-holder will be a STEM specialist in order to drive forward the school's STEM specialism. They will develop a rich and innovative programme of STEM-based learning and activities to drive forward the STEM specialism of the school. They will also be expected to develop strong links with the Universities of Manchester and Huddersfield, and with our partners in industry, to enhance the curriculum and pupil experience (see 'Specialism Section').

Assistant Head Teacher (Engagement): Provides strategic leadership of the pastoral and wellbeing functions of the school, line manages the Director of Learning (Access and Inclusion), Heads of Year and the special needs' provision of the school as well as coordinating the 'Tauheedul BaccaLaureate'.

Business Manager: Provides strategic leadership of the business functions of the school, including the line management of the administrative, estates and finance functions.

Principal's PA: Provides personal support to the Principal

Senior Business Support Officer: Provides operational management of the school's administration office.

Business Support Officer: Provides general administrative support.

Directors of Learning (Faculties): Provide operational line management of each of the curriculum faculties of the school.

Director of Learning (Access and Inclusion): Provides operational line management of the special needs' provision of the school; operates as the day-to-day SENCO of the school.

Teacher (for each subject area): Delivers the specialist learning for their curriculum area, within a faculty.

Head of Year: A non-teaching professional who provides operational pastoral care to each of the year groups, particularly in relation to attendance, behaviour and achievement; reports directly to a senior leader.

Tauheedul BaccaLaureate Co-ordinator: A non-teaching professional who develops the big society specialism and co-ordinates, develops and quality assures the T.Bacc.

Science Technician: Provides technical support to aid practical activities in science, preparing resources and supporting learning in the science classroom.

Teaching Assistant: Supports the learning of learners with special educational needs,

funded by their statement; reports directly to the Director of Learning (Access and Inclusion).

Welfare Assistant: Gives out food at break and lunchtime, and provides supervision.

Caretaker: Manages cleaners and operationally manages the estate's maintenance.

Cleaner: Maintains the estate, cleaning before, during and after-school hours.

Phasing recruitment

The sponsors have created a staffing plan to enable the effective phased recruitment of teaching and support staff. However, it would not be in the long-term interests of the new school to be over-prescriptive at this point about which subject specialist, pastoral staff and classroom support staff will be required – and in what numbers – so far in advance of the school opening. We have been keen to avoid creating a straitjacket to staff planning and recruitment once actual student numbers have become clearer and the LGB and SLT have had the opportunity to determine their priorities for the new school. The plan below is, therefore, represents an initial outline.

Staff/ Year	Sept 14	Sept 15	Sept 16	Sept 17	Sept 18
Students on Roll	100	200	400	600	700
Leadership Team					
Principal	1	1	1	1	1
Vice Principal	1	1	1	1	1
Business Manager	1	1	1	1	1
Assistant Head Teacher 1			1	1	1
Assistant Head Teacher 2				1	1
Assistant Head Teacher 3					1
Total Leadership	3	3	4	5	6
Teaching Staff					
DoL Communications		1	1	1	1
DoL STEM		1	1	1	1
DoL Sport and Enrichment			1	1	1
DoL ICT and Tech				1	1
DoL Humanities					1
Mainscale Teachers	5	9	17	27	32
Total Teaching Staff	5	11	21	31	37
Total Teaching Staff incl. Leadership	7	13	24	35	42
Associate Staff					
Business and Admin					
PA to Principal		1	1	1	1
Senior Business Support	1	1	1	1	1
ICT Technician	1	1	1	1	1
Business Support 1	1	1	1	1	1
Business Support 2			1	1	1

Business Support 3				1	1
Business Support 4					1
Total Business & Admin	3	4	5	6	7
Education Support Staff					
Pastoral (Student Services)					
Head of Year 7	1	1	1	1	1
Head of Year 8		1	1	1	1
Head of Year 9			1	1	1
Head of Year 10				1	1
Head of Year 11					1
Head of Year 12			1	1	1
Head of Year 13				1	1
Tauheedul BaccaLaureate Co-ordinator			1	1	1
Total Pastoral Staff	1	2	5	6	7
Access & Inclusion					
DoL SENCO		1	1	1	1
Other					
Science Technician		1	1	1	1
Total Education Support Staff	1	4	7	8	9
Welfare Assistants	1	2	3	4	4
Premises					
Caretaker	1	1	2	2	2
Cleaner	1	2	4	4	5
Total Premises Staff	2	3	6	6	7
Total Staffing	15	27	46	60	70

Interim lines of accountability

During the early years of the school, as it builds towards to capacity, different reporting lines and accountabilities will apply from those set out above.

Teaching staff

During year one the SLT will comprise the Principal and Vice-Principal only (plus the Business Manager). This will be manageable with only 100 pupils on roll.

The Principal will concentrate on the strategic and high level operational development of the school. The Vice-Principal (VP) will be responsible for the operational management, including managing the first five front line teachers. This will enable the Vice-Principal to maintain strong managerial control over the development of teaching standards in the school during these crucial early days of its development. It will also enable them to identify talent amongst the front line teaching staff who might make potential middle leaders.

In year 2, the SLT will continue to consist of the Principal and VP only. We still consider this to be manageable with only 200 pupils on roll. Two Middle Leaders will be appointed during this year and four further teachers. The Middle Leaders will begin to take on management

responsibility for some teachers, with the remainder continuing to be line managed by the Vice Principal. This will keep the Vice-Principal in contact with the front line, but also free up some of their time to plan for year 3, when there is a big increase in pupil numbers, and consequently in staffing.

In year 3, as pupil numbers grow, we will appoint the first Assistant Head Teacher, recruiting to one additional post each year thereafter, until reaching the full establishment in year 5. In year 3, and each year thereafter, we will also appoint an additional Middle Leader and further main scale teaching staff. We will progressively move towards the establishment of the faculties over this period as staffing and pupil numbers grow.

Teaching Assistants will be appointed on an incremental basis depending on the numbers of students with SEND support.

Support staff

The Business Manager will be appointed in the first year, in recognition of the critical role effective business and financial management will play in the long term success of the school. A Senior Business Support post will also be filled in year 1 to support the Business Manager in establishing new systems and procedures and to run the office and manage the day to day demands of the pupils. The Principal's PA will also be appointed in year 1. More business support posts will be added on a phased basis as the school grows.

A small premises staff will be appointed in Year 1, to ensure that the building is maintained and presented in accordance with Tauheedul's commitment to quality. The team will increase incrementally as the school grows. Welfare assistants will be appointed on an incremental basis as the school grows.

Pastoral and other staff

The Head of Year 7 will be appointed in Year 1 as the first intake of pupils enters the school. Appointments to the remaining posts will take place on a phased basis as the school grows. Heads of Year will report to the VP until the Assistant Head (Engagement) takes up post.

The Director of Learning (Access and Inclusion) will be appointed in year 2. The VP will be responsible for this area of activity during year 1 as part of their responsibility for the day to day management of the school. Line management for this area of responsibility would pass to the Assistant Head Teacher (Engagement) once appointed.

D4: A strategy for meeting the needs of pupils with differing abilities.

The Principles

The Tauheedul Free Schools' Trust believes that the provision of outstanding educational opportunities for all is at the heart of the Bolton Free School's mission and vision. Our strategy for ensuring that the needs of pupils with differing abilities and potential barriers to learning lies in the genuine personalisation of our approaches, in which each individual student is located at the centre. Consequently this strategy is what drives and integrates the target setting and school improvement systems explained in section D5, our curriculum and the personalisation of its delivery, described in sections D1 and D2, and our approaches to behaviour, attendance and well-being, covered in section D7. We won't reiterate these elements of our strategy here but would wish to underline the point that what is included here in section D4 is partial and covers specific elements, not detailed elsewhere in our application, for the purposes of addressing the 'How to apply' criteria.

So, supporting the progress and achievement of different groups of pupils – 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. We recognise that individuals 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 pupils with low prior attainment in 2011 with 69% achieving 5+A*-C including English and mathematics – is testimony to this.

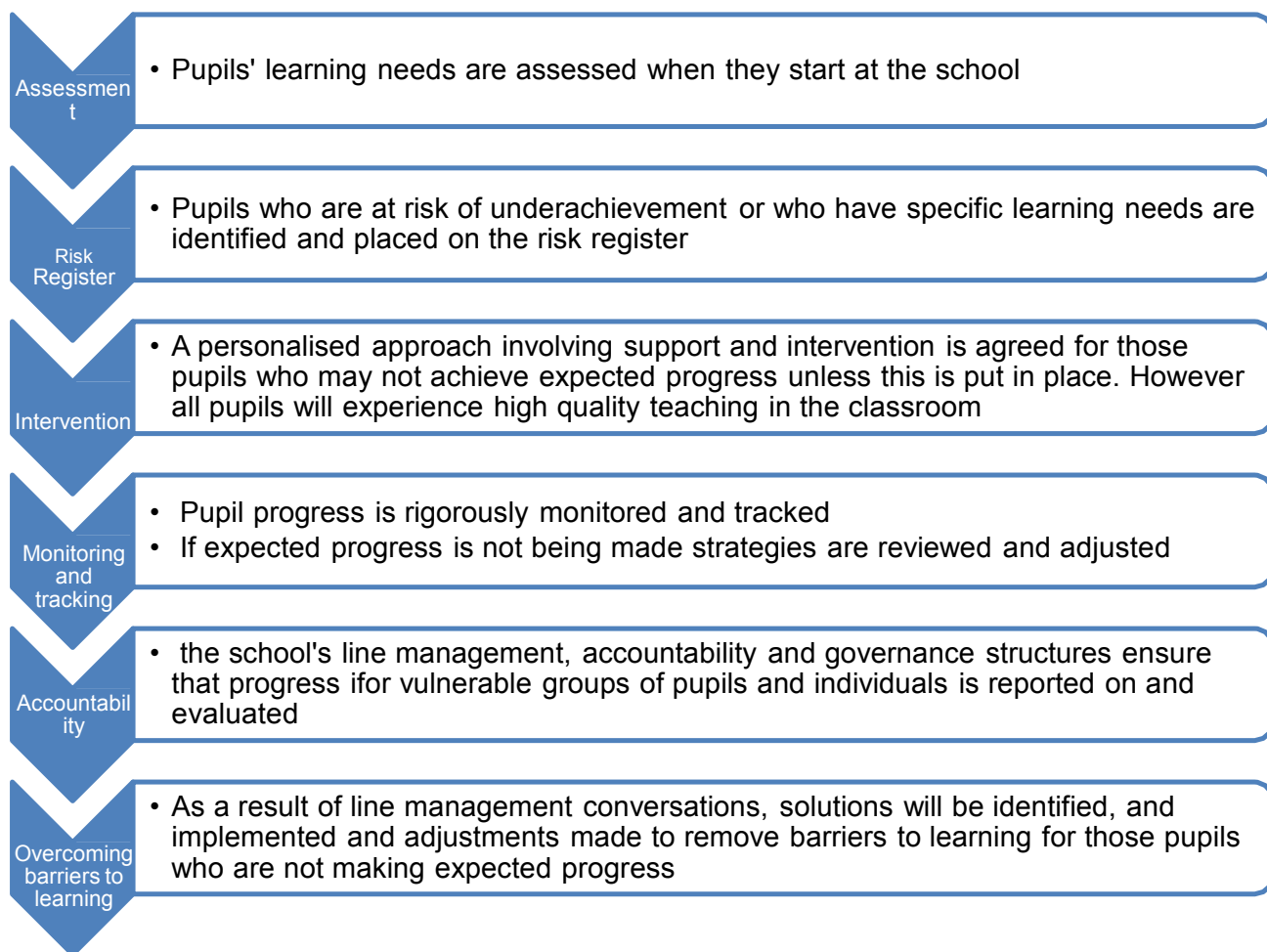
The following principles guide the Trust’s approaches. To:

- Recognise the profile of the pupils who are likely to attend the school and will configure its structures, systems and processes to ensure that it meets all pupils’ needs and recognises its duties under the Equalities Act 2010;
- Personalise its support for every pupil, and specifically for those who are at risk of underachievement or who have SEND, to ensure that they fulfil their potential;
- Make targeted use of its monitoring and tracking systems, and internal and national data sets to ensure that pupils at risk of underachievement or who have SEND are making expected progress and are attaining above the top quartile of pupils nationally.
- Put in place timely changes to pedagogy, interventions and additional support for those pupils who are not progressing as expected and who may have unidentified SEND;
- Hold staff to account for the progress of groups of pupils and individual pupils who are at risk of underachievement;
- Put in place a specific strategy to meet the needs of pupils with SEND in compliance with all relevant legislation and the SEN Code of Practice;
- Ensure all staff, including the Principal, receive professional development and are equipped with the skills and knowledge so that they can identify when a pupil may have a special educational need which requires additional and different resources to those which have already been applied
- Ensure that staff are aware of and know how to apply current research around best practice for this group of students
- Put in place a specific strategy to meet the needs of the large proportion of students who are likely to require EAL support

In recognition of the relatively high proportions of pupils who may have SEND and those who are likely to have English as an Additional Language in the school’s anticipated pupil profile, we have provided greater detail on how their needs will be met in section D4.

The strategy for a personalised approach

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



Assessment on entry and on an on-going basis

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

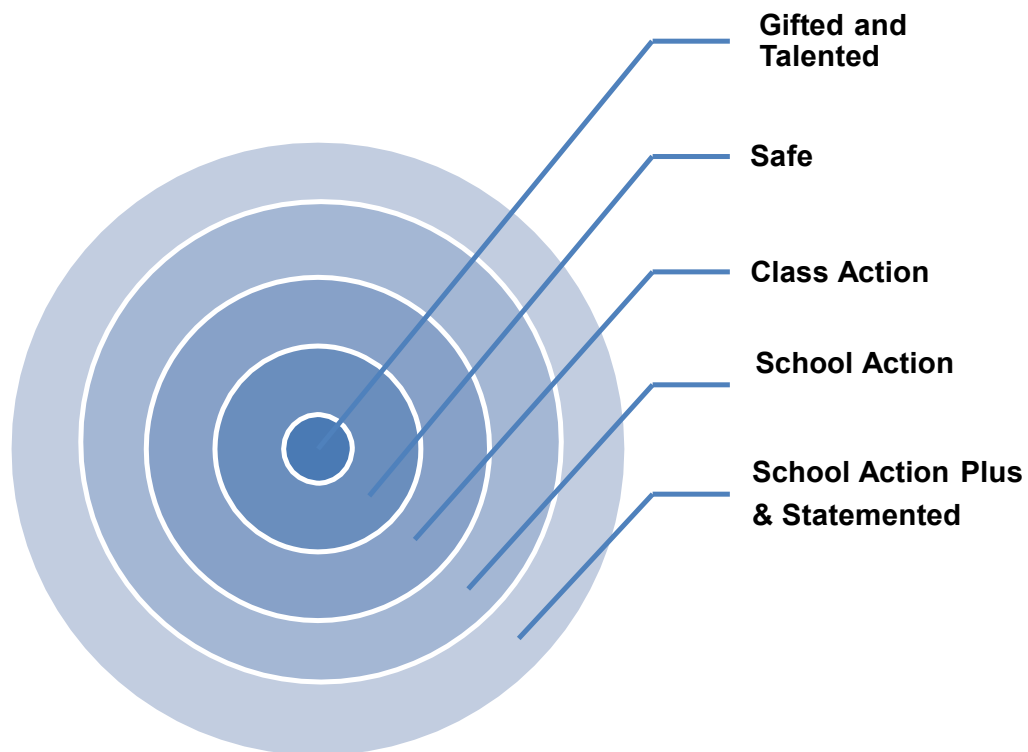
- Achievement at Key Stage 2 (using sub-levels and contextualised through teacher intelligence gained through the school's rigorous transition arrangements);
- Literacy skills;
- Those who have been identified with SEN when in fact they have experienced poor teaching;
- Those who may have attained national expected levels of attainment but are working below their potential because of barriers to learning or unidentified SEN e.g. speech , language or communication needs or specific literacy difficulties;
- Special or additional educational needs identified at Primary School (being mindful of those with hidden disabilities such as Speech Language and Communication and Asperger's etc. which may not have been identified in primary school)
- Attitudes to learning;
- English as an Additional Language needs;
- Deprivation factors;

- Gifted and Talented;

Assessment of pupils' needs will be part of an on-going and formative process, co-ordinated by the SENCO and involving class teachers on a systematic basis. Where pupils may have hidden needs, gifts or talents these will be identified via a range of strategies; through teacher recommendations arising from, for example, assessment for learning; when close tracking and monitoring of progress highlights pupils who are making especially rapid, slow or no progress; through internal data tracking; through formal test/examination results; through parental identification; when a pupil's attendance pattern changes or behaviours for learning become a cause for concern; through feedback from extra-curricular activities

Achievement risk register

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



1. 'Gifted and Talented' - Students who have entered School with attainment levels well above nationally expected levels. These students will have achieved level 5 in English and Maths at the end of KS2.
2. 'Safe' – Students who entered School with attainment levels at or slightly above nationally expected levels. These students will have achieved level 4a or 4b in English and Maths at the end of KS2.
3. 'Class Action' – Students who entered School at slightly below nationally expected levels, but for whom good 'learning and teaching' in the classroom should be

sufficient. These students will have achieved level 4c in English and Maths at the end of KS2. *There may also be some pupils in this group for whom nationally expected levels are not good enough. Staff professional development and triangulation between summative data, observations and assessment for learning will highlight those pupils whose profiles appear ambiguous.*

4. 'School Action' – Students who entered School with attainment below nationally expected levels, for whom sustained monitoring & intervention (and in some cases, a specialised programme, e.g. for those with dyslexia) is required. These students will in the main, have achieved level 3a or 3b in English and Maths at the end of KS2.
5. 'School Action Plus & Statemented'²⁵ – Students who have cognitive or complex needs, which require substantial, including multi-agency, support. Many of these students will have achieved level 3c or below in English and Maths at the end of KS2. Some of these students may, in the future, require an EHC (Education Health & Care Plan), where to ensure their continued progress and success they may need a comprehensive multi agency approach to meet their needs. Where this is the case we will ensure that a Key Worker manages this process so that the school can make the reasonable adjustments required.

