



Department  
for Education

# Free school application form 2014

**Mainstream and 16 to 19** (updated August  
2014)

**OLIVE SCHOOL, COVENTRY (83305) OLIVE  
SCHOOL, BIRMINGHAM (83306) OLIVE  
SCHOL, WALTHAM FOREST (83307) OLIVE  
SCHOOL, BOLTON (83308)  
OLIVE SCHOOL, PRESTON (83309)**

## Contents

Application checklist	3
Declaration	5
Section A: Applicant details	6
Section B: Outline of the school	6
Section C: Education vision	7
Section D: Education plan – part 1	22
Section D: Education plan – part 2	24
Section E: Evidence of need – part 1	81
Section E: Evidence of need – part 2	86
Section F: Capacity and capability	130
Section G: Budget planning and affordability	169
Section H: Premises	262

## Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> ?	X	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	X	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	X	<input type="checkbox"/>
<b>Section B:</b> Outline of the schools	X	<input type="checkbox"/>
<b>Section C:</b> Education vision	X	<input type="checkbox"/>
<b>Section D:</b> Education plan	X	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	X	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	X	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	X	<input type="checkbox"/>
<b>Section H:</b> Premises	X	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total? <b><i>The application covers five schools</i></b>	<input type="checkbox"/>	X
5. Have you fully completed the budget plans?	X	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	NA	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	NA	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	NA	<input type="checkbox"/>

written feedback you received?		
9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> (see guidance for dates and deadlines)?	X	<input type="checkbox"/>
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	X	<input type="checkbox"/>

*\*Independent schools include existing alternative provision and special school institutions that are privately run*

*\*\* If your application is larger than 9MB please split the documents and send two emails*

<b>Section I of your application</b>		
11. Have you sent:	<input type="checkbox"/>	X
<ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p> <p><b>Note: full due diligence information has recently been submitted as part of discussions with DfE about the establishment of TET as a single MAT.</b></p>		

## Declaration

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

**Position: Chair of company / Member of company**

**Print name:** [REDACTED]

**Date: 9 October 2014**

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

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

X

## **Section A: Applicant details**

Please see Excel application form.

## **Section B: Outline of the school**

Please see Excel application forms.



**SECTION A: APPLICANT DETAILS**

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	83306
Name of proposed school:	Olive School, Birmingham
Is this a route one application or a route two application?	Route 1
Name of lead applicant:  Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	Tauheedul Education Trust Shadsworth Road Blackburn BB1 2HT
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	01254 54021
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	NA
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	NA
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Tauheedul Education Trust
Company address:	Shadsworth Road Blackburn BB1 2HT
Company registration number:	73353849
Date when company was incorporated:	23.08.2010
Please confirm the total number of company members (must be a minimum of 3):	5
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
--	------------

**Further details about the group**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
---	----

Are you an approved academy sponsor?	Yes
--------------------------------------	-----

How many existing free schools or academies are run by your group?	7
--	---

If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Tauheedul Education Trust
--	---------------------------

If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	NA
--	----

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	NA
---	----

If you are an existing single school seeking to establish a new school or an independent school looking to covert, please provide a link to your most recent inspection report:	NA
---	----

If you are an existing single school seeking to establish a new school or an independent school looking to covert, please provide a link to your performance data for the last 3 years:	NA
---	----

How many free schools are you seeking to open in this application round?	5
--	---

**Links to other organisations**



<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>Tauheedul Group (TG)  Company number 07496744  Charity Commission number 1140510</p> <p>TG is a corporate member of Tauheedul Education Trust (TET). The ethos and objects of TG are to promote and act as guardian of the values upon which Tauheedul educational and charitable activities are based.</p> <p>Tauheedul Education Limited (TE Ltd)  Company number 07790360</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>Tauheedul Group (TG) is the sponsor of Tauheedul Education Trust (TET) and will be the religious authority for all Tauheedul-sponsored Free Schools.</p> <p>TG is inspired by Deobandi Sunni Muslim values. These promote personal qualities relating to:</p> <ul style="list-style-type: none"> <li>* A commitment to a collective greater than the sum of individuals</li> <li>* Devotion, humility and piety</li> <li>* A commitment to hard work and honest endeavour to achieve success</li> <li>* Taking responsibility for one's actions and having a sense of accountability to self and others</li> <li>* A recognition of the earth as an entrusted resource</li> <li>* A commitment to charity and community service</li> <li>* A generosity of spirit, tolerance, fairness towards others</li> </ul>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>NA</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>No help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>NA</p>



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. 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. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.	
---	--

In which local authority is your preferred location?	Birmingham
--	------------

Proposed opening year:	2016
------------------------	------

Age Range:	4-11
------------	------

If 'other' please specify	NA
---------------------------	----

Will the school have a sixth form?	No
------------------------------------	----

Will your school be co-educational or single sex?	Co-educational
---	----------------

Is your school a hybrid type?	Not a hybrid
-------------------------------	--------------

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:	Yes
---	-----

Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
--	----

If you answered yes to either of the above questions, please say which faith:	Islam
---	-------

If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	NA
--	----

Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
--	------

If other, please specify	NA
--------------------------	----

Maximum capacity of proposed free school:	630
---	-----

Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	630 primary places
--	--------------------

Please say which year groups the school will have in first year and the PAN for each	Reception - PAN = 90 Year 1 - PAN = 90
--	---

Date proposed school will reach expected capacity in all year groups:	2021
---	------

Will your proposed school include residential provision?	No
--	----

If 'Yes', please give further detail:	NA
---------------------------------------	----

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	NA
--	----

Are you planning to contract the management of your school to another organisation?	No
---	----

Have you already identified a principal?	No
--	----

If yes please say when you propose the principal would start:	NA
---	----

Please say how many people will sit on your governing body:	11-15
---	-------

**Use of freedoms**

Will you operate a non-standard school day?	No
---	----

Will you operate a non-standard school year?	No
--	----

Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	Yes
--	-----

Do you plan to make employ teachers without QTS?	No
--	----

Please list any other freedoms you intend to use	We will adapt the National Curriculum to incorporate the Core Knowledge Sequence.
--	---

## Section C: Education vision

### C1 – A credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

#### Background

Tauheedul believes that communities can be transformed through education. We are keen to enable young people in areas of social and economic deprivation to raise their aspirations and achieve their potential. We believe that in order to conclusively break cycles of disadvantage, sustainable improvement is best embedded when excellence is experienced by children at an early age. For this reason we are submitting proposals for five primary schools opening in 2016. These will follow the same template as our Olive schools that opened in September 2013. They will feed in to our existing and new secondary schools and create a high quality, all-through educational experience for children and young people in some of the most deprived parts of the country.