Personalised support

Where additional support is needed it will be specified in a personal education plan which will be shared with and implemented by all 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 and programmes which have been proved to accelerate the progress of specific groups
- Stretch and challenge for gifted and talented pupils

Monitoring and tracking

The progress of all pupils will be rigorously and frequently monitored using the school's SIMS system. Class teachers will have a key role in monitoring and tracking the progress of pupils and recording this on the SIMS system. This process will also allow for the identification of needs where this has not taken place through initial assessment. The school will have half-termly data inputs from all subject areas. These will provide an indication of each student's progress relative to their annual target. Each data input will result in the populating of a central tracking database and the updating of the achievement risk register.

²⁵ We recognise that there is pending legislation change around these categories and will amend our strategy accordingly.

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

Within this system there will be a specific and additional focus on individual pupils and groups of pupils who have been identified as being vulnerable to under-achievement or who make slow progress. The application of the tracking system will also identify pupils who require additional observation and monitoring. Profiles for these students will be drawn up and support arranged.

These 'at-risk' students will also meet with a senior leader every three weeks. The close monitoring and programme of meetings will focus on ensuring these vulnerable learners make at least 4 levels of progress in line with the top quartile in the Progression Materials 2010-11 and in the top 10% of pupils in the Transition Matrices. This will also require that we reflect on our styles of teaching to ensure that we are making the curriculum as accessible as possible to this wide range of pupils.

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

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

Accountability for student progress

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

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

Members of the Senior Leadership Team will be made accountable for the progress of vulnerable groups of pupils in the school. The Directors of Learning will be accountable for pupil progress in their faculties, and will hold subject leaders to account for the progress of all pupils, including those from vulnerable groups, through regular and robust line management dialogue and continuous scrutiny of the data to ensure that we understand what this is telling us. Directors of Learning will, in turn, hold teachers to account for the progress of their students.

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

Approaches to overcoming barriers to learning

Removing barriers to learning and developing appropriate strategies which enable quality learning and teaching to take place is central to inclusive schooling. Inclusion is about the ability of any school to offer appropriate curriculum access and support arrangements as well as effective pupil management systems. Students do not make optimum progress when they are treated uniformly.

Our school will follow the requirements set out by the Equalities Act 2010:

- Disabled pupils are not treated less favourably.

- Reasonable adjustments are made to ensure that disabled pupils are not at a substantial disadvantage compared to their peers. This might include adaptations for hearing impaired, sensory impairment, wheelchair users for instance.
- Plans are anticipatory and are drawn up to show how, over time, disabled pupils will increase access to education over time.

A personalised approach 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 exceptional progress. It is, therefore, the lynchpin in our strategy for ensuring that the needs of all students with different abilities are met.

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

Focused support and intervention will be provided for all 'at risk' students, including all those in the two SEN groups, as identified in the outer circles in the diagram above.

We do not support 'a school within a school' approach and as such every attempt will be made to ensure that the quality of teaching within the classroom is of the highest quality and that every student accesses this. However there will be students for whom a time limited and evidence based intervention approach is necessary to help them catch up with their peers, or to consolidate skills. Intervention programmes for targeted students in all year groups will be delivered each week. These will consist of One-to-One tuition, small group boosters and whole-year master classes where appropriate. Intervention provision will be a regular feature of each curriculum area – one of the additional after school 2 hour entitlements will be used for this purpose.

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

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. We recognise that a few learners (as is often the case for those on the autism spectrum) may not be motivated by the same things as the majority of pupils. In such cases we will work with the student and his parents/carers to ensure that we provide the best possible motivator.
- 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 provide enrichment for those with complex needs we will work with other professionals and specialists to provide ICT resources which will enable them to learn and progress effectively

Meeting the needs of pupils with Special Educational Needs

'We know that the educational achievement for children with SEN is too low and the gap with their peers, too wide. This is a hangover of a system and a society which did not place enough value on achieving good outcomes for disabled children and children with SEN' (Lamb Inquiry 2009)

Supporting children with SEN to achieve to their full potential is an integral part of delivering our vision. The Bolton Free School will aim to replicate the success of TIGHS with students with SEN where a significant percentage of students with SEN make as many as 5 and occasionally even 6 levels of progress during their time at the school.

Our SEN Policy will reflect the Bolton Local Authority policy drawn up by its SEN Strategy group, and the consequent provision will be in line with that made by all other secondary schools in Bolton. 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 the proportion of students in the Bolton Free School with SEND will be around or just below the LA average of 21%. This is based on our analysis of schools where students from the targeted catchment area for the Bolton Free School currently attend. We recognise that this anticipated cohort of SEND will require close scrutiny if we are not to make the mistake of identifying the wrong or too many pupils as highlighted in the *Special Educational Needs and Disability Review: A Statement is not Enough* where *'Around half the schools visited used low attainment and relatively slow progress as their principal indicators of a special educational need'*.

To ensure that the resources for SEND are deployed effectively and reach those most in need, our rigorous assessment, tracking and monitoring system together with frequent parent carer/ conversations & pupil voice activities will ensure that the correct pupils are identified and receive timely and appropriate intervention & support.

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

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

- All students, whatever their barriers to learning, can and will succeed; we expect the vast majority of students to make at least 4 levels of progress in English, and Mathematics between years 7 and 11 and for those who have SEND and make slower progress targets will be set in line with the top 10%, as indicated in the Transition Matrices in RAISEonline.
- All students have a right to a broad and balanced curriculum in which their individual needs and abilities are recognised and addressed. Students with SEN will be supported

to achieve full access to the whole-school curriculum and take part in all school activities alongside their peers and on visits.

- Support and challenge for students with SEND will be as rigorous as that for all other students.
- Information on the needs of students with SEND will be clear, transparent and available to all members of staff who work with them. The students and their parents will have contributed to this information and agreed to the measures put in place to support their learning²⁶.
- All staff will be expected to be aware of, and know how to apply, research on best practice on teaching students with SEN.
- Children with SEND exist in all communities. Bilingualism is not a learning difficulty but some bi-lingual students may have learning difficulties.
- Our focus of support for students with SEN will be the core skills of literacy and numeracy which we aim to embed in years 7 and 8.
- Parental partnership is an essential part of our approach so staff will receive training on best practice in effective parental conversations.
- Students with SEND will 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:

1. A Policy framework
2. A Structured Conversation with Parents.
3. Productive multi-agency working
4. Effective support for students with a statement of special educational need (or 'Education, Health and Care' plan in the future)
5. A Graduated and personalised approach to student intervention

1. A Policy framework

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

- Fully comply with the principles and expectations contained within the Equality Act 2010.
- Have regard to the statutory responsibilities laid out in the Special Educational Needs and Disability Act and related SEN Code of Practice (2001); and any guidance issued by the Secretary of State relating to sections 316 and 316A of the Education Act 1996.
- Have regard to the duties as outlined in the DRAFT legislation on Reform of provision for children and young people with SEND and the Code of Practice, and give thorough consideration to the School Offer so that parents are clear about what they can expect, if their son has SEND.

The Bolton Free School's LGB will have overall responsibility for ensuring the school's compliance with its duties. We will appoint a link SEN Governor who will liaise with the SENCO, who will be a member of the Senior Leader Team. The LGB provides appropriate challenge and support to the school to ensure that pupils with SEND are making outstanding progress and are happy. To do this they will ensure that:

²⁶ We are aware of the imminent changes to SEND legislation and of the duty to communicate clearly and transparently with parents to reduce their levels of anxiety. Where additional resources are deployed to support their sons we will communicate this swiftly and effectively and listen to any concerns they may have.

- The record of students with SEND, 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 management and a graduated response.
- Teachers are provided with appropriate guidance, support, and training in effective practices for teaching students with SEND, for putting in place interventions, for identifying learning needs and for assessing and tracking progress;
- The appropriateness and quality of SEND provision is regularly reviewed as part of the school's self-evaluation system.
- Funding allocated to the school for the purposes of supporting students with SEN is used appropriately, efficiently and its impact will be judged according to pupil outcomes.
- There is regular and effective consultation with the Local Authority and other schools about effectiveness of SEND provision in Bolton.
- The school abides by the admissions 'Fair Access Protocol'.
- The school prospectus includes details of our SEND offer.

We will appoint a fully qualified SEND Co-ordinator (SENCO) who will be a member of the Senior Leadership Team. Responsibilities will include:

- Overall co-ordination of the provision for students with SEND;
- Leading and managing a team of highly qualified Teaching Assistants;
- Monitoring and evaluating the impact of SEN provision: The impact of SEN provision and support will be evidenced in the improved outcomes for pupils with SEND but the SENCO will have oversight of the provisions and provide quality assurance;
- Acting as a lead practitioner and role model and supporting class teachers in their role in identifying learning needs, using appropriate and personalised teaching strategies and interventions, and assessing and tracking pupil progress;
- Ensure there is a particular focus across the school on the rates of progress of pupils with SEND and lead on strategies for teaching and learning which contribute to improved experiences and accelerated outcomes for pupils with SEND;
- Working in partnership with Bolton's Special Schools to ensure that staff share best practice and moderate the work of those pupils working at very low NC levels (*in line with the September 2012 Subsidiary Guidance from OFSTED paragraph 41*);
- Coordinating regular reviews of Individual Education Plans (IEPs), including annual reviews for students with Statements of SEN (or those with 'Education, Health and Care' plans in the future) and brokering effective multi-agency support;
- Liaising with parents, stakeholders and other professionals in relation to SEND matters.
- Ensuring appropriate and timely applications for access arrangements are made for public examinations
- Agreeing the SEN budget through the finance committee of the governing body annually.

2. Structured Conversation with Parents.

"Parents confidence in the SEN system and in schools and local authorities in particular, is significantly coloured by the quality of communication with them. The worst communication generates significant levels of hostility. The best engenders impressive levels of confidence and a sense of partnership" (Lamb Inquiry 2009)

'The empirical evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustaining school performance' (Harris & Chrispeels 2006)

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

The purposes of the conversation will be to:

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

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

3. Productive multi-agency working

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

- Children and Young Peoples Services including Children's Social Care Team and Family Support.
- SEN Inclusion Advisory Service, the SEN Assessment Team and the Educational Psychology Service.
- Educational Welfare Service.
- Child and Adult Mental Health Services.
- Special School outreach services including sensory and physical impairment team.
- Pupil Referral Service and including behaviour support, the home-school tuition team and the school medical service.
- Connexions including career guidance support.

4. Effective support for students with a statement of special educational need (or 'Education, Health and Care' plan in the future)

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

- Discussing and agreeing needs with the student and their parents, outlining support required and agreeing on aspirational targets and how to achieve these. The how may be documented in the Individual Education Plan (IEP) but the progress toward targets will be monitored within the whole school Assessment Policy;
- Communicating information from teachers, parents/carers, outside agencies, and most importantly, the student prior to formulating an action plan; this might be the details of the IEP which would contain a list of strategies and approaches which have been shown to be effective to help the student learn
- Reviewing the student's progress and the appropriateness of the IEP, and any additional support identified in the IEP, every 8 weeks in light of reports and feedback from staff;
- Conducting the annual review meetings and other statutory review meetings including transition meetings; attended by the student, the parents, the school's representatives and relevant outside agencies. At the meeting the student's progress, the appropriateness and effectiveness of any support provided and the details of any changes in the needs of the student will be discussed and decisions taken as to:
 - Maintaining the statement and support in the school setting;
 - Amendments to the statement and any related changes to support or provision;
 - The cessation of the statement

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

5. A Graduated and personalised approach to student intervention

Our student records, assessment and tracking information will inform us of the effectiveness of our approaches. Where outcomes are not in line with expectations and the student requires something additional and different, the student's teachers (led by the SENCO) will agree

- adjustments and possibly an intervention
- the frequency and duration
- how it will be delivered and quality assured

At all times class or subject teachers will maintain responsibility for each student's progress in their subject area. Teaching Assistants may be deployed to increase access, model strategies and increase independence for the student within the classroom. Teachers will be responsible for ensuring that any additional materials produced reinforce the main objectives of the lesson or unit of work and allow pupils the opportunity to develop their skills understanding and independence.

'In the schools where the best teaching was seen, the need for excessive additional interventions was reduced, enabling the most specialist staff to have more time to provide additional support for the smaller group of children and young people who were the most in need'. A Statement is not enough (OFSTED 2010).

We share this view which will influence our recruitment of staff and our professional development provision from the Principal and across the school.

Meeting the needs of boys with English as an Additional Language

The projections for the pupil profile of the Bolton Free School indicate that the proportion of pupils with English as an Additional Language (EAL) is likely to be well above 50% as compared with the Bolton average of 17.3%. Through the exemplary work at TIGHS, the Tauheedul Free Schools' Trust has developed proven approaches to address these needs and thereby enable students to have full and successful access to the curriculum offer.

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

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

Meeting the needs of Gifted and Talented boys

A core principle of the Bolton Free School is that all pupils will make four levels of progress from Key Stage 2 to Key Stage 4. This will drive the stretch and challenge for those pupils who are identified as Gifted and Talented. The curriculum will take into account the needs of our highest achievers through differentiation, extension, enrichment and acceleration, making use of all possible expertise and in particular by utilising the strengths of our specialism partners. Provision will include:

- The rigorous application of assessment for learning, ensuring that curricular targets are appropriately differentiated and challenging and that, within individual lessons teachers use learning outcomes and/or success criteria to provide appropriate stretch;
- The opportunity to study AS levels in Year 11;
- Extension projects linked to our specialisms to further develop independent enquiry and research;
- Advanced opportunities offered through the STEM specialism and links with University STEM Faculties;
- Tailored enrichment activity, for example in sports, chess, STEM, public speaking ;
- Clubs and societies, including, for example a Debating Society and the production of a school magazine and e-zine;
- Opportunities to take additional qualifications linked to the specialisms and enrichment activities including the AQA Project qualification and CREST awards;
- A designated member of the leadership team being made accountable for the progress of Gifted and Talented pupils.

Meeting the needs of Looked After Children

The day to day responsibility for a child who is being looked after by the Local Authority may be with foster carers, residential care workers or guardians. Each child looked after by the Local Authority will have a Personal Education Plan, which will clarify for the school whom they need to consult and work with, should the child have SEND. The school will appoint a designated member of staff for Looked After Children who will have oversight of these pupils and who will liaise closely with the LA LAC Adviser.

D5: 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.

Defining success

The sponsor's definition of success is directly derived from the ***Tauheedul*** vision - Faith Ethos, Educational Excellence, Community Service - and is captured in **section C** of this proposal as a set of **key performance indicators** (KPIs). These and the targets outlined should be referenced in judging the degree to which this section satisfies the relevant DfE criteria.

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, indicated in our targets, 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 relevant. Whilst the School's attainment and progress related targets may, at first, seem over-ambitious, Tauheedul has a track record of this aspirational level of success with a similar pupil population. The sponsors view the performance measures as credible and achievable, because of their 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 pupil outcomes in Bolton.

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

Making success happen

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

The key components of the school's approach will be:

- A **Five Year Strategic Plan** driven by the targets for each of the school's KPIs.
- A set of interlocking, robust **school development systems**; sensitive enough to track achievement and respond rapidly should this falter at any scale or level, be it the individual, class, cohort, teacher, 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 document, structured to the priorities arising from the TFST vision, that clearly expresses our ambition as measureable outcomes. It will ensure appropriate actions, with clear lines of accountability and will be monitored annually 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. From this, **Annual Operating Statements** will set out the delivery of the Strategic Plan in each successive year. Annual targets, for each KPI, will be set by the Principal and governing body once the actual pupil population is known.

The School Development Systems

Selected school systems are described separately here. However, our success at TIGHS is founded on each management system being an integral part of the broader school improvement system, informing and being informed by the others to create a totally integrated process. Key systems for ensuring success happens will be:

Monitoring and self-evaluation

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

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

Assessment and tracking

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

- School leaders and teachers held to account for the progress of each student towards their targets through the line management chain of accountability;
- Students' attainment benchmarked against local and national data so we all understand what good progress is;
- Targets of four levels of progress set for all learners;
- Clear, uncomplicated online systems for recording assessments and tracking student progress (we will use the full capacity of the SIMS system and appropriate modules to deliver this);

- Teaching, intervention and revision programmes informed by regular tracking of progress, behavior, attendance and wellbeing via the relevant risk registers, and adjusted according to students' needs;
- Staff working together to gather, share and use information about students' progress; so that any underperformance is quickly spotted and responded to;
- Assessment for learning that is highly effective, ensuring the link between the accurate assessment of learning and teaching in day to day lessons;
- Leaders monitoring students' progress against their ambitious targets, using a range of performance measures including teacher assessments using APP and test results;
- Leaders monitoring teacher assessments and predictions of student attainment, and making sure they are accurate;
- Students, parents and carers having regular progress reviews with school leaders and teachers which are responsive in their frequency and length to different levels of need;
- Student performance review process having a clear impact on progress.

Reporting

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

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

Line management

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

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

Performance management

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

- Challenging, achievable objectives being agreed; these set out what is to be achieved and how it will be measured;
- The KPIs informing job descriptions, and in turn, the objectives set for individuals;
- Formal, calendared review meetings taking place twice a year and informed by the outcomes of monitoring by the manager, and by the self-evaluation;
- Performance management linked to timely, relevant professional development; the school's KPIs being translated into PD opportunities to meet the needs of the school and the individual.

Professional Development.

We know that success will be primarily dependent on the provision of outstanding teaching, that this doesn't happen by chance and that recruitment, by itself, does not hold all the answers. The TFST recognises the importance of implementing a rigorous Professional Development (PD) programme that will, alongside Performance Management, ensure the effective implementation of the Tauheedul Teaching Strategy²⁷: a bespoke approach, developed by TFST to swiftly securing 'outstanding' teaching together with the pedagogies outlined in the Tauheedul 'foundations', 'basics' and 'extended repertoire'.

Robust monitoring and evaluation using the Tauheedul Teaching Framework will inform the population of the Teaching Profile which will enable targeted and focused support to be provided to individual staff, faculties or 'whole school', as needed. Exemplification is provided below:

TAUHEEDUL TEACHING FRAMEWORK	ENGLISH Teacher A	Teacher B	MATHEMATICS Teacher C	SCIENCE Teacher D	FRENCH Teacher E	HISTORY Teacher F	GEOGRAPHY Teacher G	RE Teacher H	Teacher I	ICT Teacher J	ENTERPRISE Teacher K	PE Teacher L	PSHEE Citizenship
Observation date	26/03/12	02/10/12	01/10/12	03/10/12	26/03/12	02/10/12	01/10/12	03/10/12	01/10/12	26/03/12	02/10/12	02/10/12	
OVERALL	3	2	3	3	3	2	2	3	2	3	2	2	
L1 Learning and progress	3	2	3	3	3	2	2	3	2	3	2	2	
TA1 Planning for progress	3	2	3	3	3	2	2	3	2	3	2	2	
TA2 Staff deployment & resource planning	2	2	2	2	3	3	2	2	2	3	2	2	
TA3 Teaching expectations & strategies	3	1	2	3	2	2	2	2	2	2	2	2	
TA4 Application of subject knowledge	2	1	2	3	3	3	2	2	2	3	2	2	
TA5 Promoting progress in literacy	1	2	2	2	2	2	1	1	2	3	3	3	
TA6 Monitoring, feedback & intervention	3	2	3	3	3	3	2	3	2	3	3	3	
B1 Students' behaviour, self-motivation & concern	1	1	1	2	3	3	1	2	1	2	3	3	
B2 Behaviour management	2	1	1	2	3	3	1	2	2	2	2	2	
Work sampling date	3/10/12	3/10/12	3/10/12	3/10/12	3/10/12	3/10/12	3/10/12	3/10/12	3/10/12	3/10/12	3/10/12	3/10/12	
TA7 Homework	2	1	2	2	3	3	2	2	2	3	2	2	
TA8 Marking to impact on progress	3	2	3	3	3	2	2	3	2	3	2	2	

All staff will receive written feedback as part of the programme of 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, one-to-one support provided.

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

²⁷ The Tauheedul Teaching Strategy and Framework can be provided on request.

The most skilled staff will be trained as *coaches* who will support the improvement of trainee teachers and those whose teaching is not yet good.

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. Support will be made available for specific subjects through the network of Tauheedul schools with their range of specialisms and associated partnerships with universities and businesses.

As a licenced provider of the National College's NPQH, NPQSL and NPQML leadership qualifications, Tauheedul Education will assign staff to the appropriate bespoke accredited pathway on joining the Bolton Free School.

Strategic planning within the context of the Tauheedul Quality Standards Framework

The 'Tauheedul Quality Assurance Framework' 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 (Sept. 2012). It fulfills a number of purposes:

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

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

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

In seeking to establish the Bolton Free School the TFST is applying a tried and tested model of successful school improvement to Bolton's unique set of circumstances. There will be no compromise on Tauheedul's core standards of quality and aspirations for achievement. However, it is also clear that the Trust will be working within a local context which requires bespoke solutions; and that it will collaborate with partners and communities in Bolton 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;
- 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;
- 17 sets of Tauheedul Quality Standards structured under the four OFSTED headings.

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

D6: Admissions policy

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

Our 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 Bolton. 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 Bolton that includes some of the most deprived wards in the country and will serve this local community, as well as providing access for students living elsewhere in the town.

Our Procedures

- The Governing Council of the Tauheedul Free Schools' Trust will be the Admissions Authority for the Bolton Free School.
- The admissions number for Year 7 will be 100 students and for Year 12 will also be 100.
- Applications for Year 7 places will be made in accordance with the Local Authority's Co-ordinated admission scheme. However, in the first year of operation, in the event that the funding agreement is not signed in time it is possible that the Trust will run its own admissions process for Year 7 whilst maintaining close communication with the Bolton Local Authority.
- Applications for sixth form students will be dealt with 'in house'.
- The school will publish a prospectus relating to admissions at 11 and 16 before the start of July prior to admissions in September of the following academic year. The prospectus will incorporate all the information required by law as soon as the funding agreement is signed or DFE approval has been secured.
- A common application form for admissions to schools in Bolton available in the Local Authority's *Admissions to Secondary Schools* pack will be distributed to parents of all Year 6 primary school students and Year 11 secondary school students in Bolton.
- Completed application forms for Year 7 must be returned to Bolton Local Authority by the date published in the Admissions booklet.
- Application forms for Year 12 (sixth form) will be sent directly to the school by the date published in the booklet.
- In future years (September 2015 onwards), applications for entry to Year Groups other than Year 7 will be made using the in-year application form.

- Parents of primary aged student's resident outside Bolton must apply for admission using their home local authority common application form. The home local authority will liaise with Bolton Council as part of the inter-local authority co-ordinated admission process.
- The Local Authority will write on 1 March each year advising parents of the outcome of the application for admission at the Free School from September of that year. The school will write directly to all parents and students in relation to the sixth form applications

Annual Timetable for Admissions

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

Our Admissions Policy

The rules applying in respect of admissions to the Bolton Free School will be set out in the School's Admissions Policy. The admissions process is part of the Bolton Local Authority's Co-ordinated scheme. All applications will be considered equally.

The admission number for the Year 7 intake in 2014 will be 100. The school will accordingly admit at least 100 pupils in the relevant age group each year if sufficient applications are received. If undersubscribed, the school will admit all applicants.

If oversubscribed, the school will admit boys under two priority groups once all boys with a statement of Special Educational Needs naming the school have been admitted.

Priority Group A - A maximum of 50% of the remaining places will be allocated to boys who are members of the Deobandi denomination of the Muslim faith* in the following order:

1. Looked after Muslim boys (boys in public care) or a Muslim boy who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order (see note 1).
2. Muslim boys with a sibling who is a pupil already attending the Bolton Free School, at the time of admission (see note 2).
3. Muslim boys of staff employed at the Bolton Free School for at least 2 years or who have been recruited to fill a post where there is a skills shortage on the date that they are due to start.
4. Muslim boys for whom the Governing Body accepts that they have proven exceptionally strong special medical or social circumstances, which are directly relevant to attendance at the Bolton Free School. Professional supporting evidence should be provided from

e.g. a consultant, doctor, psychologist, social worker or others as requested by the school. It is essential if admission is to be made under this criterion that this evidence should set out the reasons why the Bolton Free School is the most suitable school for this boy and the difficulties that would be caused if the boy had to attend another school.

5. Muslim boys who live nearest to the Bolton Free School. The distance will be measured in a straight line using geographical information provided by the local council. If a number of addresses have the same geographical property reference (such as a block of flats), or if there are a number of applicants living the same distance away from the school, random allocation by the Bolton Free School will then be used to decide which of the boys can be offered a place.

***Faith Priority**

A boy will become eligible for consideration under the faith priority group by completing a supplementary information form, which will be available from the School.

Priority Group B – A maximum of 50% of the remaining places will be allocated to community applicants in the following order:

1. Looked after boys (boys in public care) or a boy who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order (see note 1).
2. Boys with a sibling who is a pupil already attending the Bolton Free School at the time of admission (see note 2).
3. Boys of staff employed at the school for at least 2 years or who have been recruited to fill a post where there is a skills shortage on the date that they are due to start.
4. Boys for whom the Governing Body accepts that they have proven exceptionally strong special medical or social circumstances, which are directly relevant to attendance at the Bolton Free School. Professional supporting evidence should be provided from e.g. a consultant, doctor, psychologist, social worker or others as requested by the school. It is essential if admission is to be made under this criterion that this evidence should set out the reasons why the Bolton Free School is the most suitable school for this boy and the difficulties that would be caused if the boy had to attend another school.
5. Boys who live nearest to the Bolton Free School. The distance will be measured in a straight line using geographical information provided by the local council. If a number of addresses have the same geographical property reference (such as a block of flats), or if there are a number of applicants living the same distance away from the school, random allocation by the Bolton Free School will then be used to decide which of the boys can be offered a place.

Tie-breaker

If any categories are oversubscribed, then the geographical proximity (as set out in category 5 above), will be used as a tie-breaker. If the distance between two boys' homes and the school is the same, then random allocation by Bolton Free School will be used as a tie-break.

All applicants will be considered equally for a place under both priority groups A and B.

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. **Siblings** refer to full brother, half brother, adopted brother, step brother, foster brother or the son of the parent/carer's partner, and in every case, the boy should be living in the same family unit at the same address.*

Allocation of places if either group A or group B are undersubscribed

If after the admission of boys with a statement for special educational needs fewer than 50% of the remaining boys qualify for admission under Priority Group A, additional places will be offered using the criteria listed under Priority Group B until the admission number of 100 is met.

If after the admission of boys with a statement for special educational needs fewer than 50% of the remaining boys qualify for admission under Priority Group B additional places will be offered to applicants who were not allocated a place under Priority Group A. These applicants will be considered without reference to faith in line with the over-subscription criteria in Priority Group B until the admission number of 100 is met.

Waiting List

Boys who are not admitted will have their names placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. If a place becomes available within the admission number, the boy whose name is at the top of the list will be offered a place. This waiting list will operate for the autumn term only. After that, parents requesting a place at the school will be required to complete the in-year application form.

Sixth Form Admissions Policy

The Sixth Form at Bolton Free School will admit up to 100 boys in each of years 12 and 13. Our experience suggests that, once the school is 'at capacity', there are likely to be between 30 – 40 places available in Y12 for external applicants. Admission will be open to boys from Year 11 at Bolton Free School and other schools.

The offer of a place in the Sixth Form at Bolton Free School (for both external and internal applicants) is dependent on making the academic entry requirements for the relevant of study which are:

- A minimum of 4 GCSEs at grades A*-B and a minimum of three GCSEs at grades A*-C, with at least a grade C in GCSE English Language and GCSE Mathematics to pursue A-Levels.
- A minimum of 5 GCSEs at grades A*-C for vocational courses.

There will also be specific grade requirements for each specific A-Level subject and for some vocational courses which will be made available in the Sixth Form prospectus.

If there are more applications than places available, then the school will admit boys under two priority groups who meet the academic requirements for entry, once all boys with a statement of Special Educational Needs naming the school have been admitted.

A maximum of 50% of the remaining places will be allocated to **Priority Group A** boys who are members of the Deobandi denomination of the Muslim faith* and the remaining 50% will be allocated to **Priority Group B** applicants. The same priority order for each group will be observed as previously stated in this section.

Procedure for Sixth Form Admissions

- The Sixth Form will provide opportunities for parents to visit the Sixth Form by November half term holiday.
- Initial applications for places should be made by prospective students by 31st December.
- In accordance with the School Admission Code, there will be no interviews for entry to Year 12, but guidance discussions will be held with all students who have expressed an interest.
- Provisional offers of places (subject to GCSE results) will be made by February half term holiday, providing the opportunity to formalise applications.
- Confirmed offers of places will be made by the Tuesday following notification of GCSE results (provided the composition of option groups allow) or as soon as possible thereafter.
- When all the places have been allocated, a waiting list will be kept. If vacancies occur, places will be offered from the waiting list using the priority set out above.
- Students and parents refused a place will be advised of their right of appeal to an independent appeal panel.

Consultation

In preparing all our admission arrangements we have:

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

A detailed admissions policy will be finalised over the next few months. In finalising the admissions policy we will undertake further consultation, including on 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 Bolton Council the possibility of the Council managing the administration of the independent appeals process through a service level agreement. An alternative process may be chosen by the sponsors under which the Governing Council may enter into a service level agreement with a different organisation to undertake this function on behalf of all Tauheedul Free Schools.

D7: Managing behaviour, pupil wellbeing and attendance and how this will improve pupil outcomes.

The Trust's Education Vision is the driver for the Bolton Free School's approach to behaviour management, promoting pupil wellbeing and sustaining good attendance. The Faith ethos, educational excellence and community service will be the foundations for the

School's approaches to leading and managing behaviour, pupil wellbeing and attendance. At the core of the vision is that all students can make outstanding progress and can go onto prestigious universities and the professions. For this to happen they must each have outstanding attendance, outstanding behaviour and feel fully secure and happy in their time at the Bolton Free School.

Managing behaviour and promoting discipline

Tauheedul's approach to behaviour and discipline can be characterised as 'tough love'. The school will operate a firm but fair and just approach applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many. The Tauheedul Free Schools' Trust is determined that the Bolton Free School will apply a no-nonsense approach to tackling behaviour. Therefore ensuring the safety and well-being of all members of the school community and maintaining an appropriate educational environment in which all can learn and succeed. The Bolton School will be a family school where each member understands their rights and responsibilities Free 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.

Managing attendance and punctuality

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

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

The Strategy for Behaviour and Attendance

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

- underlying principles;

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

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

The Underlying Principles

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

In creating its policies and practices the TFST will ensure that the LGB and Principal for the Bolton Free School will abide by the powers and duties that apply to behaviour and attendance and that they reflect the Government's expectation of pupils, parents, teachers and Principals. TFST will ensure that the LGB follows all relevant statutory guidance in its role in shaping their school's behaviour and attendance policy.