#### Tauheedul's overarching vision

Our vision is wide-ranging. It encompasses aspiration, educational excellence, system leadership, social mobility and cohesion. We aim:

- To make the same opportunities for high quality, Muslim faith-based education available to parents and their children as has traditionally been available for other faiths in the UK
- To enable young people in other areas of social and economic deprivation – of all faiths and none - to raise their aspirations and achieve their potential and thereby to enhance social mobility
- To spread more widely – in both Muslim and non-Muslim communities - the transformative effect that a combination of an outstanding academic and pastoral experience and a strong focus on community service and citizenship can have on the lives of young people, their families and communities
- To make a significant contribution to a self-improving school system, including providing turnaround support to underperforming schools and enhancing the knowledge and skills of governors, support staff, teachers and senior leaders throughout the system
- To present a progressive, outwardly focused view of Muslim faith and culture and its contribution to British society in order to improve shared understanding and enhance cohesion.

This vision represents nothing less than the creation of an elite – but not elitist - network of Tauheedul schools. Although each of the schools will take account of the local context, they will have a consistent brand that reflects the key characteristics of the 'Tauheedul' vision - a strong **faith ethos, educational excellence** and a commitment to **community service** and civil society.

Learners' individualised early years' experiences will provide a firm foundation for life and for transition through the primary years. Academic progress and achievement will be coupled with a commitment to wider personal progression, including the development of character and an intelligent moral and ethical compass. Tauheedul's schools will develop learners who model our ethos and values in all that they do and who become active and participatory citizens and exemplary members of their community.

Each school will be autonomous and self-sufficient, but will benefit from access to shared resources, and pooled ideas and expertise. They will have robust financial management and other procedures and operate in a transparent fashion, with effective quality assurance at all levels.

### **Our brand hallmarks**

Tauheedul Education Trust (TET) schools will promote excellence in everything their pupils do. In every school, the entire staff team – working in partnership with parents - is committed to raising pupils' self-belief and encouraging them to aspire to be the very best they can. The following Tauheedul brand hallmarks apply in all our schools:

- **A personalised approach**  
All Tauheedul schools are small enough for a personalised approach to learning and pastoral care, but big enough to offer a range of specialist academic and other opportunities. Every pupil is a person, not just a number. Our staff are valued and developed as individuals. Each school is embedded in the community it serves.
- **A high powered, knowledge rich academic curriculum**  
Our aim is for outstanding academic achievement by learners from all backgrounds. Our curriculum gives a solid foundation for future learning at every stage. Each learner's pathways will be intellectually challenging. It will be designed to enable them to take advantage of a broad range of educational opportunities that lay the foundations for excellence at secondary level and beyond.
- **A rich and diverse enrichment programme**  
All our schools offer a wide enrichment programme – sports, cultural activities, visits, clubs and societies – as well as personalised 'catch-up' activities for pupils who need extra help eg with literacy and numeracy. The enrichment programme is designed to help students develop from the outset the key personal skills and aptitudes required for success at secondary level and ultimately sought by top universities and employers.
- **A culture of high expectations with ambitious targets for all students and staff**  
Tauheedul schools are high-powered organisations. They use cutting edge research to develop innovative and highly successful approaches to teaching and to push the boundaries of the possible to achieve the improbable. The best learning goes hand in hand with the most inspirational teaching.

- **Outstanding teaching that grows character, spiritual and moral intelligence and self-discipline**  
 Tauheedul schools focus on character development – exemplary behaviour, respect, care, compassion, strength and self-discipline. These are central to our vision for young people.
- **Community service and charitable giving that shapes pupils’ personal development**  
 Community service and a commitment to the “Big Society” underpin both culture and practice in our schools. They permeate each school’s curriculum, enrichment and community service activities. We expect all pupils (and staff) to make explicit and generous-hearted contributions to society, especially to those who are least well-off. Both curriculum and personal objectives will reflect these values, focusing from the first day on developing responsibility, leadership qualities and emotional intelligence.
- **Outstanding efficiency, accountability and transparency**  
 TET schools have robust governance and financial management. They have clear planning, performance and quality assurance systems in place. They are committed to transparency, with informative websites and regular communication with parents, including an annual report.

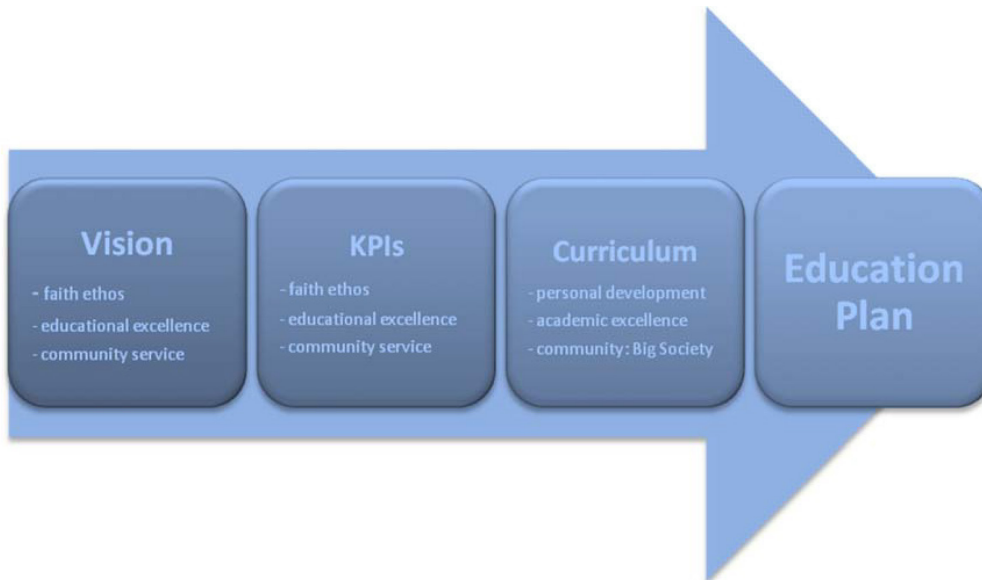
### **Building on success**

Tauheedul’s proven model of success places the progress and attainment of individual pupils at its heart. Through the intelligent use of data and quality assurance of teaching, learning and assessment, all members of staff are made accountable for student outcomes. Whenever the school’s systems show that students are not progressing to their full potential, action is immediately taken to address this.

What marks this model of school improvement as exceptional is the way in which a range of school improvement systems are consistently calibrated to secure the achievement of every individual pupil. Where many other schools have failed to support their students’ progress, Tauheedul has made excellence, in areas of significant deprivation, a reality.

### **A distinctive vision and ethos leading to distinctive local plans**

The Tauheedul Vision and our aspirations for success have informed the Education Plans of all our schools. In turn, our vision for each individual school is forged from local need, aspirational demand and evidenced educational success. The delivery of the Vision – through each 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 the Key Performance Indicators (KPIs) which will define and measure the success of each of our schools.

The KPIs define the outcomes expected for all pupils. From the KPIs, we have derived three key overarching and interlinked curriculum building blocks. These are designed to enable all learners to achieve success and address all pupils’ academic, personal and social development. The intellectual, personal and social maturity of every child will be the goal of the structured layers of learning at our primary schools.

The three curriculum building blocks will be integrated through the accreditation of the **Tauheedul mini-Baccalaureate**. This recognises the commitment of its holder to learning, outstanding attendance and behaviour and reflects how each child has contributed as an active citizen, a leader and an entrepreneur in the Big Society in which they live and to which they will contribute to in the future.

The curriculum is dealt with in more detail in **Section D1** below.

### **Proven excellence meeting proven local need and demand**

We believe that primary schools must seize the opportunity to prepare their children for broad academic success at secondary school. We are excited by the potential to create an “all-through” educational experience for our young learners by the proximity and close working relationships with local Tauheedul secondary schools.

Each of our schools has in place a number of key processes and systems to ensure that all learners progress and achieve. These are calibrated to the needs of the anticipated pupil profile, and therefore include a strong emphasis on literacy and meeting the needs of EAL learners. Quality assurance of teaching, learning and assessment – in line with the Tauheedul School Improvement Framework (See Section D2 below) – are at the heart of each school’s management systems.

Our coherent, cumulative, knowledge-based curriculum builds skills and deep understanding over time. We understand the need to intervene early so that no child is left behind. Our proven approach to school improvement enables us to do this effectively. Our curricular approaches prepare pupils for success at secondary school and we have direct experience of successfully addressing transition. We believe that this key milestone in a child's educational journey can be supported further through the close relationship with our local Tauheedul secondary schools. From an early age, children in Tauheedul schools are set up to succeed at GCSE (including success in the English Baccalaureate) and in their progression to Higher Education and employment.

Our educational vision for each of our proposed schools is set out below.

### **Olive School, Coventry (83305)**

#### **Background**

The Olive School, Coventry would be a 3 form entry, 630 place, co-educational 4-11 school with a Muslim faith designation opening in September 2016. The school would have an intake of 90 pupils in Reception and 90 pupils in Year 1 in September 2016 and would continue to recruit a new intake of Reception pupils in successive years. On the basis of current planned numbers, the school would be financially viable from 2016 until it reaches its total five years later in 2021.

#### **Vision**

As we have explained in our overarching vision above, it is our desire to make high quality education with a Muslim faith ethos more widely available. We are strongly committed to delivering educational excellence - particularly in areas of social and economic deprivation – to young people of all faiths and none. We believe that a combination of an outstanding academic and pastoral experience and a strong focus on community service and citizenship can transform the lives of young people, their families and communities and enhance social mobility.

Our proposal for the Olive School is intended to translate this vision into practical action in Coventry. The school is located in one of the most deprived parts of Coventry. (See Section E for more detail.)

The Council's 10 year plan commits to improving the quality of life for local people by working with local communities. It includes a specific commitment to improving educational outcomes by working with schools to continue to improve standards. It is complemented by an education improvement strategy. This recognises the changed landscape of education provision and the need for shared responsibility with schools and academies if the necessary step change in educational attainment is to be achieved. As a group, Tauheedul places great emphasis on partnership working with local authorities, other education providers and broader local partners. We believe this is the best way of securing a self-improving school system, ensuring sustainable improvement in educational achievement and securing social mobility.

More widely, the Council Plan recognises the importance of helping local people into jobs through improving employability through access to skills and qualifications. Our multi-faceted curriculum – with its combined emphasis on academic, personal and



community achievement – is designed to instil a thirst for educational excellence and personal aspiration that will last well beyond our pupils' time at the Olive School.

It is part of our vision for the Olive School that it will work closely with our girls' secondary school – the Eden Girls' School, Coventry. Eden Girls opened in September 14, with specialisms in Leadership and Big Society. Together, we believe that the two schools could make a genuine long-term contribution to enhancing learning, skills and prosperity in Coventry, creating confident, knowledgeable and skilled learners and leaders ready to seize future opportunities.

### **The need for more primary places**

There was an increase of 16% in the number of births in Coventry between 2004-05 and 2009-10, significantly in excess of regional and national increases. This trend looks likely to continue. In addition, there has been a net inward migration also contributing to population growth. Although there are surplus places across the city, six out of the 13 schools within a one-mile radius of the proposed Olive School are almost at full capacity and the only outstanding school, which is of Catholic faith designation, is full, which significantly limits the options of an outstanding education for those of other faiths and none. (See Section E for more detail)

### **Raising standards**

Our consultations with local parents revealed dissatisfaction with the quality of existing primary provision in the local area. Overall standards of attainment in Coventry primary schools are below national averages. Furthermore, many schools within a one mile of the proposed Olive School are below the Coventry average. In 2012, Coventry was identified as having the lowest proportion of its primary pupils at a good or outstanding school. Although there have been welcome improvements since, Coventry has been ranked 140<sup>th</sup> out of 150 local authorities nationally. (See Section E for more detail)

We have a strong record and a proven model for raising educational attainment in areas of deprivation. The opportunity to use Academy freedoms by incorporating the Core Knowledge Sequence into the National Curriculum would give us a real opportunity to make a swift and demonstrable difference.

### **Diversity of provision**

There are no other Muslim-faith based maintained primary schools in Coventry although 7.5% of the 316,960 population is Muslim. The Olive School would add to the range of choice available to local parents - of all faiths and none.

It is a key element of our vision that our schools present a progressive, outwardly focused view of Muslim faith and culture and its contribution to British society. It is our desire to improve shared understanding and enhance cohesion. We are determined that our all schools should be inclusive and appeal to non-Muslims. We have already begun to establish links with other faiths in the City as part of our consultation on these proposals. All of our schools are expected to devise innovative, locally tailored opportunities for their pupils to work alongside non-Muslims and to attract non-Muslims into school based activities. This is part of each school's performance framework. The Olive School, Coventry would be no exception.

## Olive School, Birmingham (83306)

### Background

The Olive School, Birmingham would be a 3 form entry, 630 place, co-educational 4-11 school with a Muslim faith designation, opening in September 2016. The school would have an intake of 90 pupils in Reception and 90 pupils in Year 1 in September 2016 and would continue to recruit a new intake of Reception pupils in successive years. On the basis of current planned numbers, the school would be financially viable from 2016, until it reaches its total five years later in 2021.

### Vision

As we have explained in our overarching vision above, it is our desire to make high quality, Muslim faith-based education more widely available. We are strongly committed to delivering educational excellence - particularly in areas of social and economic deprivation – to young people of all faiths and none. We believe that a combination of an outstanding academic and pastoral experience and a strong focus on community service and citizenship can transform the lives of young people, their families and communities and enhance social mobility. Our proposal for the Olive School is intended to translate this vision into practical action in Birmingham.