Roles and responsibilities

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

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

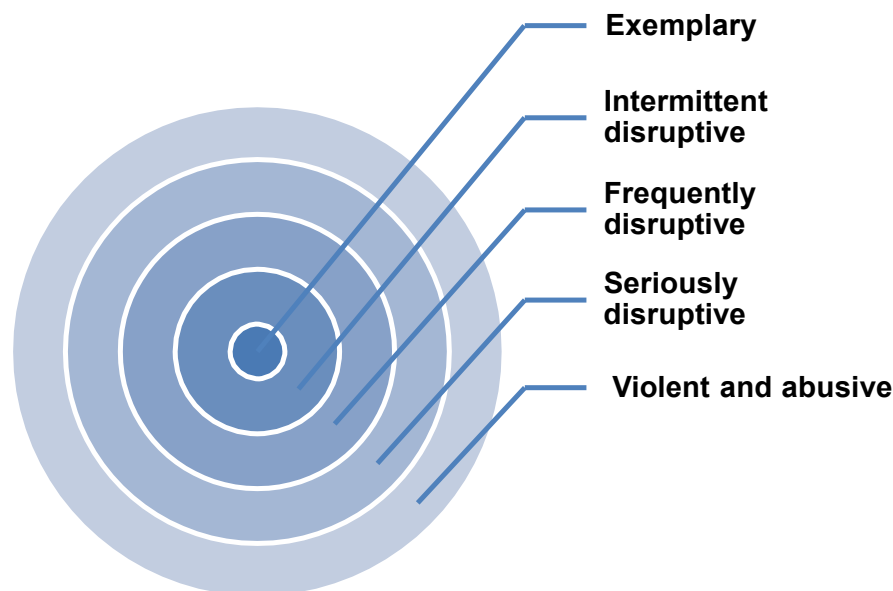
A code of conduct for students

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

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

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

Implementing the policy



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

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

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

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

Category 3 – Learners who have consistent and frequent low-level disruptive behaviour in the classroom. This is often exemplified by a large number of detentions for behaviour, frequent citations by subject teachers, repeatedly bringing prohibited items into school, frequent ill-mannered language and argumentative approach towards students and staff and a poor attitude to learning. This group of learners will be the main intervention group in behaviour and will be subject to the report card system, a behaviour management plan, weekend detentions, half-termly meetings with parents, parental contracts, restorative justice meetings and peer or adult mentoring if appropriate. The school will find ways of supporting these students to 'get back on track' and provide short term targets – these will be opportunities for them to experience success – this success will be recognised and rewarded through the schools rewards system.

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

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

Exclusions

The sponsors will draw up a detailed exclusions policy in order to conform with 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 Bolton Free School, the school will continue to take responsibility for the education and outcomes of the excluded pupil on an on-going basis. Exclusions, while inevitably one of the sanctions available to the Governing Body, will be decidedly the last resort

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

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

Attendance risk register

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

Category 1: 99 – 100% – Learners who demonstrate outstanding attendance and punctuality near or around 100%. Such learners will be rewarded through the rewards system and their attendance will contribute towards the Tauheedul Baccaalaureate.

Category 2: 95-99% – Learners who have attendance around the School target – usually this will mean attendance of around 95% or above. All of their absences would be

authorised. Such learners will be rewarded through the rewards system and their attendance will contribute towards the Tauheedul Baccalaureate.

Category 3: 90-94% – Learners who have attendance between 90% and 95%. This may be exemplified by unauthorised absences, extended leave (approved or not approved) and long-term illnesses resulting in moderate levels of learning being missed. This group may also arrive late to school and lessons once or twice a week. They would be subject to detentions, contact with parents and punctuality reports. The school will support these students to ‘get back on track’ and provide short term targets – these will be opportunities for them to experience success – recognised and rewarded through the schools rewards system.

Category 4: 85-89% – Learners who have attendance between 80 and 90%. This may be exemplified by a large number of unauthorised absences, extended leave that is not approved, long-term illnesses resulting in significant levels of learning being missed. This group of learners may also arrive late to school and lessons several times a week. Truancy from school would also result in a learner being placed in this category, even if their overall attendance is above 90%. Such learners would be subject to fixed penalties (in the event of holidays that have not been approved), half-termly parental meetings and contracts, and attendance monitoring reports. These learners would also receive Weekend Schooling to recoup the learning missed – parents would be required to ensure this provision is attended fully. The school will find ways of supporting these students to ‘get back on track’ and provide them with achievable short term targets – these will be opportunities for them to experience success – recognised and rewarded through the schools rewards system.

Category 5: Below 85% – Learners who are persistent absentees and have attendance below 80%. This may be exemplified by extended periods of unauthorised absence, long-term illness and frequent truancy. Such learners may be subject to legal recourse through criminal prosecution, Weekend Schooling and exclusions in extreme cases.

The Assistant Principal (Engagement) will be accountable for the management of the attendance risk register and for outcomes on attendance and punctuality. Personalised support on attendance will be managed by the Pastoral Team, and a nominated member of the Business and Administration team will monitor absence and punctuality on a day to day basis and alert pastoral staff as appropriate.

Rewards and Sanctions

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

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

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

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

In addition we will:

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

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

After that, according to the seriousness of the offence, detentions will be imposed by teachers at Level 1, leading to class-based detentions; and at Level 2 by the Heads of Year, leading to school-based detentions. At level 3 responses will be personalised to individual contexts but may include removal to the school's own Inclusion unit or, through partnership arrangements, to Inclusion units in other schools. Exclusion will be a last resort.

Report cards will be issued at three levels:

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

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

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

Preventing and tackling bullying

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

The TFST is committed to providing a caring, friendly and safe environment for our students so they can learn in a relaxed and secure atmosphere. We will be proactive in preventing bullying from taking place in the Bolton Free School. Bullying of any kind will be unacceptable at our school. If bullying does occur, all pupils should be able to 'tell' and know that incidents will be dealt with promptly and effectively. *Anyone* who knows that bullying is happening will be expected to tell the staff. Our policy will extend to staff so they too are free from the 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. We will develop our full policy in consultation with pupils, parents/carers and school staff which will include: roles and accountabilities, response procedures, disciplinary and preventative measures

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 and in line with the full Behaviour, Attendance and Wellbeing policy.

Pupils and staff who have been bullied will be supported through a range of measures including counselling, the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate, and the use of restorative justice where the perpetrator and victim want it.

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 Bolton anti-bullying strategy. We will take full part in local and national campaigns against all types of bullying including cyber bullying.

School uniform

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

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 Bolton Free School will operate a robust pastoral system to ensure that the wellbeing of every pupil is monitored and supported.

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

support needs. This section of the proposal sets out precisely how that will be accomplished.

Aims of the Pastoral System

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

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

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

The structure of the Pastoral System

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

For the purposes of the pastoral system the School will be split into seven year groups, to create personalised and nurturing environments, each one structured and equipped to meet the particular needs of its age group.

Pastoral System Roles

There will be a number of critical posts located in management positions that will have key responsibilities in relation to the development and management of the Pastoral system. **The Assistant Head Teacher (Engagement)** - will have the overall responsibility for the strategic direction, leadership and performance management of the pastoral system.

The Heads of Year - will have the overall responsibility for delivering the pastoral system within their areas of strategic responsibility. This will mean taking operational charge of the system and reporting directly to the Assistant Head (Engagement).

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

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

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

Extended Morning Registration Programme

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

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

The Wellbeing Risk Register

The School's pastoral systems will help to identify students in need of extra support arising from personal needs, from family related issues or because they are known to external agencies. The Assistant Head Teacher (Engagement) will lead the establishment of a whole School Wellbeing group and risk register to over-see, monitor and scrutinise boys at risk.

The Wellbeing group will respond to the pastoral support needs of these learners by:

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

The group will consist of the SLT, including the Principal and Heads of Year. Specialist external support may be invited in. It will develop a risk register of those students who require sustained pastoral or academic support, assessing them for referral on criteria loosely based on a '*continuum of need and response*'.

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

Category 1: Learners who have no discernible spiritual, emotional, pastoral or academic needs, or have needs which are fully met through general provision in the School.

Category 2: Learners who have a discernible spiritual, emotional, pastoral or academic need, but there is a low risk and impact of harm to development and the need is being

addressed through a single strategy or response, e.g. a student with special educational needs. Category 1 and 2 students will not be addressed by the Wellbeing Group.

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

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

Category 5: Learners with a significant need or vulnerability, where there is a substantial and immediate risk of harm to their development or where the learner has experienced significant harm. This need requires significant multi-agency support, including external provision, e.g. a student who is being abused or at immediate risk of being abused. The Wellbeing Group will discuss, agree and review provision for each learner in this category.

It is envisaged that the Wellbeing Group will meet half-termly to agree and then review strategies for students placed in groups 3, 4 and 5.

The school will also be proactive in promoting student wellbeing through the curriculum in RE/Citizenship, Science and in Sport, and through enrichment activities. Students will learn about healthy lifestyles, relationships and personal development in ways that will help them take ownership of their own wellbeing.

Supporting Students

In addition to regular teaching and learning about positive behaviour, attendance, wellbeing and the support of our caring school community; we know that some students will need extra support to help manage their behaviour and attendance. For those students judged to be most 'at risk' in any of the three risk registers we will draw up a support plan and will use a range of strategies for early intervention which will include:

- regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews;
- programmes of support on Social and Emotional Aspects of Learning;
- parental contact in the earliest stages of a problem, for example, on the first day of any unexplained absence;
- referrals for specialist advice from agencies linked to the school, for example the Educational Psychology Service;
- parent/carer consultations and family sessions;
- student one to one counselling with a trained specialist or support from Learning Mentors.

Engaging with, and supporting parents

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

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

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

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

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

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

Any student, who is at risk of not attaining the expected levels of success for their age, will be identified by the Senior Leaders responsible for standards, with support provided by the Heads of Year and their parents 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 students' views on current progress, any issues they feel are preventing them from succeeding and achieving targets set out in their personalised learning plan.
- Agree targets and action plan detailing actions to be taken by the student, parent and School, between now and the next meeting.

Commitment to Child Protection

The Trust recognises its duties in relation safeguarding and child protection and will comply proactively with the legislation in operating the highest standards of care. Sharing information with other public bodies – within agreed protocols - and the early identification of suspicious behaviour will be at the centre of the Free School's commitment.

To indicate the Trust's further commitment, we propose to:

- Make the Assistant Principal (Engagement) responsible to the Principal for child protection. and ensure that the postholder accesses all relevant training and up-to-date information and disseminates this to all staff;
- establish a Child Protection Panel to monitor and track the progress of students at risk or thought to be at risk;
- nominate a learning coordinator for every student who will work as part of the year group and whole-school system;
- Establish clear procedures for action following disclosure by a pupil in line with statutory guidance;

- work closely with other Bolton Schools to ensure that a complete range of integrated services for children is available and accessible.
- Follow Bolton Council's safer recruitment policy

Online safety

The school's online safety policy will:

- Clarify what is acceptable and what is unacceptable in the use of computer technology, including accessing the internet through mobile devices;
- Set out how all students and staff will be educated in the safe use of ICT, including the risks and consequences of cyber-bullying;
- Set out procedures and sanctions for responding to improper use.

Monitoring and evaluation

Our system for monitoring and self-evaluation across the school is outlined in the section D5. 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 (from Sept. 2012) but expand on them to reflect our own vision and ethos.

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

D8: How the needs of all children, whether of a particular faith or none, are fully provided for in the plan.

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 surely universal in their appeal. It promotes traditional British values within a contemporary context of multiple belongings. It is rooted in a strong belief in community cohesion and partnership which are reflected throughout the Vision and this Education Plan.

Tauheedul's successful work with other schools in Blackburn which are not Islamic faith schools demonstrates the integrity of this mission. We explain at greater length in Section E how we intend to reach out to the wider community including, where relevant, children from a range of backgrounds, faiths and abilities and how we will ensure the relevance and appeal of what the School provides to all pupils, regardless of faith.

The School's admissions policy indicates clearly the Trust's intention to serve Bolton's Muslim communities and those of other faiths and none. The School intends to offer itself as an inclusive School that reaches out equally to Muslim and non-Muslim students from across the borough. Given a student intake that it is intended will become increasingly diverse as the Bolton Free School develops and makes its name as an outstanding provider; the Tauheedul quality assurance processes will focus on ensuring that every student who attends the Bolton Free School will achieve on a range of fronts.

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

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

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

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

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

For clarity, it is important to restate the commitment in our Vision. Fully consistent with the Trust's application of its faith ethos in the Bolton Free School and the proposed STEM specialism is the clear intention that creationism, intelligent design and similar ideas will not be taught as valid scientific theories.

The School will be deliberate in accommodating the needs of all faiths and none and in demonstrating universal approaches. For illustration:

- The appointment of a Principal, who shares the sponsors' vision for a School with a Muslim ethos which appeals to, attracts admissions from and has advocates in all sectors of the community: someone who has the passion and abilities to realise this vision.
- The appointment of an Assistant Principal for Specialisms whose role will include making inter-faith projects and community cohesion happen.
- There will be no point in the school day when *all* Muslim students will be at prayer. This will be staggered, and in this way the needs of non-Muslim students can be easily and unobtrusively met.
- Although dependent on further consultation with parents we want to offer the option of two different uniforms that all boys (faith / non-faith) would relate to and would feel proud to wear. Boys would choose from a grammar style smart uniform or if they opted for a more 'traditional' uniform, would wear this over the other uniform. The overarching aim of the Bolton Free School is to prepare its students for success in a global business environment. Its uniform will therefore convey the message that the pupils who wear it are tomorrow's leaders, entrepreneurs and high-flying professionals. It will be universal in its appeal, and therefore culturally appropriate for all learners.
- School Meals will be available to all students and will offer a nutritionally balanced choice of menu which will take into account all dietary and cultural needs. The refectory will be open before to school to give students the opportunity to eat before joining their full day of study.
- The provision of an annual GCSE and A-Level revision programme to be delivered free of charge in a non-Muslim community in Bolton to establish the credibility of the 'Tauheedul Brand'.

The leadership of the Bolton Free School will monitor the progress and achievement of different groups to ensure that there is no possibility of 'faith-bias' – unintentional or otherwise – impacting on pupil outcomes. Such analysis will be reported regularly to the LGB and to the TFST board as part of the School's chain of accountability.

Section E: Evidence of demand.


	2014				2015			
	A	B	C	D	A	B	C	D
Year 7	100	113		113%	100	102		102%
Year 8	100	104		104%	100	113		113%
Year 9					100	104		104%
Year 10								
Year 11								
Year 12								
Year 13								
Totals	200	117			300	319		

E1: Evidence of parental demand

Acutely conscious of these issues, and equally aware of the spectacular success of the Tauheedul Girls school in Blackburn, local communities have been lobbying for a Muslim boys school since the inception of the Bolton Muslim Girls School in 2007. A local campaign group has met regularly and a series of petitions have been signed by members of communities across Bolton. The consultation on the Business Case has provided clarity in the community about the vision and ethos of the school, and how they intend to deliver these and has resulted in real excitement. As a result the proposals have received a huge amount of community endorsement and the Bolton Free School supporters group continues to recruit on a daily basis.

Since the initial application for a Free School in Bolton was turned down we have redesigned the preregistration form to reflect changes to the DfE criteria as follows:

Pre-Application Form



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

Personal Information

First name of child
.....

Surname of child
.....

Date of birth of child
.....

Names of parents or guardians
.....

Permanent domestic address of parents/guardians
.....

Postcode
.....

Telephone number
.....

Email address
.....

Borough of residence
.....

School Currently Attended

School name
.....

School address
.....

Postcode
.....

School telephone number
.....

Current year group
.....

Name of Head teacher
.....

Entry details

Year of entry to Bolton Free School e.g. 2014 etc.
.....

Bolton Free School

Opening September 2014

BIG SOCIETY

Declaration (To be signed by parent or guardian)

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

Signature: Name:

Declaration (To be signed by parent or guardian)

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

Signature: Name:

Date:

31 Bicknell Street, Blackburn

Birth of the Big Society...

...high powered learning and progress

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

The plans assume that, if approval is given, the new Islamic faith secondary school will open its doors in September 2010 and admit pupils to year 7 (i.e. boys who will be 11 years of age).

We are inviting prospective parents to complete this pre-application form and return it to the Bolton Free School Supporters Group. Please read through the important information about the school contained in this leaflet. If you have any questions, please get in touch by calling 01259 54021.

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

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

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

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

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

Faith, Excellence and Community Service...

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

Faith Ethos

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

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

Educational Excellence

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

- High expectations, aspirations and a spirit of excellence.
- Personalized 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 treat 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.

The table below indicates the demand expressed by parents and carers, via the pre-registration forms, for places at The Bolton Free School for each year of entry from 2014 to 2020. It includes demand for places in Year 8, which the TFST would be willing to consider with the DfE (see below for further explanation), and for Year 9, for which the TFST is not applying, but this does indicate potential future demand for 6th form places.

Date of Birth Between:	Current Year	Entry Year	Actual received	Admissions number	Achieved
Before - 31/08/2001	7+	-	109	100	N/A
01/09/2001 - 31/08/2002	6	2014 (Y8)	104	100	104%
01/09/2002 - 31/08/2003	5	2014 (Y7)	113	100	113%
01/09/2003 - 31/08/2004	4	2015	102	100	102%
01/09/2004 - 31/08/2005	3	2016	63	100	63%
01/09/2005 - 31/08/2006	2	2017	24	100	24%
01/09/2006 - 31/08/2007	1	2018	16	100	16%
01/09/2007 - 31/08/2008	Reception	2019	7	100	7%
01/09/2008 - To Date	N	2020+	2	-	2%

Overall, via the pre-application forms, the parents and carers of 431 primary age children have indicated that, if the Bolton Free School opens in 2014 with Years 7 and 8 it will be the

first choice for their son(s). A further 109 have requested Y9 places. This evidence of demand indicates that the school would be oversubscribed for the first two years of opening.

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 following table and map shows the same information but broken down by the postcode areas in which parents live.

Entry Year	Current Year	BL1	BL2	BL3	BL4	BL5	Out of Borough	Total
2014 (Yr8)	6	39	0	64	1	0	0	104
2014	5	36	1	73	1	1	1	113
2015	4	48	0	52	1	0	1	102
2016	3	22	0	40	0	0	1	63
2017	2	9	0	15	0	0	0	24
2018	1	7	0	9	0	0	0	16
2019	Recep	1	0	6	0	0	0	7
2020+	N	0	0	2	0	0	0	2
Total		162	1	261	3	1	3	431



The map above shows the main postcode areas of parent demand and the preferred location of the Bolton Free School at postcode BL1 [REDACTED] marked. The figures in brackets are for Year 7 in 2014, Year 8 in 2014 and Year 7 in 2015. In addition, there were 2 requests for places from 'out of borough' parents for 2014 / 2015.

It should be noted that the pre-registration form is based on the premise that, if approved, the school would open in September 2014 only with Year 7 students. However, parents have submitted pre-application forms, stating that the school would be their first choice for 104 boys who would start in Year 8 in September 2014. The sponsors are fully aware of the need to be sensitive to the impact that taking Year 8 boys would have on local secondary schools and genuinely wish to have positive relationships with these schools which will lead to productive partnership working. On the other hand, they do not want to dismiss out of hand the demand expressed by the community. We would, therefore, wish to have discussions regarding the best way forward with the DfE.

The preferred location for the Bolton Free School sits at the heart of the area from which the majority of the parental demand comes from in Postcodes BL1 and BL3.

Demand for 6th Form Places from 2016

At our community consultation events parents have provided feedback which indicates strong demand for places at The Bolton Free School at all ages, including sixth form. They would have liked the school to open 'at capacity' from year one. However, we have resisted this level of demand because we believe that a phased build up is more manageable and more likely to bring about early success. Nevertheless, we decided that the school will have the capacity to start Year 12 provision in its third year of opening.

We have not collected formal evidence of demand for our proposed 6th form provision as this would have involved canvassing pupils currently in year 8. However, we know from the demand we gathered previously in our application for a school that would have opened in 2013 and for this same cohort, that there were 102 requests for 100 places. We believe that this level of demand is likely to be replicated for our proposed 6th form provision.

E2: Reaching out to the wider community

The Tauheedul Free Schools Trust is committed to attracting pupils from all backgrounds, faiths and abilities to the Bolton Free School. The fact that TIGHS was the most successful school in the country in 2011 in raising the achievement of low ability pupils is testament to the Trust's capacity to deliver this ambition in relation to deprived and disadvantaged pupils of all faiths and none.

Our strategy to attract pupils from all backgrounds, faiths and abilities.

The Tauheedul approach to education offers an opportunity for achievement to all pupils, and in particular to those who are vulnerable to under-achievement because of deprivation and disadvantage, within a strong values-based ethos. We believe that this is an attractive proposition to a wide spectrum of families from different faiths and none and with children of differing abilities.

The story so far

To communicate this message we have already taken the following steps:

Community engagement meetings

The Trust views engagement with Bolton's local communities as crucial for attracting families from a wide range of backgrounds to consider sending their children to the Bolton Free School. The Tauheedul mission is to provide high quality and aspirational education in communities that are characterised by deprivation and disadvantage, and its community engagement meetings have consequently focused on the families of such communities.

By listening to the aspirations of different sections of the community, the sponsors have been able to develop the vision for the school so that it has a broad appeal in the locality it aims to serve.

In preparing the proposal, the Trust has consulted a wide range of stakeholders in Bolton. This has included six community engagement meetings in preparation for the previous application to open a school in 2013 and a further two further consultation events in October and November 2012 in North and Central Bolton. These meetings were attended by several hundred people, including people of different faith and cultures, and have generated real excitement and demonstrated considerable demand for the Free School. In the initial round of meetings the sponsors outlined their intentions for the new school, including the vision and ethos, and have received feedback which has further shaped plans for the Free School, for example, in regard to:

- Choosing the **STEM specialism**: parents were initially keen to pursue a specialism in sciences because of the status with which the community views science based careers. However, since the application was first submitted to the DfE, their understanding of the freedoms and possibilities offered by the Free Schools programme has caused a rethink. They now see the exciting opportunities presented by combining science within STEM to address the known shortage of high quality employees to fill STEM related employment opportunities across the North West region.
- The **name of the school**: suggestions have included Tauheedul Islam Boys' High School Bolton, The Olive Academy, and The Bolton Academy.

In addition, community engagement meetings have led to the recruitment of a Local Governing Body (see section F for details). The meetings have established a clear understanding of the intended character of the school, prior to inviting parents to pre-register their son.

The more recent meetings in Autumn 2012 provided an update on the 2013 application and the intention to re-submit the application. Many parents expressed their disappointment at not being able to send their sons to the school in 2013. There was strong support of the sponsor's intention to keep a single smart uniform instead of two whilst making provisions for those who chose the traditional smart uniform. Parents were excited about the emerging partnership between the Bolton Free School and the University of Manchester's STEM-based faculties.

In addition, the sponsors also engaged with parents of different backgrounds and faiths by organising leaflet distribution outside Asda and Sainsbury's superstores. As a result of the grassroots campaign within different communities, the forum attracted interest from some non-Muslim parents who completed a pre-application form.

Dialogue with Bolton Council

The sponsors have held several meetings with the Chief Executive, Director of Children's Services, Assistant Director of Children's Services and other members of the Bolton Council Senior Leadership Team, since their initial application for the school was submitted. These have become increasingly positive and constructive meetings high mutual regard. As

a consequence, the following points have been acknowledged, raised as concerns or agreed:

- The Council agrees that the quality of the 'Tauheedul' brand is highly desirable and would be an asset in terms of the wider school improvement agenda in Bolton.
- The Council has no doubt that the school will be over-subscribed.
- The Free School would be a good long term solution to meet demand for additional secondary pupil places from 2016 onwards. Additional places were previously planned as part of BSF, but are no longer available due to the discontinuation of the programme in Bolton.
- Bolton has a Labour Party administration (national policy from Labour is not supportive of Free Schools and there is no locally agreed policy).
- The Council is concerned at the financial and educational implications for other secondary schools losing students to the Free School, though this is increasingly of less concern as the press for secondary school places kicks in and the TFST is seen as part of the local solution.
- The sponsors have agreed to reduce the annual admission number to 100. Community aspiration was for between 120 and 150. Demand would also suggest that 150 students would be viable. However, in the interest of Local Authority planning, and mitigating the impact on other schools, the admission number has been limited to 100.
- There are high levels of immigration in Bolton, which the Council fears would result in schools with surplus capacity having to take a disproportionate number of these students.
- At the most recent meeting, it was agreed that the LA will broker a meeting between the TFST and the Secondary Heads Executive group and would support the initial discussions.

Consultation with other faith groups

In order to attract students from a range of faith backgrounds, the Trust is committed to engaging with different faith groups in Bolton. We have initiated a dialogue with different faith leaders from the Christian and Hindu communities to share our proposals. These faith leaders have undertaken to make parents of other faiths aware of the educational offer of the Bolton Free School. Discussions have been held with:

- ██████████, the ██████████ who expressed his profound support and agreed to work in partnership with the school to make it into a beacon for social cohesion and the Big Society, and share the proposals with his congregation. He appreciated our approach and was particularly interested in the admission arrangements and how the curriculum will be reflective of a broad pupil intake. As an advocate for faith schools, he offered his support and suggested the sponsors should present their detailed proposals to the Bolton Interfaith Council if the application is approved.
- ██████████ from the Bolton Hindu Forum, who suggested the school project was a good idea and agreed to share the proposal with their congregation. She was interested to learn about the admission arrangements and appreciated that the 50% faith-based allocation was necessary to retain the faith character of the school. She was also appreciative of our commitment to community cohesion and inclusion and our emphasis on common values such as community service. ██████████ queried the name of the school and was happy to support the working title 'Bolton Free School' as the school that is 'free to all'. We agreed to work in partnership to make this project successful and to continue the dialogue and in the long term establish a proactive working relationship

with the Bolton Hindu Forum.

- [REDACTED], the [REDACTED] appreciated our openness and willingness to engage in a dialogue. He was assured that there was a credible sponsor behind the Bolton Free School with a proven track record of educational excellence. He agreed to share the proposal with the congregation and suggested it was a great idea. The proposed admission arrangements were shared with [REDACTED] and he was keen to understand how the school would cater for people of other faiths and whether the faith-based criteria would be inclusive. [REDACTED] appreciated our passion for community cohesion and how we intend to inculcate values of excellence, respect and community service through the Big Society specialism, for example through supporting charities from different faith backgrounds. In relation to the curriculum, [REDACTED] was interested in our approach to offer an objective and balanced religious education curriculum without offering Islamic studies. [REDACTED] agreed we should continue the dialogue and work in partnership with the Christian community and local schools.

Since the submission of our first application for The Bolton Free School we have continued our dialogue with these faith groups and others including the Bolton Council of Mosques and Bolton Christian Community Cohesion. The vision and ethos of the school were shared with [REDACTED] of the Bolton Christian Community Cohesion who appreciated our commitment to inclusion and passion to serve the needs of all communities from across Bolton. [REDACTED] queried how the admission policy would work and the location of the proposed school. She was particularly interested in the concept of the Big Society and community service and how the faith groups from across Bolton would work together to support this. She agreed to share the proposal with the wider congregation and to remain engaged with the process.

Moving forward

The Trust has established a detailed communication plan for the Bolton Free School, the aims of which is to ensure that all sections of the local community are able to make an informed decision when considering sending their children to the school and to help secure the understanding of the wider community of the school's vision for all stakeholders. The plan targets three key groups:

- Parents/Carers and Students;
- The education community (local primary schools, partner secondary schools, post 16 providers, local universities, the Local Authority);
- The wider community in Bolton, including industry, commerce, charities and other faith groups.

The communications plan's key objectives are:

- To raise awareness of the Tauheedul vision and ethos.
- To communicate how the TFST wants to bring about success to all communities in Bolton.
- To encourage parents of all faiths and none to see The Bolton Free School as the first choice for their child's secondary education;
- 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;
- To communicate the role that TFST wishes to play in the intellectual, social and cohesive growth of local communities;

- To position the school as a key player in the educational development and economic regeneration of Bolton and Greater Manchester.
- To encourage key stakeholders to directly develop and support school work experience and community based projects;
- To consult on key draft policies including on attendance, behaviour and bullying.

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.

Attracting applications from non-Muslim parents.

The Tauheedul Free Schools' Trust is clear from its consultation process in Bolton thus far and from its experiences with its existing schools in Blackburn that the prime challenge is not attracting sufficient demand for the School but rather, it is securing the trust and the 'buy in' from non-Muslim parents. The Trust believes that the high quality provision that it will put in place in the Bolton Free School will ultimately benefit and ultimately attract pupils from all sections of the community.

Accordingly, the sponsors are committed to attracting applications from non-Muslim parents. Their vision is for an inclusive School that reaches out to Muslim and non-Muslim students alike. To this end consultations have deliberately targeted non-Muslim communities and direct approaches have been made to parents who are known to be supportive of the Tauheedul vision. Some have resulted in applications for places at the School from non-Muslims

The sponsors have been proactive in seeking conversations with key individuals and have met with cautiously welcoming responses. To be fair, what is being proposed is an unknown entity to many, and what people know about Muslim schools is often limited to what they have seen in the press so it is difficult for them to fully grasp how the School's vision might be realised in practical terms. We are clear that attracting applications for the school from non-Muslim families will be the prime challenge for the marketing strategy.

The sponsors are confident that, once the school has been established and delivers on the standards agenda, more parents from other faiths will want their sons to attend. An interesting sociological phenomenon has been noted, which the Muslim schools sector is beginning to go through. Just as 'good' schools tend to attract a mobile population to them and create demand for housing in the vicinity, good Muslim schools are beginning to bring about a similar transformation:

In **stage 1** – demand comes from the devout Muslim parents who choose Muslim Schools for faith purposes;

In **stage 2** – the whole Muslim community is attracted to the quality of education on offer in Muslim schools;

In **stage 3** – the wider community of non-Muslims begin to consider a Muslim faith school offering the prospect of high academic attainment and transition to university, as a serious option.

Tauheedul Islam Girls' High School is leading the way in moving the Muslim school sector from stage 1 to stage 2 both in Blackburn, and through its leadership and support across the national Muslim schools network. If schools in the TFST Network continue to make outstanding progress, then we will similarly move from stage 2 to stage 3. However, we acknowledge that there are significant barriers:

- Firstly, unlike Church of England and Catholic schools whose faith values and distinctive characteristics are generally well understood by all sectors of society, the Muslim school movement is newer and less well established. More awareness-raising is required.
- Secondly, there are many myths and misunderstandings surrounding Muslim schools, which need to be addressed.
- Thirdly, some Muslim schools have tended to focus on internal operations that have sometimes been wrongly interpreted as being isolationist.
- Fourthly, there is a wider international agenda around extremism that also impacts on the way that Muslims and organisations run by Muslims are viewed.

It is the view of the sponsors that in order for Muslim schools to attract families from other faiths they must address the above issues. The Tauheedul vision is overt in tackling these matters 'head on', so leading to change: one of the Trust's goals is to have demonstrated that Muslim faith schools can significantly contribute to social cohesion and integration in Britain.

Of paramount importance to securing the trust and 'buy in' of non-Muslim parents will be:

- The appointment of a Principal who shares our 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 Principal of TIBHS, and the Executive Principal of The Olive Schools are both non-Muslims who share our commitment to this vision;
- The appointment of an Assistant Principal for Specialisms whose role will include making inter-faith projects and community cohesion happen;
- The option of two different uniforms that all young boys (faith / non-faith) would relate to and would feel proud to wear. Boys would choose from a traditional uniform or a grammar style smart uniform. It will be universal in its appeal, and therefore culturally appropriate for all learners. The sponsors will consult widely with parents and prospective students on its design;
- An RE curriculum which is in line with the local SACRE and is suitable for all faiths and none. Students will learn about the beliefs and practices of all major world faiths, such as Islam, Judaism, Christianity, Buddhism and Hinduism, as well as understanding the nature of faith itself and respecting those of all faiths and none;
- Collective worship and assemblies founded on the same inclusive and all-embracing faith ethos, and focusing on topics to which everyone can relate, such as environmental responsibility, healthy lifestyles, global citizenship and sustainability, as well as regularly celebrating the successes of our students.
- There will be no point in the school day when *all* Muslim students will be at prayer. This will be staggered. In this way the needs of non-Muslim students can be easily and unobtrusively met.
- School Meals will be available to all students and will offer a nutritionally balanced choice of menu which will take into account their dietary and cultural needs. The refectory will be open before school to give students the opportunity to eat before joining their full day of study.
- The provision of an annual GCSE and A-Level revision programme to be delivered free of charge in a non-Muslim community in Bolton to establish the credibility of the 'Tauheedul Brand'.