Birmingham City Council's Leader's Statement focuses on his desire to create a City that is fairer, more prosperous and more democratic. He emphasises the importance of ensuring equality of access to a good education and to jobs and of the need to respond to both long-standing and recent educational challenges. He also emphasises the importance of civic life and of equality and cohesion. We believe that the Olive School could play its part – albeit small - in helping deliver his vision for the future of the City.

Large parts of Birmingham suffer from high levels of deprivation, with the area around the proposed school in the highest quintiles. (See Section E for more detail) We have a strong record and a proven model for raising educational attainment in areas of deprivation. The opportunity to use Academy freedoms by incorporating the Core Knowledge Sequence into the National Curriculum would give us a real opportunity to make a swift and demonstrable difference.

Our multi-faceted curriculum – with its combined emphasis on academic, personal and community achievement – is designed to instil a thirst for educational excellence and personal aspiration that will last well beyond our pupils' time at the Olive School. It is part of our vision for the Olive School that it works closely with our boys' secondary school – the Eden Boys' School, Birmingham, which is due to open in September 2015 with English and Big society specialisms. The schools have genuine potential to make a significant difference to low levels of literacy and reading and to strengthening civic life in the local community. Together, we believe that the two schools can make a genuine long-term contribution to enhancing learning, skills, prosperity and cohesion in the City, creating confident, knowledgeable and skilled learners and leaders ready to seize future opportunities.

### **The need for more primary places**

Birth rates are rising in Birmingham and there has been significant inward net migration in recent years which is reducing flexibility to meet local needs in some parts of the City. The issue of school capacity is far more acute in the area within which the proposed Olive School would be located than in the city as a whole. All but two of the 17 schools within a mile radius of the proposed Olive School are full or over capacity. The City Council's Education Sufficiency Requirements, published in November 2013, recognised the need for additional places and the potential for Academies and Free Schools to play their part in meeting those needs. (See Section E for more detail)

### **Raising standards**

Our consultations with local parents have revealed dissatisfaction with the quality of existing primary provision in the local area. Overall standards of attainment in Birmingham primary schools are lower than those nationally. In the area within one mile of the proposed Olive School there are 17 schools and standards in most of these schools are lower than the local authority average - as well as national averages - across the majority of the DfE's 'topline' measures.

### **Diversity of provision**

Over one fifth of Birmingham's population of 1,073,045 is Muslim and this proportion continues to grow. There are two maintained voluntary aided Muslim schools offering Primary provision but these are both currently in special measures. The Olive School has the potential to add excellent Muslim faith based education to the range of choices available to local parents - of all faiths and none.

It is a key element of our vision that our schools present a progressive, outwardly focused view of Muslim faith and culture and its contribution to British society. It is our desire to improve shared understanding and enhance cohesion. We are determined that our all schools should be inclusive and appeal to non-Muslims. We have already begun to establish links with other faiths in the City as part of our consultation on these proposals. All of our schools are expected to devise innovative, locally tailored opportunities for their pupils to work alongside non-Muslims and to attract non-Muslims into school based activities. This is part of each school's performance framework. The Olive School, Birmingham would be no exception.

## **Olive School, Waltham Forest (83307)**

### **Background**

The Olive School, Waltham Forest would be a 3 form entry, 630 place, co-educational 4-11 school with a Muslim faith designation, opening in September 2016. The school would have an intake of 90 pupils in Reception and 90 pupils in Year 1 in September 2016 and would continue to recruit a new intake of Reception pupils in successive years. On the basis of current planned numbers, the school would be financially viable from 2016 until it reaches its total five years later in 2021.

### **Vision**

As we have explained in our over-arching vision above, it is our desire to make high

quality, Muslim faith-based education more widely available. We are strongly committed to delivering educational excellence - particularly in areas of social and economic deprivation – to young people of all faiths and none. We believe that a combination of an outstanding academic and pastoral experience and a strong focus on community service and citizenship can transform the lives of young people, their families and communities and enhance social mobility. Our proposal for the Olive School is intended to translate this vision into practical action in Waltham Forest.

Waltham Forest's sustainable community strategy sets out a long term vision for the Borough which includes a strong focus on children and young people. It envisages a future where a "... strong foundation of good pre-school and primary school provision has been built upon by excellent secondary schools. .... All children and young people are able to achieve and gain the confidence and resilience needed to make the most of living and working in a world city. Exam results in all school are much higher than the average ....." We believe that the Olive School could play its part – however small - in helping translate Waltham Forest's vision into practical action.

Waltham Forest is one of the most deprived Boroughs in England, with a higher proportion of children living in poverty than both London and national averages. It has lower skill levels than the London average and a smaller proportion of the working age population in work than both London and national averages. The proposed Olive School is in one of the most deprived parts of the Borough. (See Section E for more detail)

Our multi-faceted curriculum – with its combined emphasis on academic, personal and community achievement – is designed to instil a thirst for educational excellence and personal aspiration that will last well beyond our pupils' time at the Olive School. It is part of our vision for the Olive School that it works closely with our girls' secondary school – the Eden Girls' School, Waltham Forest, with its Leadership and Big Society specialisms. Together, we believe that they can make a genuine long-term contribution to enhancing learning, skills and prosperity in the Borough, creating confident, knowledgeable and skilled learners and leaders ready to seize future opportunities and to contribute to their local communities.

#### **The need for more primary places**

There is an acute pupil place shortage in the Borough, with over 21 of its 51 primary schools full or over capacity. Surplus places amount to only 2.8% - the lowest in the country. (See Section E for more detail)

#### **Raising standards**

Our consultations with local parents revealed dissatisfaction with the quality of existing primary provision in the local area. Overall standards of attainment in Waltham Forest primary schools are at or below national averages. Although many schools are achieving good results for their diverse populations, a considerable proportion are still not delivering the highest quality educational provision for their pupils. Last year 415 pupils left their primary school not yet "ready for secondary education". (See Section E for more detail)

We have a strong record and a proven model for raising educational attainment in areas of deprivation. The opportunity to use Academy freedoms by incorporating the Core Knowledge Sequence into the National Curriculum would give us a real opportunity to make a swift and demonstrable difference.

### **Diversity of provision**

There are no other Muslim-faith based maintained primary schools in Waltham Forest. 22% of the 258,249 population was Muslim in 2011. The Olive School would add to the range of choices available to local parents - of all faiths and none.

It is a key element of our vision that our schools present a progressive, outwardly focused view of Muslim faith and culture and its contribution to British society. It is our desire to improve shared understanding and enhance cohesion. We are determined that our all schools should be inclusive and appeal to non-Muslims. We have already begun to establish links with other faiths in the Borough as part of our consultation on these proposals. All of our schools are expected to devise innovative, locally tailored opportunities for their pupils to work alongside non-Muslims and to attract non-Muslims into school based activities. This is part of each school's performance framework. The Olive School, Waltham Forest would be no exception.

### **Olive School, Bolton (83308)**

#### **Background**

The Olive School, would be a 2 form entry, 420 place, co-educational 4-11 school with a Muslim faith designation, opening in September 2016. The school would have an intake of 60 pupils in Reception and 60 pupils in Year 1 in September 2016 and would continue to recruit a new intake of Reception pupils in successive years. On the basis of current planned numbers, the school would be financially viable from 2016 until it reaches its total five years later in 2021.

#### **Vision**

As we have explained in our overarching vision above, it is our desire to make high quality, Muslim faith-based education more widely available. We are strongly committed to delivering educational excellence - particularly in areas of social and economic deprivation – to young people of all faiths and none. We believe that a combination of an outstanding academic and pastoral experience and a strong focus on community service and citizenship can transform the lives of young people, their families and communities and enhance social mobility.

Our proposal for the Olive School is intended to translate this vision into practical action in Bolton. The proposed location of the school is in an area of significant multiple deprivation (See Section E for more detail) and we believe it could make a real contribution to the regeneration of the town.

Bolton is one of the fastest growing economic centres in the North West outside central Manchester and its community strategy recognises the need for higher level skills, including both degree and "A" level, if local people are to benefit from the jobs and prosperity this brings. Our curriculum is designed to instil a thirst for educational excellence and aspiration from an early age. It is part of our vision for the Olive School that it works closely with our boys' secondary school. Together, we believe that they can make a genuine long-term contribution to enhancing learning, skills and prosperity in Bolton.

It is also part of our vision for the Olive School that it would capitalise on the STEM specialism of our boys' school. This specialism was carefully chosen to capitalise on

the strong research, technology and advanced manufacturing presence in the Manchester area. The curriculum at the Olive School would be designed to capture children's interest in the opportunities technology can bring in practical and exciting ways.

#### **The need for more primary places**

Bolton Council's own data confirms the need for more primary places. Two schools in the vicinity of the proposed Olive School already have numbers in excess of their admissions numbers. To date, there is insufficient planned expansion in the vicinity of the proposed school and we believe that the Olive School could make a significant contribution to meeting the shortfall. (See Section E for more detail)

#### **Raising standards**

Our consultations with local parents revealed dissatisfaction with the quality of existing primary provision in the local area. Standards in Bolton's primary schools have improved overall in recent years and this is to be welcomed. However, performance across the Borough is patchy. The areas surrounding the proposed Olive School fall below both national and Borough averages, exacerbating inequality and impacting on the life chances in one of the Borough's most deprived areas. We have a strong record and a proven model for raising educational attainment in areas of deprivation. The opportunity to use Academy freedoms by incorporating the Core Knowledge Sequence into the National Curriculum would give us a real opportunity to make a swift and demonstrable difference. (See Section E for more detail)

#### **Diversity of provision**

There is one other Muslim-faith designated maintained primary school in Bolton, but it is in the BL3 postcode area and so serves a different area of the city. The Olive School would add to the range of choices available to local parents - of all faiths and none.

It is a key element of our vision that our schools present a progressive, outwardly focused view of Muslim faith and culture and its contribution to British society. It is our desire to improve shared understanding and enhance cohesion. Fostering strong and confident communities is a key theme of Bolton's Sustainable Community Strategy and we would welcome the opportunity for the Olive School to play its part.

We are determined that our all schools should be inclusive and appeal to non-Muslims. We have already begun to establish links with other faiths in the Borough as part of our consultation on these proposals. All of our schools are expected to devise innovative, locally tailored opportunities for their pupils to work alongside non-Muslims and to attract non-Muslims into school based activities. This is part of each school's performance framework. The Olive School, Bolton would be no exception.

## **Olive School, Preston (83309)**

### **Background**

The Olive School, Preston would be a 2 form entry, 420 place, co-educational 4-11 school with a Muslim faith designation, opening in September 2016. The school would have an intake of 60 pupils in Reception and 60 pupils in Year 1 in September 2016 and would continue to recruit a new intake of Reception pupils in successive years. On the basis of current planned numbers, the school would be financially viable from 2016 until it reaches its total five years later in 2021.

### **Vision**

As we have explained in our overarching vision above, it is our desire to make high quality, Muslim faith-based education more widely available. We are strongly committed to delivering educational excellence - particularly in areas of social and economic deprivation – to young people of all faiths and none. We believe that a combination of an outstanding academic and pastoral experience and a strong focus on community service and citizenship can transform the lives of young people, their families and communities and enhance social mobility.

Our proposal for the Olive School is intended to translate this vision into practical action in Preston. The proposed school is located in one of Preston's (and Lancashire's) most deprived areas (see Section E for more detail). Tackling multiple deprivation and social disadvantage is one of Preston City Council's corporate priorities. Indeed, the proposed Olive School would directly address two of three identified projects under that theme – namely the sustainable regeneration of Inner East Preston and supporting local children to help them improve their own lives.

The City Council's corporate strategy also prioritises a neighbourhood focus and improving community confidence and capacity. Personal development and community service are two of the key building blocks of our curriculum and we believe the proposed school could make a real contribution to this aim too.

Preston is the county town of Lancashire and was awarded City status in 2002 on the occasion of the Queen's Jubilee. It is however one of the most deprived parts of Lancashire, particularly in the urban core. On some fronts, the City has punched below its weight, with particular problems in inner Preston. The City Deal agreement – which brings together Preston City Council, Lancashire County Council and neighbouring (and more prosperous) South Ribble Borough Council - will bring major new job opportunities to the Preston area.

It is essential that local young people – particularly those from the deprived urban core - are properly educated and skilled to capitalise on these opportunities – from basic skills right through to higher level skills and qualifications. Our curriculum is designed to instil a thirst for educational excellence and aspiration from an early age. It is part of our vision for the Olive School that it works closely with our boys' secondary school - Eden Boys' School, Preston, which is due to open in September 2015. Together, we believe that they can make a genuine long-term contribution to enhancing learning, skills and prosperity in Preston's deprived inner core.

It is also part of our vision for the Olive School that it should capitalise on the mathematics specialism of the boys' secondary school. There is a strong finance and professional services sector in Preston. We will use the resources and

specialist resources of the School, and its links with the financial sector, to develop innovative games, applications and other experiences to bring maths to life for children from an early age

### **The need for more primary places**

Lancashire is a large and complex county. The overall population trend is upwards and the County Council has identified a need for more primary places. The 2011 census showed that Preston had the highest growth rate in the county, compared with other Lancashire districts. To date, the County Council has not commissioned additional primary places in Preston.