Plans for working with the education community

Local schools

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

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

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

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

Annual STEM Lecture: A high profile event intended to engage year 11 students in Lancashire and Greater Manchester;

Primary STEM programme: A range of extra-curricular events, described previously in the 'Specialism' section, supported by MyScience, which build on the School's STEM specialism. These will provide enrichment and support for a cluster of primary schools to help improve their science and mathematics curricula;

GCSE and A-Level revision programme: delivered free of charge in a non-Muslim community to establish the credibility of the Tauheedul 'brand'.

School Improvement Programme: A series of open events designed to support local secondary schools and help them raise the levels of attainment for boys;

Teacher Professional Development: Our teachers and leaders will be involved, through our strategy to achieve Teaching School status, in supporting the development of staff in other schools and we will seek to nurture partnership working to strengthen our own improvement processes.

Post 16 collaboration

The Bolton Free School will contribute to the scope and quality of post 16 provision in the area and will work collaboratively with other providers to improve choice and outcomes for students.

In addition to this, the in-depth liaison with the school's feeder primaries – as set out in section D1 where we describe our plans for transfer and transition - is seen as a pivotal area of work.

Sharing our facilities with other schools

The extensive programme of collaborative activity described above will inevitably require that the Bolton Free School shares its facilities with other schools.

As indicated above, the Bolton Free School will play a proactive role in school-to-school partnerships in Bolton. It will involve the School's facilities being made available to deliver the joint educational aspirations and objectives that will reflect our common purpose with other schools and the Local Authority.

Other educational establishments

We have set out in section D1 how we will work with other educational establishments to support the transfer and transition of students at key points in their educational journey. The Bolton Free School will play a proactive role as a partner with post 16 and Higher Education providers. In particular, collaborative relationships will be / are being (with an * below) forged with:

- Bolton College
- Bolton Sixth Form College
- The sixth forms of local schools
- Training providers such as Bolton WISE and Training for Today – Bolton
- University of Manchester*
- The National STEM Centre*, MyScience, based at York University
- STEMnet Manchester*.

Plans for working with the wider community

Employers and Business

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

- Links with STEM employers and training providers
- Work placements for Bolton Free School students
- An annual programme of visiting speakers
- Mentoring programmes

Muslim Community – Developing Good Community Relationships

The Tauheedul Free Schools' Trust is especially sensitive to the importance of the Bolton Muslim community, to its particular needs and ambitions, and to the importance of warm, reciprocal relations with other groups in the wider community. There are two main routes through which this can be achieved:

Extended Services: The school will reach out into the Muslim community and offer social and educational services, adult classes and practical skill-based provisions.

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

Non-Muslim Community – Developing Good Community Relationships

The Trust sees the steady involvement of the non-Muslim community in Bolton in its learning as well as in its outward-reaching activities as central. 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 including: a Marketing campaign; Extended Services; Open Days; 'Big Society' initiatives; the Principal's monthly blog; active and proactive links with other faith groups in Bolton

Section F: Capacity and capability

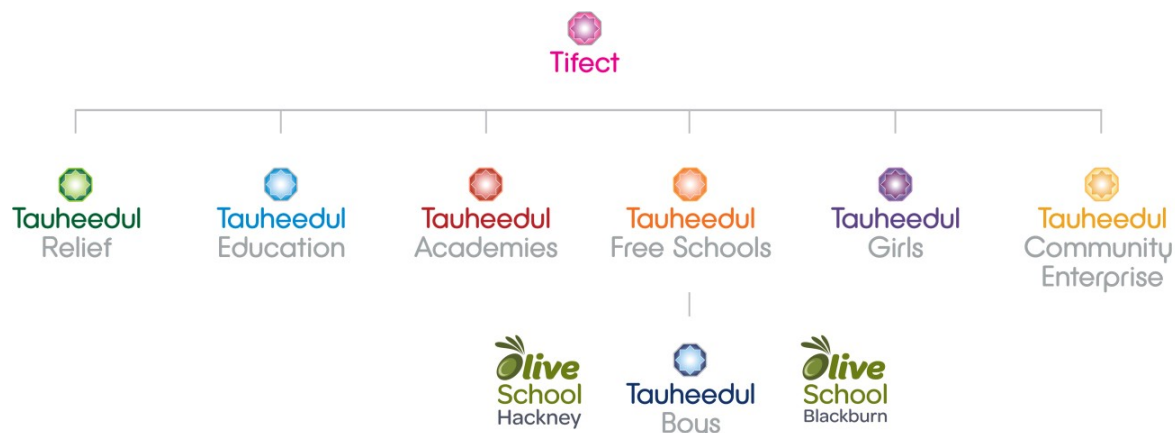
The Tauheedul group – our long term vision

This proposal for the Bolton Free School is being submitted by the Tauheedul Free Schools' Trust (TFST), which is part of an overall family of organisations managed by the Tauheedul Islam Faith, Education and Community Trust (TIFECT).

TIFECT 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, promotes community-led regeneration and funds education, 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). Keen to enable young people in other areas of social and economic deprivation to raise their aspirations and achieve their potential, TIFECT resolved to establish a network of schools under the Tauheedul 'brand'. This became part of our corporate strategy and we established a number of related organisations 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 (GC) and Tauheedul Education (TE). Details of these bodies, their accountabilities and relationship with the Local Governing Bodies of all of our Free Schools (including the Bolton Free School) are set out in sections F1 and F2.

Tauheedul Free Schools in 2014

We have a long term, strategic development plan for the expansion of our Tauheedul group of schools. As part of that plan, we are submitting proposals for six Free Schools to open in 2014.

- Bolton Free School (the subject of this specific application)
- Birmingham Free School
- Preston Free School
- Coventry Leadership Academy for Girls
- Slough Girls' Leadership Academy
- Waltham Forest Leadership Academy for Girls

Our long term development plan is based upon a three "region" model – North, South and

Midlands. We are developing a cluster approach, with one “anchor” school in each region acting as a hub for school improvement and professional development. This offers economies of scale and enables 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.

We are progressively building our capacity as a group and have made major strides since we submitted our applications for 2013 opening. We have extended the membership of our Governing Council (Directors/Trustees). We have significantly enhanced the capacity of Tauheedul Education, with permanent and Associate appointments of senior professionals from a range of disciplines including education, property, finance, strategic planning, change management and stakeholder development, together with a pool of over 60 experienced Associate headteachers. We have concluded procurement exercises for group-wide support systems, including an ICT managed service provider, a management information system and an HR partner. We have recruited over 50 committed members to the local governing bodies. They bring a wide range of skills and experiences and are giving freely of their time to the proposed new schools.

F1- Running the school – roles and responsibilities

Tauheedul Islam Faith, Education and Community Trust (TIFECT)

TIFECT is the legal custodian of the specific, unifying principles on which all our other trusts, companies and charities have been established. It will play a vital role in ensuring that our principles are safeguarded at the Bolton Free School. It 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:

- Is a member of the Tauheedul Free Schools’ Trust (Academy Trust);
- As a member of TFST, appoints the majority of Governors on the TFST Governing Council;
- Acts as Religious Authority for any Muslim faith based schools set up by the Academy Trust;
- Receives and approves an annual report from the Governing Council on, and holds it to account for, the effectiveness (or otherwise) of the operation of TFST’s schools;
- Receives and approves TFST’s annual business plan – the basis for the production of the annual budgets for TFST’s schools.

Tauheedul Free Schools’ Trust (TFST)

In 2011, TIFECT established a multi-academy trust – the Tauheedul Free Schools’ Trust (TFST) – to enable it to establish a network of progressive faith-based Tauheedul Free Schools. TFST provides a corporate structure for the efficient and successful management of the network. It also provides a vehicle for the voices of parents and others who wish to articulate their desire to establish new Free Schools in their local communities, whether Muslim or not. TFST will have overall responsibility for signing the Multi-Academy Funding Agreement with the Secretary of State.

TFST Governing Council (GC)

The Articles of TFST set out a structure that is capable of accommodating a significant chain of schools. The TFST Governing Council is 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 has legal duties for the Academy Trust and is responsible for strategic direction and group-wide policies. It is 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 Bolton Free School and all other TFST Free Schools. It will sign the Multi-Academy Funding Agreement with the Secretary of State. The Local Governing Bodies of the Free Schools, including Bolton, will be sub-committees of the GC.

TFST:

- Develops and secures the overall strategy and vision and consistency of brand;
- Ensures value for money and legal compliance;
- Ensures contractual, legal, financial and academic accountability;
- Takes responsibility for the schemes of delegation and parameters for decision making for Local Governing Bodies, and holds the LGBs to account;
- Approves budgets for all TFST schools;
- Undertakes executive functions and, with LGBs, makes senior appointments, including Head teachers;
- Is the overall employer for all schools;
- Monitors the performance of individual schools and holds Principals and LGBs to account;
- Enters into a Service Level Agreement with Tauheedul Education, on behalf of all TFST schools, for the provision of school improvement and support services;
- Adds value to each school through expertise and knowledge of drivers for school improvement;
- Facilitates opportunities for promoting good practice and collaboration;
- Spreads excellent practice across the Trust's schools.

Members of the Governing Council

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. Together, they ensure that the necessary commitment, experience and expertise is available for the effective governance of TFST and the establishment and operation of our growing network of Free Schools.

Roles have been assigned that have been carefully tailored to each individual's experience and track record. Several members have also agreed to take lead responsibility for the establishment and development of individual schools (referred to as local leads). They act as the primary point of liaison between the GC and the LGB. [REDACTED] is the local lead for Bolton.

Each of the individuals in the table below is a member of both TIFECT and TFST. The table includes a brief profile, their specialisms and, where applicable, their geographical lead. They each commit one day per month to meetings of the GC to oversee the development of the schools and to provide advice on their specialist areas. Those with a local lead also commit half a day a week to their particular school. [REDACTED] provides overall oversight, including holding to account the lead project managers from Tauheedul Education.

Member	Profile	Governing Council role and areas of specialism
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Member	Profile	Governing Council role and areas of specialism
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Our vision for the Tauheedul Free Schools' Trust is ambitious. The GC will need to become increasingly strategic, supporting, empowering and holding to account the LGBs. We are implementing a development programme for the GC to enable it to fulfil this wider role successfully. We keep our membership under regular review to ensure that it continues to have the capacity and capability to deliver our aspirations and ambitions. We actively seek suitably qualified and experienced individuals who can bring new skills, experiences and perspectives.

Local Governing Bodies

The LGB of the Bolton Free School will be a sub-committee of TFST Governing Council. Whilst the GC 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.

Each LGB will be responsible for supporting and challenging the school's Principal and Senior Leadership team in the day to day management of the school. The LGB will operate within the overall accountability framework and scheme of delegation set by the GC.

The Local Governing Body:

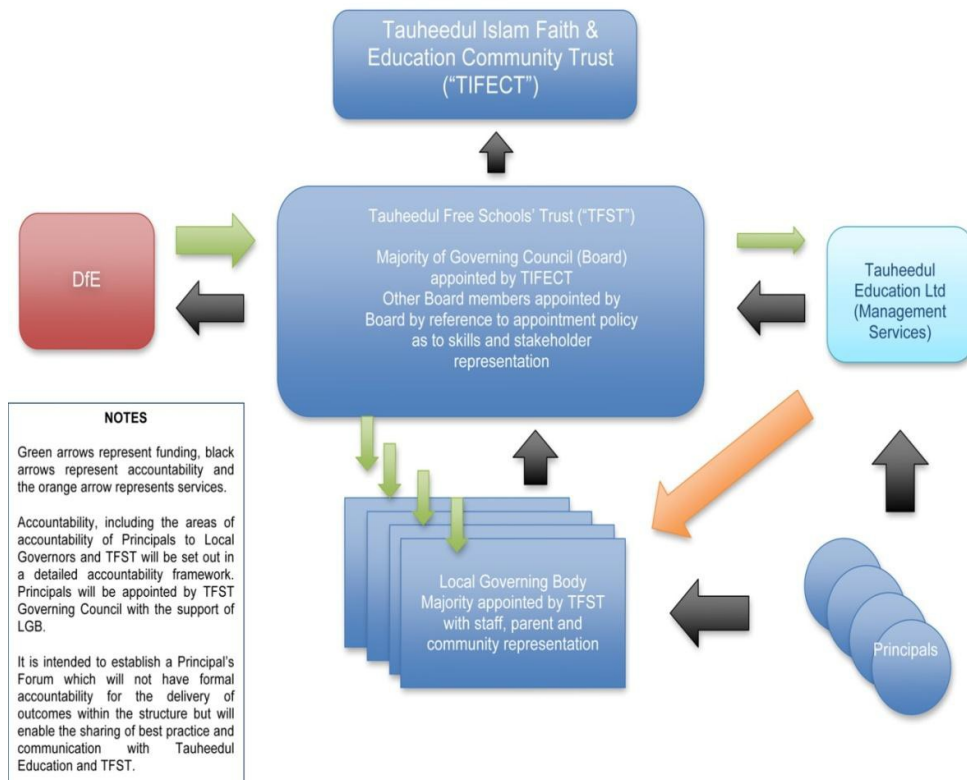
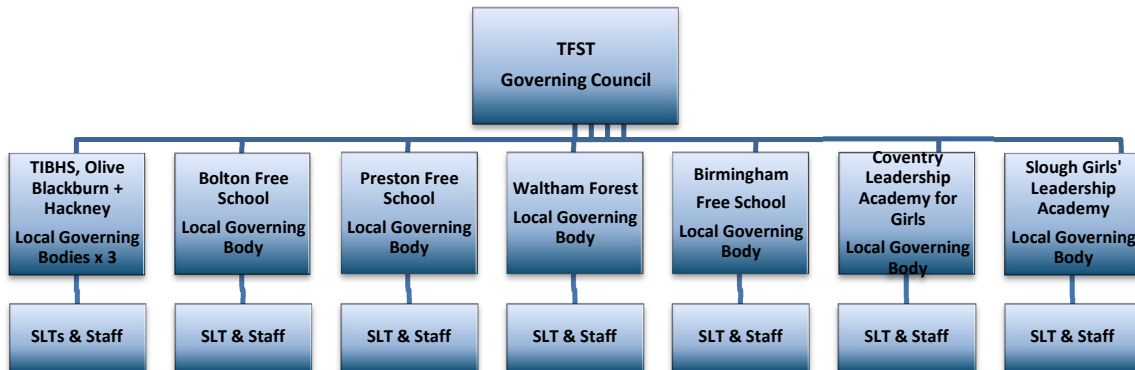
- Is responsible for the day to day management of the school;
- Carries out day to day performance monitoring;
- Carries out day to day financial monitoring;
- Holds the Principal and Senior Leadership Team to account;
- Is responsible for standards within the school;
- Is responsible for behaviour, discipline and attendance at the school;
- Takes responsibility for safeguarding;
- Is responsible for SEN and inclusion;
- Maintains a register of interests and ensures probity in all its dealings;
- Ensures health and safety requirements are met in all its activities;
- Provides termly reports to the GC;
- Is responsible for establishing any necessary sub-committees in accordance with the Tauheedul Governing Body handbook.

All Local Governing Bodies will operate according to the Tauheedul Governing Body handbook. Drawn up with KPMG, this is based upon successful experience and recognised good practice elsewhere. It includes the scheme of delegation, roles and responsibilities, terms of reference (including for any sub-committees), annual calendar of meetings, termly reporting cycles for the Governing Body and its committees and so on. It also sets out clear expectations on matters such attendance, conduct, declarations of interest and so on. Meetings would be clerked by the Business Manager.

The LGB will have a series of sub-committees, broadly based on the successful model of TIGHS and TIBHS i.e.

- Finance and Resources
- Curriculum and Attainment
- Other sub-committees established on a task and finish basis according to need (e.g. for the Principal's appraisal)

The respective roles, responsibilities and accountabilities of the various bodies are set out in the charts and detailed accountability framework which follow.