Within a one mile radius of the proposed Olive School, six of the 13 primary schools are full or near full. Half of these have Christian faith designations. Others do have surplus places but these are mainly the schools with lower Ofsted ratings. Therefore, there is not equality of opportunity for a place in a good or outstanding school.

We acknowledge that the case for additional places is not as immediately compelling as some. However, given Preston's overall population growth, the presence of small pockets of population growth (particularly amongst minority ethnic communities), the variation in the quality of provision, the lack of equity in being able to access 'the best' and the potential impact of the City Deal, we do believe additional primary places are needed. (See Section E for more detail)

### **Raising standards**

Our consultations with local parents revealed dissatisfaction with the quality of existing primary provision in the local area. Lancashire is a large, economically and socially diverse county, with areas of extreme wealth and areas of extreme poverty. Overall, standards in Lancashire's primary schools reflect those nationally. However, in the area of the proposed Olive School, more than half the schools fell below the county average, exacerbating inequality and impacting on the life chances in one of the county's most deprived areas. (See Section E for more detail)

We have a strong record and a proven model for raising educational attainment in areas of deprivation. The opportunity to use Academy freedoms by incorporating the Core Knowledge Sequence into the National Curriculum would give us a real opportunity to make a swift and demonstrable difference.

### **Diversity of provision**

There are no other Muslim-faith based maintained primary schools in Preston. The Olive School would add to the range of choices available to local parents - of all faiths and none.

It is a key element of our vision that our schools present a progressive, outwardly focused view of Muslim faith and culture and its contribution to British society. It is our desire to improve shared understanding and enhance cohesion. We are determined that our all schools should be inclusive and appeal to non-Muslims. We have already begun to establish links with other faiths in the City as part of our consultation on these proposals. All of our schools are expected to devise innovative, locally tailored opportunities for their pupils to work alongside non-Muslims and to attract non-Muslims into school based activities. This is part of each school's performance framework. The Olive School, Preston would be no exception.



## Developing our chain

Our overall educational vision for Tauheedul's schools is set out at the start of this chapter. TET's strategic development plan sets out in some detail how we plan to develop our chain of schools over the medium term.

It is based on a business case based growth strategy, with case-by-case due diligence and robust evidence of need. Our aim is to establish a chain of up to 20 Free Schools and Academies, operating across the primary and secondary sectors, mainly serving areas of social and economic deprivation. We envisage a maximum of 15 Free Schools established by 2016, progressively moving to a position where all schools are at capacity by 2021/22. We would also add a small number of Academies – including both primary and secondary – over the same period.

The schools would be based in three geographic clusters - North West, West Midlands and East London – each of which will contain both Muslim Free Schools and non-denominational Academies and primary and secondary schools. Our clusters fall into the remit of four of the Regional Schools Commissioners and we are looking forward to developing productive working relationships with them.

The development plan sets out our strategic approach to achieving educational excellence in all our schools and to securing consistency and lateral transfer whilst we scale up our chain. It describes our approach to school improvement, leadership development and teaching.

It also describes how we plan to develop our capacity as a chain, ensuring robust governance and leading-edge, high quality, cost-effective support services via a mix of internally provided and externally procured services.

*The table below sets out our proposed growth strategy.*

**Proposed growth strategy - schools by year and type**

Year	School type	North West		West Midlands		East London	
		<i>Open/Opening</i>	<i>Proposed</i>	<i>Open/Opening</i>	<i>Proposed</i>	<i>Open/Opening</i>	<i>Proposed</i>
2013	Free School	TIGHS, Blackburn				Olive School, Hackney	
		TIBHS, Blackburn					
		Olive School, Blackburn					
	Academy						
2014	Free School	Eden Boys' School, Bolton		Eden Girls' School, Coventry		Eden Girls' School, Waltham Forest	
	Academy						
2015	Free School	Eden Boys' School, Preston		Eden Boys' School, Birmingham		Eden Girls' School, Slough	
	Academy						
2016	Free School		Olive School, Bolton		Olive School, Birmingham		Olive School, Waltham Forest
	Academy		Olive School, Preston		Olive School, Coventry		
2017	Free School						
	Academy		Location to be confirmed		Location to be confirmed		Location to be confirmed
2018	Free School						
	Academy		Location to be confirmed				Location to be confirmed
		<b>Total North West cluster = 9</b>		<b>Total West Midlands cluster = 5</b>		<b>Total East London cluster = 6</b>	
<b>Total faith schools</b>		15		<b>Total Schools 20</b>			
<b>Total non-denom schools</b>		5					

## Section D: Education plan – part 1

The tables below set out the proposed numbers in each year group in each school at the point of opening and explain how pupil numbers will build up over time.

### Olive School, Coventry (83305)

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception		90	90	90	90	90	90	90
Year 1		90	90	90	90	90	90	90
Year 2			90	90	90	90	90	90
Year 3				90	90	90	90	90
Year 4					90	90	90	90
Year 5						90	90	90
Year 6							90	90
Totals		180	270	360	450	540	630	630

### Olive School, Birmingham (83306)

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception		90	90	90	90	90	90	90
Year 1		90	90	90	90	90	90	90
Year 2			90	90	90	90	90	90
Year 3				90	90	90	90	90
Year 4					90	90	90	90
Year 5						90	90	90
Year 6							90	90
Totals		180	270	360	450	540	630	630

**Olive School, Waltham Forest (83307)**

	<b>Current number of pupils (if applicable)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Reception</b>		90	90	90	90	90	90	90
<b>Year 1</b>		90	90	90	90	90	90	90
<b>Year 2</b>			90	90	90	90	90	90
<b>Year 3</b>				90	90	90	90	90
<b>Year 4</b>					90	90	90	90
<b>Year 5</b>						90	90	90
<b>Year 6</b>							90	90
<b>Totals</b>		180	270	360	450	540	630	630

**Olive School, Bolton (83308)**

	<b>Current number of pupils (if applicable)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Reception</b>		60	60	60	60	60	60	60
<b>Year 1</b>		60	60	60	60	60	60	60
<b>Year 2</b>			60	60	60	60	60	60
<b>Year 3</b>				60	60	60	60	60
<b>Year 4</b>					60	60	60	60
<b>Year 5</b>						60	60	60
<b>Year 6</b>							60	60
<b>Totals</b>		120	180	240	300	360	420	420

### Olive School, Preston (83309)

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception		60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60	60
Year 2			60	60	60	60	60	60
Year 3				60	60	60	60	60
Year 4					60	60	60	60
Year 5						60	60	60
Year 6							60	60
Totals		120	180	240	300	360	420	420

## Section D: Education plan – part 2

### D1: An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

#### Background

The curriculum for our proposed new schools is based on the curriculum that was previously approved for the Olive Primary Schools in Blackburn and Hackney. The key features are summarised below. It was set out in full in the original Olive bids should more detail be required. All the schools will follow the same overall curriculum model, although each school's curriculum will be tailored to reflect its local context and pupil intake and to capitalise on the opportunities offered by proximity to our developing network of Tauheedul secondary schools.

The curriculum is drawn from three drivers of the Education Vision: faith ethos, educational excellence and community service. It is designed to maximise the success of every pupil in achieving the best possible outcomes in all three of these areas.

#### The overarching design

The curriculum is designed to foster thought, curiosity and a desire for learning in all children, regardless of their backgrounds, strengths and needs. It provides a solid

foundation for future learning at every stage. It is knowledge centred, focusing on understanding specialised concepts and their application to modern phenomena and on developing cultural literacy.

It has three individual elements – Academic Excellence, Personal Development and Community (contribution to the “Big Society” and to Fundamental British Values). The three elements of learning each provide a different component of the rounded educational experience that we seek for every pupil – their intellectual, personal and social maturity will be the goal of the structured layers of learning at Tauheedul primary schools.

### **Academic Excellence**

Academic excellence is fundamental to the Tauheedul educational philosophy. Our intention is to deliver a rich, sequential curriculum that will provide the strongest possible foundation for secondary education and for progression to, and success in, the English Baccalaureate.

We use the Core Knowledge Sequence UK (CKS) as the springboard for learning in English, Mathematics, Science, History and Geography. The CKS was developed by E D Hirsch in the United States and was adapted for the UK by Civitas, an independent educational charity. Grounded in cognitive science and research on effective school systems worldwide, the CKS was designed to promote academic excellence, greater fairness and higher literacy. It is based on teaching a body of specific, lasting knowledge to allow children, regardless of background or starting point, to build steadily on what they already know. We believe this model to be particularly relevant to the expected pupil intakes of our primary schools.

We have worked with Civitas in developing the curriculum and particularly in strengthening it at primary level. We have incorporated play, active learning and extended classroom activities to ensure that pupils can use and apply their developing knowledge.

The CKS outlines all the topics and content that should be covered each year. By explicitly identifying what children should learn each year, the CKS ensures a coherent and cumulative approach to building pupils’ knowledge across the curriculum as a whole so that they are well equipped to make sense of the world around them. This enables them to become resilient independent learners, problem-solvers and critical thinkers, preparing them well for secondary school and for future examinations.

### **Personal development**

Concurrently with the core academic programme, pupils engage in the Personal Development element of the curriculum. This includes a programme of physical education, sports, cultural, creative and other extra-mural activities. This is designed to help pupils develop key personal skills and aptitudes including leadership, oral communication, self-confidence, personal effectiveness, team working, entrepreneurship, self-actualisation and enhanced emotional intelligence.

### **Community**

The “community” curriculum is structured to help the development of citizenship, social enterprise and community service. It is delivered using a “project based learning” approach. A planned programme of circle time activities, reciprocal teaching, reading

buddies, assemblies, class council meetings, tutor group dining and peer support activities provides insights into social education and experiential community activities, with hands on and participative learning at the fore.

Completed work is captured in a cumulative portfolio of evidence, with Year 6 pupils expected to undertake a transition element which would prepare them for their move to secondary school. This will involve a programme of induction days and a summer school experience. Pupils will also prepare a presentation which captures their achievements to date and their aspirations for the future and which will be shared with parents, governors and the receiving school.

### **Tauheedul Mini-Baccalaureate**

The Tauheedul Mini-Baccalaureate brings together the three curricular drivers – academic excellence, personal development and community into a single accreditation framework. It is designed to recognise and accredit the skills pupils have developed through additional curriculum experiences, although academic progress will also be required. It will be awarded to pupils who, through service, commitment and personal example act as living examples of the Tauheedul educational model.

The award will operate at three levels – Bronze for Reception and KS1; Silver for Lower KS2 and Gold for Upper KS2. To gain the award at each stage, pupils must reach minimum standards in all three curriculum areas - academic, personal and community service. Progress will be monitored through personalised learning plans and by regular meetings with Class Teachers and Phase Leaders for KS2 learners.

### **Ongoing curriculum development**

The Tauheedul ethos revolves around excellence and continuous improvement. We continue to adapt our curriculum in the light of our own experiences and learning and from best practice elsewhere.

**English:** Teaching children to read and write is a core mission of all our primary schools. We are placing the highest possible emphasis on teaching and learning phonics. This underpins every element of learning every day, with opportunities for writing built in from the outset in Reception and throughout each pupil's school life.

**Mathematics:** From the earliest years, mathematics requires incremental review and continuous practice. As well as mastering basic facts and operations, we ensure that children are able to approach problems from a variety of angles, learning by doing, by concrete experiences and by making the subject real and relevant.

**Other CKS foundation subjects:** We ensure that **geography** is made accessible to the youngest children by making it relevant to the vicinity of each school and adapted to reflect local circumstances. There is a practical and investigative emphasis in **science** and **history** is brought to life through visits to museums and places of historical interest.

**Other subjects:** Visual Arts, Music/Nasheed, Religious Studies, elements of Citizenship and Computer Science/digital literacy will be delivered through a coherent sequenced approach derived from the principles of CKS.

**PE and physical activity:** These are accorded a high priority, even when our schools are in temporary accommodation that does not lend itself well to physical activity. We adapt the curriculum to ensure that physical activity is built into our pupils' school experience.

**Modern Foreign Languages:** The British Council's *Languages for the Future* report (2013) ranked the importance of different languages to the UK's future prosperity, security and influence in the world in the years ahead. Spanish was ranked as the most important, Arabic as the second and French as third. We offer two of these three foreign languages at KS1, reflecting the languages prioritised by local high schools. Parents will be able to choose one language as the specialism for their child from Key Stage 2.

### Enrichment

All pupils will benefit from a comprehensive programme of enrichment opportunities aimed at developing both key personal skills and aptitudes and specific interests and talents. These will include activities designed to involve them in different cultural, social and sporting activities that they would not otherwise have chance to experience. These extra-curricular learning opportunities form part of the Tauheedul Mini Baccalaureate.

All EYFS and KS1 pupils will be expected to participate in at least one hour of extra enrichment per week and KS2 pupils at least two hours, all of which will take place outside the formal school day.

KS2 pupils will benefit from a programme of study support and tuition sessions after school, tailored to individuals or groups who need extra help in English or Maths.

There will also be a series of Gifted and Talented Masterclasses for Years 2 to 6. These will run throughout the year and will be separate from the enrichment entitlement. There will be a strong expectation that all pupils who are identified as Gifted and Talented attend.