Detailed Accountability Framework

(Note: R denotes responsibility; C denotes consultation)

Function/Task	GC	TE CE	LGB	Principal
Strategy				
Preparing school plan – setting timescales, targets and milestones		R		R
Approving school plan – setting timescales, targets and milestones – identifying areas of responsibility of TE CE, LGB and Principal	R		C	

Function/Task	GC	TE CE	LGB	Principal
Amending school plan	R		C	
Monitoring, reviewing and evaluating progress of the school plan	R		R	
Governance				
Monitoring and evaluating the school's conduct and ethos against the Values of the Trust	R		R	
Ensuring the school's conduct and ethos are in accordance with the Values of the Trust		R	R	R
Approving accountability framework	R	C	C	C
Amending accountability framework	R	C	C	C
Holding the Principal to account for delivery of the school plan		R		
Holding the Principal to account for running the school – standards, behaviour etc.			R	
Delivering the school plan within the school and running the school				R
Appointing and removing members of LGB	R		C	
Appointing and removing chair and vice-chair(s) of LGB	R		C	
Appointing and dismissing Trust Secretary (responsible for secretarial support to LGB)	R			
Setting standard agenda for meetings of LGB and frequency of meetings	R	R	C	C
Conducting meetings of LGB in accordance with framework set by Trust GC			R	
Maintaining a Register of Business Interests for LGB (supported by Trust Secretary)			R	
Approving and setting up an expenses scheme for the LGB	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 LGB and Trust GC on an exception basis		R		R
Day to day financial monitoring			R	
Establishing a charging and remissions policy	R		C	
Staffing				
Appointing Principal	R	C	C	
Appointing Vice-Principal	R	C	C	C
Appointing other teachers		C		R
Appointing non-teaching staff		C		R
Approving pay policy	R			

Function/Task	GC	TE CE	LGB	Principal
Exercising pay discretions within policy		C		R
Establishing disciplinary/capability procedures	R			
Dismissing Principal	R	C	C	
Dismissing Vice-Principal	R	C	C	C
Dismissing other staff		C		R
Suspending/reinstating Principal	R	C	C	
Suspending/reinstating Vice-Principal	R	C	C	C
Suspending/reinstating other staff		C		R
Determining staff complement	R	C	C	C
Agreeing termination payments for Principal and Vice-Principal	R		C	
Agreeing termination payments for other staff within framework of authority to approve expenditure and enter into contracts			R	R
Curriculum				
Agreeing school curriculum 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 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 performance management policy		R		R
Day to day performance monitoring			R	
Annual review of performance management policy	R	C		
Target Setting				
Setting and publishing targets for pupil achievement	R	R		
Discipline/Exclusions				
Establishing a discipline policy	R			
Reviewing the use of exclusion within the terms of the discipline policy			R	
Directing reinstatement of excluded pupils within the terms of the discipline policy			R	
Admissions				
Setting an admissions policy	R		C	
Making admission decisions within the terms of the admissions policy			R	
Establishing an Independent Appeal Panel	R			
Dealing with the DfE on admissions issues		R		C

Function/Task	GC	TE CE	LGB	Principal
Premises and Insurance				
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		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 home-school agreements		C	R	
Federations				
Considering forming a federation or joining an existing federation	R		C	
Extended School				
Deciding to offer additional activities and 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	

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 LGBs - there are clear reporting lines and explicit protocols for ensuring probity and good governance, avoiding conflicts of interest and ensuring effective performance management, including clear lines of escalation.

TIFECT, TFST GC and LGB 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 signed off by the chair. There are also provisions for individual

declarations where matters arise in the course of the year that 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) sets the performance framework to operate across all its schools. This includes a three year development plan with KPIs and an annual business plan with one year targets. An evaluation framework, including an annual self-evaluation, informs the three year and annual plans.
- The school operates according to the TE standard performance systems and procedures and the balanced scorecard. These support both strategic and local performance management and enable the Principal, SLT and LGB to monitor progress and take early remedial action as necessary.
- The Principal reports on performance termly to the LGB.
- If performance falls outside set tolerances, the Principal is required to seek additional support from TE. The LGB would be expected to establish a Performance Sub-Committee until performance was back on track and signed off by TE.
- The LGB is required to report on performance to TFST on a termly basis, including via the balanced scorecard
- Performance issues which require escalation would be picked up through this reporting process, or, if requiring urgent attention, through direct contact between the LGB and/or TE with TFST.
- TFST reports to TIFECT by exception and as part of an overall performance report on all schools.

F2 – Delivering the vision - educational expertise

TFST has a strong track record of delivering high quality educational provision, including successfully establishing and running new schools. We have a committed and experienced Governing Council, over 150 education professionals and a skilled and passionate Local Governing Body who can provide educational expertise to underpin the establishment and operation of the Bolton Free School. We believe we are extremely well-provided with educational expertise.

Tauheedul Islam Girls' High School (TIGHS)

From small beginnings, TIGHS has become a national success story – achieving “outstanding” designation from OFSTED, becoming a trusted partner in school improvement and gaining respect and recognition from parents, employers and other schools.

TIGHS has been an outstanding contributor to the collective performance of other schools and colleges in Blackburn and further afield. This includes:

- Lead Education Partner on the *East Blackburn Learning Community Trust*;
- Lead Education Partner for the Blackburn Central High School. After only two years of TIGHS' involvement, the School has gone from being close to Special Measures to an OFSTED rating of Good across the board and from 11% to 53% of pupils obtaining at least five GCSE A*-C including English and mathematics;
- Lead Education Partner for Hawthorns Junior School, Blackburn, where a recent OFSTED monitoring visit described the support from TIGHS as outstanding;

- High quality school to school support through the Specialist Schools and Academies Trust and the Association of Muslim Schools;
- High quality school to school support through National Support School Status and designation as a strategic outpost of Teaching School status;
- Support to other Faith Schools in securing Voluntary Aided Status.

Tauheedul Islam Boys’ High School (TIBHS)

Our first Free School - the Tauheedul Islam Boys’ High School in Blackburn – opened on time and on budget in September 2012. It has a dynamic staff team in place, delivering a strong, but rounded, academic curriculum. Demand for places was high, with 250 applications for the 150 places available. We secured good interim accommodation to enable the school to open on time and have recently awarded the contract for construction of the school’s permanent premises.

Olive Schools, Blackburn and Hackney

We are making excellent progress on the establishment of our first two primary schools. Local Governing Bodies have been appointed and are working effectively with TFST, particularly through the local leads. Full project plans - based upon TE’s standard Year 0 pre-opening toolkit – are being implemented by the local leads and TE project managers, with progress reports to the LGBs. We have recently appointed Headteachers to both schools and have appointed [redacted] as [redacted] within TE.

The Hackney Olive is our first experience of establishing a school at a distance. The combination of strong communications, effective systems and high quality toolkits is proving an excellent platform and we are currently well on track for September 2013 opening. The LGB is complemented by an enthusiastic local forum which has ensured that local people’s voices have influenced the school’s development.

Governing Council educational expertise

All members of our Governing Council have skills and experience relevant to the establishment and operation of successful schools. Several are existing school governors. A number have specific education-related experience on which the Bolton Free School will be able to draw.

GC Member	Educational expertise
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]

Tauheedul Education

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.

Tauheedul Education (TE) is charged with supporting and challenging our schools and academies to deliver consistency and excellence across the growing network. It provides central office functions and school improvement support for both TFST and TSA schools and operates as the central office of the academy trust. Its Chief Executive is accountable to its Board of Directors and to the Chair of TIFECT.

TFST has entered into a Service Level Agreement (SLA) with Tauheedul Education for the delivery of a range of school improvement and support services. The SLA sets out the expected outcomes and outputs, performance standards and Key Performance Indicators (KPIs) for each of the services to be delivered. TE are required to report termly to the LGBs on local performance. The GC will seek direct feedback from the LGBs on TE's performance. The Chief Executive of TE will report regularly to the GC on the performance of TE against the requirements of the SLA.

In the short term, each school's budget will be top-sliced by 5 per cent to provide these services. This will 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.

TE's key functional areas include:

- Educational development including:
 - School improvement support and intervention;
 - Standards, performance and data functions;
 - Curriculum development;
 - Learning and teaching enforcement.
- Operations and finance, including:
 - Legal support;
 - Human resources;
 - ICT infrastructure;
 - Management information systems;
 - Estates and facilities management;
 - Marketing and communications
- Policy, system and procedure development

We have worked with KPMG on the development of a staged development plan for TE. This identifies how its organisational and staffing structure needs to develop over time in order to give high quality, cost-effective support to a growing network of schools. TE is currently staffed to a size which is proportionate to our existing network, but with the capacity, skills and flexibility also to support the emerging new schools and the current round of bids. TE's staff team includes senior professionals from a range of disciplines including education, property, finance, strategic planning, change management and stakeholder development. The development plan means that all the necessary groundwork is in place to enable us quickly to recruit further skilled professionals as more schools come on stream.

The current structure of TE is summarised below, together with a brief pen picture of the members of the team.

Tauheedul Education – current structure

██████████

Member	Profile	Roles and responsibilities
██████████	██████████	██████████
██████████	██████████	██████████
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██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████

TE also has a pool of over 60 experienced Associate headteachers on which to draw.

The development of our Tauheedul Supported Academies and Teaching School status are also bringing us additional educational capacity. Furthermore, some of our support partnerships are coming to an end - improvements have become embedded in the supported schools - freeing up further resource to invest in our developing Free Schools network.

We work extensively with the Teaching 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.

Tauheedul Education is leading the North West Leadership Partnership – a licensed provider of the National College’s prestigious Modular Curriculum for all three levels of leadership development. The partnership is rooted in and driven by over 500 of the best performing primary, secondary and special schools in the region and by Head teacher Associations across the North West. We are able to draw from a pool of some 150 facilitators and coaches, most of whom are former head teachers.

F3 – Managing the budget - financial expertise

We believe effective financial and business management to be fundamental to the successful running of our schools. We have included the appointment of the Business Manager for the Bolton Free School as one of the priority staff appointments. The school will mirror the many innovative examples of good financial planning and management that have enabled us to maintain a healthy financial position in our existing schools.

We have considerable business and finance experience on the Governing Council. ██████████ in particular is a qualified accountant and finance director. In common with all GC members, he has pledged at least one day per month to GC business and his particular focus will be on ensuring effective financial management is embedded in the new schools.

He will be supported in this by TE’s full time Finance Manager and her team of qualified finance staff. A percentage of the time of the Finance Manager and each of her team members is allocated to the individual schools. This will include individual support to each of the Business Managers once appointed. The Business Managers in our other schools are available as mentors.

We have worked closely with market-leading finance experts from KPMG and ██████████ in developing our plans for our network of Free Schools. Finance is one of the core functions delivered by TE and we have already created common financial procedures and support systems, including using PS Financials as our financial management platform.

We have worked with ██████████ to draw up our model scheme of delegation. It is in line with the Academies Finance Handbook and is already being applied in our existing schools. Our performance management balanced scorecard includes finance as a key element.

We have a proven track record of effective financial management. TIGHS has generated a healthy financial surplus for each of the past six years. TIBHS has been delivered on budget. Equally tight financial management is being applied to ensure that the Olive primaries are also delivered on budget.

TE's Finance Manager has provided strategic financial management support to Blackburn Central High School. A school with a record of annual deficits for each the five years preceding Tauheedul's involvement is now showing an annual surplus. We are also providing financial management support to Hawthorns Junior School in Blackburn, following a request by the Local Authority for school improvement and financial management support.

Members of the LGB and SLT 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. As [REDACTED] Bolton LGB's Chair of Finance and Resources Committee has significant experience of managing multi-million pound budgets.

The LGB's Finance and Resources Committee (FRC) will be instrumental in ensuring the sound financial health of the school. In accordance with the Tauheedul Governing Body handbook, the FRC's responsibilities will include five-year financial planning, monthly budget reviews by the Chair and termly reviews by the full Committee. TE finance specialists will carry out regular finance healthchecks.

The FRC and LGB will report termly to TFST Governing Council as accountable body. The GC's finance committee will include the LGB finance leads from all the schools. The GC's Audit Committee will work with its external auditors, KPMG and [REDACTED], to assure itself with regard to the financial risks for the Trust.

The sponsors will ensure the highest standards of financial management at all our schools. We will require the Schools Financial Value Standard to be completed annually by every Principal and LGB, to be reported to the GC. 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.

F4 - Other Expertise

The schedule in F1, demonstrates the wide range of professional expertise and broad experience of the members of TFST's GC. These cover all areas of school life, including the following:

GC Member	Area of expertise
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

██████████	██████████

The skills and expertise of the GC members are complemented by the professional staff employed by Tauheedul Education and by our network of external advisors, partners and commercial suppliers. We want to ensure that a range of leading-edge, 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.

As we described in F2, TE has senior professionals from a range of disciplines essential to the effective development and management of a growing network of schools. These include property, finance, ICT, HR, business services, strategic planning, change management and stakeholder development.

We also work with high quality professional service organisations to ensure that we have access to leading edge advice and expertise.

- ██████████ are our main legal advisors, supporting us in drawing up the overall accountability framework, for example.
- ██████████ and ██████████ support us on our financial and other systems, including supporting the development of our common financial procedures and the Governing Body handbook.
- ██████████ and other project management companies support us on estates issues and on our construction programmes.

During 2012, we have completed a number of formal procurement exercises for major support systems to be used in all our schools. We worked with the Education Funding Agency to procure CIVICA as our ICT managed service provider. We have selected the SIMS management information system for all our schools and have appointed Capita as our HR partner.

We adopt a “matrix” approach to the detailed preparation for the establishment of our new schools. The team is chaired by the local lead, with a member of TE as project manager. LGB members are engaged as appropriate. The project manager uses the standard Year 0 pre-opening toolkit and draws in support from TE colleagues (and external advisers where necessary) to ensure that the full spectrum of professional expertise is available to all schools. The local lead reports back to the full GC and is able to draw on other GC members’ expertise and specialisms. This is an efficient and cost effective way of providing high quality, focused capacity to each school. It has worked extremely well at TIBHS and the two Olives.

We fully recognise the challenges involved in setting up and running a chain of geographically dispersed schools. We recognise that our proposals amount to a significant growth programme and have not taken the decision lightly. We have ensured the full engagement of the GC, including the creation of the local lead posts. We have instigated a development programme for the GC to prepare it for a more strategic role.

We have ensured a wide range of professional expertise through Tauheedul Education, our Associates, partners and contractors. We have developed an extensive range of policies and toolkits on which individual schools can draw. 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. Our matrix model is already proving itself robust at TIBHS and the two Olive primaries – including the London-based Hackney Olive.

We also 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. Enthusiastic local forums, drawn from the wider community, have displayed genuine energy, enthusiasm and commitment throughout. Local Governing Body members have been identified for all schools, with their members each committing half a day per week to the development of their new schools.

We are confident that we have the infrastructure, experience, expertise and community commitment to continue 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.

F5 – Recruiting a high quality principal, staff and governors

Appointing the Senior Leadership Team

Should the Bolton Free School be approved, the most urgent task will be the recruitment of the Senior Leadership Team. The sponsors are keen to identify and appoint key managers and senior curriculum leaders, on appropriate contracts, who can then take charge of the management of the entire educational provision for the new Free School. However, speed must not take priority over quality and we will only appoint outstanding leaders capable of taking forward our vision.

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; highly flexible, inspirational and dynamic thinkers;
- Sympathy for the faith ethos of the School.

Career experience

- Outstanding teachers and practitioners, showing enthusiasm, dedication and the highest levels of professionalism;
- Evidence of a commitment to School-wide continuing professional development, including experience of delivering performance management;
- Leading-edge ICT skills and a passion for the opportunities created by computer science and technological change in today's society.

Making the right choice of Principal

The most significant appointment will be that of the first Principal.

Indicative appointment timetable

August 2013	Adapt standard Tauheedul Principal job description and person specification as necessary to reflect Bolton priorities
w/c 02.09.2013	Post advertised and promoted widely
16.09.2013	Closing date for receipt of completed applications
16-23.09.2013	Shortlisting by TFST GC, in consultation with the LGB
w/c 30.09/7.10.2013	Interviews
w/c 14.10.2013	Post offered to successful applicant
Asap after w/c 14.10.2013	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 2014, to be agreed in negotiation with the Principal Designate and their current employer.
04.2014	Principal Designate takes up post and undergoes induction programme

Note: The Vice-Principal and Business Manager will be appointed to much the same timetable.

Finding the right person

The selection process will be structured to identify individuals with the key qualities of leadership, inspiration, single-minded application and business-sensibility. The Principal will be appointed by TFST. The process will be led by the Chief Executive of Tauheedul Education. As a National Leader of Education and former Strategic Head of Workforce Development for a local authority, he has extensive experience of running high level recruitment campaigns. He will be supported by TE staff, experienced senior managers with a wide range of skills and expertise, including recruitment. As a National Support School, we have extensive recruitment experience, including appointing high quality principals. We have also made successful appointments to TIBHS and to our two Olive primaries.

The appointment will follow the same fair, transparent process. Our aim is to appoint the best possible team to establish the new Free School. Advertisements will be placed in national papers, including the *Times Educational Supplement*. We will also use a range of websites including our own, the emerging school's and the local authority's. The post will also be promoted through national and local professional and other networks.

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 GC Chair and Vice-Chair, the local lead, a representative from the local authority and the LGB and a DfE educational adviser.

Establishing the school

From the day the school is approved, the Bolton TE project manager will set to work on the detailed implementation of the Tauheedul Year 0 pre-opening toolkit. This will include ensuring the speedy and effective recruitment of the Principal and supporting the Principal Designate through their induction and the recruitment of SLT staff.

Once appointed, the Principal too will use the Year 0 pre-opening toolkit and will receive personal support from the TE project manager and other TE staff. Members of the GC, particularly the local lead, will offer support, as will the LGB.

The Principal's work plan over the first six months would include:

- Recruiting and inducting staff;
- Finalising the Education Brief;
- Ensuring the estate is ready for the first intake of Year 7 pupils;
- Leading the local implementation of the CIVICA 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 local policies according to the main Tauheedul templates;
- Implementing admissions and student induction processes.

Appointing other staff

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 recruitment exercise for TIBHS, we attracted 135 high quality applications for 5 teaching jobs.

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 the Bolton Free School's priorities. Our person specifications set high expectations for teaching staff, including degrees at 2:1 or above. We currently work closely with the Teaching Agency and have extensive experience of initial teacher training, workplace placements etc. We are in advanced discussions about the establishment of a School Centred Initial Teacher Training Programme (SCITT). We are therefore both well-connected into the key networks that develop teaching talent and experienced at recognising talent in the workforce.

SLT members would also be appointed by TFST, following a robust two day process similar to that adopted for the Principal. The Principal Designate would form part of the Panel.

The appointment of Middle Leaders, teaching and non-teaching staff would be delegated to the Principal, supported by the LGB 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 Bolton Free School will be a community hub and want to demonstrate our commitment to establishing our school as a learning community by our actions as well as our words.

A phased recruitment process

Our proposed staffing structure between 2014 and full establishment in 2018 is set out in section D3. This would involve a phased process of recruitment to ensure both cost-effectiveness and appropriate staffing levels as the school develops.

The Principal will be the prime and most pressing responsibility. The Deputy Principal and Business Manager will also be essential to give strong support to the Principal in preparing for the opening of the school.

The sponsors hope to advertise for the Principal, Deputy Principal and Business Manager in the Autumn term of 2013/14. They expect the Principal (Designate) to work with the GC, LGB and Tauheedul Education to guide the entire staff appointment process. Decisions

about the final staffing structure will need careful consideration and the views of the Principal (Designate) will be critical in fine-tuning the staffing lines of accountability and responsibilities.

The Principal, Deputy Principal and Business Manager would start in post from April 2014. The Senior Business Support Officer would start in post from June 2014.

Following these appointments, the next stage would be the phased recruitment of staff to those posts required to allow the School to open on 1st September 2014. These would be advertised in March 2014. We recognise that it will not be possible to appoint the full Senior Leadership and Middle Management teams and have them in post by the opening of the School. These appointments will be phased over the first few years while the school is growing.

Current plans are to hold a full induction week for all staff before the School opens to students. The new team will have our Year 1 toolkit to support them. This has been derived directly from our practical experiences in opening TIBHS as a brand new school.

Our experience to date - from TIBHS and the two Olive primaries - tells us that, although challenging, this timeframe is achievable. Tauheedul Education has considerable expertise and experience for the Bolton Free School to draw on. We have standard toolkits, job descriptions, person specifications, contracts of employment etc, all drawn from existing best practice, fully benchmarked and in use in our existing schools.

Furthermore, should any or all of Tauheedul's other Free School proposals be approved, there will be scope for running a single recruitment process, including assessment centres, to appoint the Principals and Senior Leadership Teams. This would achieve economies of scale and attract a wider pool of candidates. We would also design combined advertisements for inclusion in national printed and on-line media, such as TES. Again, this would achieve economies of scale and enable us to design a high impact advert to attract high quality candidates. Local adverts would continue to be tailored to the local school within its local community.

On-going staff development

We fully recognise that it's not enough simply to recruit an effective team. High performing schools require on-going development of all academic and support staff. We operate a comprehensive Tauheedul Professional Development Framework covering all levels of teaching and non-teaching staff in all our schools. Our appraisal and continuing professional development programmes ensure that all staff are encouraged to maximise their personal potential and their contribution to the school. These areas are covered in more detail in section D5.

Recruiting and establishing the local governing body

Each school will have a Local Governing Body which will operate as a sub-committee of TFST's overall Governing Council. The Bolton Free School will have a 12 place LGB, including one TFST representative. Parent and staff governors would be elected after the school opens.

The current membership is outlined below. The LGB members are bringing a range of skills and experiences to the proposed school. They are strongly committed to the school and its potential to raise the life chances of young people in the borough. They have all agreed to commit half a day a week to the development of the school.

Member	Profile	LGB role or specialism
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

	2 x parents (elected by the parents)	
	3 x staff (Principal + 2 elected by the staff)	

TFST has set up a single Search Committee to oversee the search for governors for all its new schools and to refresh the membership of the local Governing Bodies over time. We want to build effective teams that will give the schools and the SLTs the best possible mix of challenge and support. Tauheedul Education staff provide secretarial and clerking functions to ensure probity, smooth administration and a fair and transparent process.

In appointing the LGB for Bolton, the Search Committee worked with the GC local lead, the TE Project Manager and representatives of the local forum. They promoted the LGB vacancies widely, using existing channels and networks in the local community. The governors were selected by an interview process, with a Panel including the TFST local lead, search committee members and representatives of the local forum.

Parent and staff governors will be elected by the parents and staff respectively. The elections will be managed by the Business Manager, according to TE's common process. This will ensure a consistent, effective, fair and open process.

All appointments will be for a fixed term of three years, subject to one year's probation.

Developing the Local Governing Body

The sponsors recognise the critical importance of the local governing bodies to the success of the new Free Schools. We have solid experience of establishing and developing effective Governing Bodies. We have worked extensively on identifying the competences required of high performing governors and devising appropriate training programmes.

All our new governing bodies will be able to access our governor development programme, which is being used successfully at TIBHS. Each governor undertakes a skills analysis and has a bespoke training programme designed to respond to their individual strengths and weaknesses. There will also be team development programmes to build each of the governing bodies into high performing, effective teams as quickly as possible.

We are establishing 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 GC local lead and TE project manager will work closely with the LGB in the early stages to ensure that they can access all the necessary support. They will have access to ready-made, leading edge policies, procedures and toolkits that they can adapt to reflect the School's local circumstances and priorities. The GC local lead would be expected to ensure that the LGB 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 LGB however. This might or might not be the local lead depending on the skill mix of the LGB.

Local Governing Body representation on the Governing Council

We are keen to have LGB representation on the GC. In order to keep the GC 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.

Section G: Initial costs and financial viability

G1 – Financial plans and underpinning assumptions

~~Redacted~~

~~Redacted~~

Section H: Premises

Premises – our underpinning principles

The premises will play an important part in helping to deliver our vision for the Bolton Free School. Though we are not looking for a lavish building, it is important that the school presents an appealing face to the outside world, with vibrant, well designed learning spaces within. It is well-documented that the physical environment plays an important part in people’s sense of wellbeing and safety. We are keen that our new school should be an asset to the local community. We want to engage the community in the on-going 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 Bolton Free School. It must reflect the visionary aspirations of its founders and the hopes of the community for its sons. Whilst we have identified a number of options, our preference for the Bolton Free School – and for all of our Free Schools – will be to select a site that is at the heart of the campaigning community. A key part of our “big

society” specialism is for our schools to act as learning communities and community hubs. Collectively, the goal is for the Free School to be the jewel in Bolton’s education crown and to be a contributor to the physical, social and economic regeneration of the town.

The primary search area has been in the BL1 and BL3 postcodes.

Initial appraisal

We have followed a set methodology in seeking to identify an appropriate site for the location of our free school which we believe from previous experience will satisfy the Education Funding Agency and HM Treasury. This is as follows:

- i) Identify catchment areas for the site search taking into account the key areas of demand, socio-economic factors and critically where the free school is likely have the most positive impact;
- ii) Assess the space requirement for the proposal according to current DfE Guidance comprised in the Building Bulletins;
- iii) Issue a site search to local agents and access any publicly available databases to establish the presence of any surplus Public Sector assets (this includes a review of the Local Authority Local Development Frameworks). We have also approached relevant Local Authorities;
- iv) Review site availability and then produce a long list of options;
- v) Conduct tentative initial discussions with landowners to establish availability of the site, but nothing further;
- vi) Carry out site visits to the relevant catchment area and long list of potential properties to establish suitability and assess value for money in terms of conversion/new build costs;
- vii) Agreement of final options to include in the application.

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 will also firstly prioritise any local authority options, then at the wider public sector and finally at the private sector in order to ensure that value for money is achieved as far as possible. New build would be our last resort, to be supported only where it is the only option or where the advantages exceed all other options so significantly as to warrant the higher costs of the initial investment.

We have considered many buildings in the preferred postcode areas of BL1 and BL3. The search has been extensive and has included, amongst other options; open plan office accommodation, mill-style buildings and a number of large detached residential buildings, ageing flats and apartments.

We are looking for a building which offers between 5,500-6,000 m² for our proposed 700 place secondary school. We are conscious that standard provision for a school of this size is anything up to 6,000 m². However, we are aiming to emphasise efficiency throughout our proposals for the Bolton Free School 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.

All of the sites included below are currently available. We have not engaged with the landowners at this stage to avoid the possibility of them appreciating the price, or in the case of public sector buildings, disposing of them quickly to maximise returns. In those cases where private landlords are involved however, we have made contact to clarify whether the properties are available for the purpose of developing a school. In all cases, we have tried to find out if there are existing plans for any of the sites.

We have sought advice from professionals experienced in delivering schools and in particular Free Schools to arrive at a shortlist of viable options. We do have properties on a longer list of options which have been filtered out due to issues over cost, deliverability or location. This could be revisited should the options below not be viable following further feasibility studies.

Although we have identified a number of potential options which are outlined below, we are still continuing with our search and should any other stronger options materialise then we will make these known to the Department. We remain confident that it will be possible to achieve an exciting, appropriate and modern learning environment with investment on a modest scale. We look forward to working with DfE and EFA to secure the ideal site – a site which offers a quality building and excellent value for money and which also reflects and responds to the aspirations and ambitions of the local community who have campaigned for the school's existence.

Potential Options

The sponsors have identified three potential sites and have taken advice on each of these from specialist advisers with substantial experience of design in primary, secondary and tertiary education contexts. Our advisers have provided us with general advice on viability, and have produced indicative drawings and costs 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, costs are based on simple plan formats, standardised designs and modular construction methods. 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 2014. 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 (EFA) Contractors’ Framework or other suitable frameworks, such as the GPS Modular Framework.

Preferred option

Having carefully considered the three shortlisted potential options, the sponsors believe that Option 1 – the [REDACTED] Site - represents the best choice at this stage because:

- The site is in the heart of the area of community demand. This is the site most parents mention as their preferred site.
- The site is readily available.
- There is easy access to external facilities for sport and other extra-curricular activities.
- There is good public transport access.
- Although new build is required; the site is ready for development with existing buildings having been demolished and good value for money can be achieved using modular construction.

Option 1 - Site of the former Wolfenden Primary School. An overview follows, including a brief analysis of its advantages and disadvantages.

Site Information	
Address	Site of former [REDACTED] [REDACTED] Bolton [REDACTED]
Current use	The site has been vacant for some time, following the demolition of the former [REDACTED].
Description of the site and premises.	This is a brownfield site with existing school buildings previously demolished. The site is located in the heart of the campaigning community. It has been vacant for some time and as such its condition and physical appearance are detrimental to the overall environment of the locality and the wellbeing of local people. There is an opportunity to use the redevelopment of the site as a catalyst for the social and physical regeneration of the local

	<p>area, with the school as its anchor. Site area: 0.5Ha</p>
Freeholders	<p>This is currently being marketed by: ██████████ ██████████ ██████████ Preston ██████████ Tel: ██████████ Fax: ██████████ ██████████ Any initial enquiries to be directed to ██████████ who is representing the sponsors (tel: ██████████).</p>
Availability & tenure	<p>The site is currently being marketed for sale.</p>
Brief overview of building & planning requirements	<p>A new build solution is required. Planning consent will be required however the previous use of the site is advantageous.</p>
Advantages and disadvantages	<p>Advantages</p> <ul style="list-style-type: none"> • The site is centrally located and at the heart of the campaigning community and has been mentioned by many parents as the preferred site. • It has good public transport links. • There is an opportunity to use the redevelopment of the site as a catalyst for the social and physical regeneration of the local area, with the school as its anchor. • Safeguarding and security of pupils: the site can be easily secured. Perimeter fencing would be provided and the site is located within the community that has campaigned for the school's existence. <p>Disadvantages</p> <ul style="list-style-type: none"> • New build is required; however the site is ready for development with existing buildings having been demolished and good value for money can be achieved using modular construction. • New build means September 2014 opening unlikely. Therefore an interim temporary accommodation is required. • The site is relatively confined; whilst external spaces will be available it is likely that full size sport pitches will need to be found off site.
Reasons for choosing this site	<ul style="list-style-type: none"> • The site is at the heart of the campaigning community. • It has good public transport links. • There is an opportunity to use the redevelopment of the site as a catalyst for the social and physical regeneration of the local area, with the school as its anchor.

Option 2 – [REDACTED]. An overview follows, including a brief analysis of its advantages and disadvantages.

Site Information	
Address	[REDACTED] [REDACTED] [REDACTED]
Current use	The existing building is currently used to [REDACTED].
Description of the site and premises.	An existing [REDACTED] together with a small brownfield site. It is surrounded by light commercial and residential uses and is located a few hundred meters from the centre of the community. Site area: 1.67Ha Building area: 6,500m2
Freeholders	[REDACTED]
Availability and tenure	The building and land is currently marketed for lease or sale (in part of whole).
Brief overview of building and planning requirements	Conversion of the [REDACTED] building to school accommodation and external works to the brownfield site to provide external areas. Change of use and planning consent will be required – the loss of existing business start-up facilities may
Advantages and disadvantages	<p>Advantages</p> <ul style="list-style-type: none"> • The site lies in the heart of the area of demand. • Most pupils will be able to walk to school. • The existing building is adequately sized for the Free School. Good access to outdoor facilities and opportunity for extracurricular activities. • Less congestion issues than the Town Centre sites. <p>Disadvantages</p> <ul style="list-style-type: none"> • Change of Use Planning consent will be required – this may be contentious. • Privately owned and therefore subject to negotiation and commercial costs. • The external space (Brownfield site) is close to the building but separate.
Reasons for choosing this site	<ul style="list-style-type: none"> • In the heart of the area of community demand. • Easy access to external facilities for sport and other extra-curricular activities. • Good public transport access. • Conversion of the mill building will be cost efficient when compared with a new build solution.

Option 3 – [REDACTED] Site. An overview follows, including a brief analysis of its advantages and disadvantages.

Site Information	
Address	[REDACTED] [REDACTED] [REDACTED]
Current use	Currently used as a [REDACTED]
Description of the site and premises.	This is a brownfield site with existing buildings previously demolished. It is currently used as a [REDACTED]. The site is located in the city centre making it accessible from all areas. Site area: 0.9Ha
Freeholders	Any initial enquiries to be directed to [REDACTED] who is representing the sponsors (tel: [REDACTED]).
Availability and tenure	The site is not currently marketed but is understood to be available for Freehold sale.
Brief overview of building & planning requirements	A new build solution is required. Change of Use and Planning consent will be required.
Advantages and disadvantages	<p>Advantages</p> <ul style="list-style-type: none"> • The site is centrally located within the city and can therefore be accessed from all areas. • It has good public transport links. • The site is not currently being marketed by the vendor. <p>Disadvantages</p> <ul style="list-style-type: none"> • New build is required; however the site is ready for development with existing buildings having been demolished and good value for money can be achieved using modular construction • New build means September 2014 opening unlikely. Therefore an interim temporary accommodation is required. • The site is not located within the heart of the identified communities / areas of demand but is accessible. • The site is relatively confined; whilst external spaces will be available it is likely that full size sport pitches will need to be found off site.
Reasons for choosing this site	<ul style="list-style-type: none"> • The site has good public transport links. • Central location means the site is accessible from all areas.