### Meeting the needs of pupils with differing abilities

Again, our approach is set out in some detail in the original Olive Primary bids. Outstanding educational opportunities for all are at the heart of Tauheedul's education mission. Early intervention is the key to personalised learning and must be thorough, relevant and "personalised" to the needs of the pupil or group of pupils. We undertake rigorous baseline assessments. Every child is assessed on entry and we undertake daily formative assessment and progress tracking to address any slippage through intervention.



We undertake an end of Reception summative assessment, using the EYFS Profile. This enables Year 1 teachers to plan for individuals and to place each pupil on the whole school tracking system. Where additional support is needed, it is specified in a personal education plan which is shared with and actioned by all relevant staff. This includes stretch and challenge plans for gifted and talented pupils.

The progress of all pupils is rigorously and frequently monitored through the school's SIMS system. There is a clear chain of accountability by which the progress of groups (eg EAL) or individual pupils - either vulnerable to underachievement or achieving below expected levels - is monitored to enable swift, tailored intervention.

We will have an experienced SENCo as part of the Senior Leadership Team at each school. We work closely with other external agencies such as CAMHS, pupil referral and home-school tuition teams to provide "wrap around" services for pupils with SEN.

### **Strategies for entering and leaving**

It is essential that our pupils are well prepared before starting at our primary schools. To this end we will ensure a thorough and rigorous induction programme once school places have been offered.

This will begin with a parent welcome meeting at which detailed information will be given to parents, including a welcome pack and information about our pre-starter online pupil induction programme.

The pre-starter online pupil induction programme will be accessible through the school website and includes activities for the pupils to carry out, supported by their parents. The activities will be fun and engaging but will also enable parents to practise simple number and phonics activities that will help prepare their child for the first day in school. Also included will be a 'baseline' questionnaire for parents to complete that will enable the school to gain valuable information about the developmental starting points of the pupils.

There will be a Pupil Induction day in July, when pupils will be able to spend the day in school. This will give pupils a chance to get to know their teachers, support staff and other pupils and help them to familiarise themselves with their surroundings.

During the pre-opening induction period, communication will take place regularly with the parents, through our text and email system and through the school website.

Transition to secondary school is also a crucial time for pupils and we are committed to ensuring that this is smooth and stress-free. To this end, we will ensure that transition arrangements are well-planned and consistent across all our partner high schools. These arrangements will include visits to our school from key members of secondary school staff, transition 'taster' days at the secondary schools, and regular communication between the schools and the parents of our year 6 pupils.

### **A locally tailored curriculum**

Although all Tauheedul primary schools follow the same broad curriculum, it is important to us that every school is reflective of and embedded in the community it serves. This can range from the approach to EAL to tailoring Geography and History through the use of local buildings, landmarks and places of interest.

We also tailor the curriculum of each school to take advantage of the specialism of the local Tauheedul secondary school.

### **Olive School, Coventry (83305)**

The Olive School, Coventry will work closely with the Eden Girls' School, Coventry which opened in September 2014. Eden Girls specialises in female leadership development. It will be developing a Leadership Hub and we are working with the Institute of Leadership and Management (ILM) to help us develop accredited leadership experiences at secondary level.

We will use the Leadership Hub to help foster a whole school approach to leadership development at primary level in the Olive School. In due course, we will also explore whether there are any opportunities to work with the ILM on early stage leadership accreditation – eg as part of the Tauheedul Mini Baccalaureate. The relationship with Eden Girls will help ensure that every child at the Olive School is given the best possible opportunities to develop leadership skills from Reception onwards.

Sixth form pupils will undertake projects, work placements and other activities at the primary school, offering mutual benefits to both primary and secondary pupils. We will plan our teaching timetables carefully so that we can mobilise our specialist staff in the Olive School. There will also be opportunities for us to use our teaching resource flexibly to support the critical transition between Years 6 and 7

### **Olive School, Birmingham (83306)**

The Olive School, Birmingham will work closely with the Eden Boys' School, Birmingham (due to open in September 2015). Eden Boys has an English specialism. There will be a particular focus on Shakespeare and the school will be developing a radio station and establishing itself as a centre of excellence for debating. This will present a real opportunity to focus on developing a love of literature, drama and the spoken word from an early age as well as equipping the Olive School's pupils with outstanding oracy and literacy skills.

Sixth form pupils will undertake projects, work placements and other activities at the primary school, offering mutual benefits to both primary and secondary pupils. We will plan our teaching timetables carefully so that we can mobilise our specialist staff in the Olive School. There will also be opportunities for us to use our teaching resource flexibly to support the critical transition between Years 6 and 7.

### **Olive School, Waltham Forest (83307)**

The Olive School, Waltham Forest will work closely with the Eden Girls' School, Waltham Forest which opened in September 2014. Eden Girls specialises in leadership development. It will be hosting a Leadership Hub which will specialise in female leadership development. We are working with the Institute of Leadership and Management (ILM) at our three Girls' Schools that specialise in Leadership (Coventry, Slough and Waltham Forest) to help us develop accredited leadership experiences at secondary level.

We will use the Leadership specialism to help foster a whole school approach to leadership development at primary level in the Olive School. In due course, we will also explore whether there are any opportunities to work with the ILM on early stage leadership accreditation – eg as part of the Tauheedul Mini Bacculaureate. The relationship with Eden Girls will help ensure that every child at the Olive School is given the best possible opportunities to develop leadership skills from Reception onwards.

Sixth form pupils will undertake projects, work placements and other activities at the primary school, offering mutual benefits to both primary and secondary pupils. We will plan our teaching timetables carefully so that we can mobilise our specialist staff in the Olive School. There will also be opportunities for us to use our teaching resource flexibly to support the critical transition between Years 6 and 7.

### **Olive School, Bolton (83308)**

The Olive School will work closely with Eden Boys' School, Bolton, which opened in September 2014. Eden Boys has a STEM specialism that includes a partnership with Brother, whose European Headquarters is in nearby Manchester. This will open up all kinds of exciting opportunities for the pupils at the Olive School - from working with robots to science and technology competitions.

Sixth form pupils will undertake projects, work placements and other activities at the primary school, offering mutual benefits to both primary and secondary pupils. We will plan our teaching timetables carefully so that we can mobilise our specialist STEM staff in the Olive School. There will also be opportunities for us to use our teaching resource flexibly to support the critical transition between Years 6 and 7.

### **Olive School, Preston (83309)**

The Olive School, Preston will work closely with Eden Boys' School, Preston (due to open in September 2015). Eden Boys has a Mathematics specialism and will be developing close links with the financial sector. The Maths Faculty will work closely with the Olive School to support the development of pupils' numeracy and mathematics skills. We will use the resources and specialist resources of the Boys' School, and its links with the financial sector, to develop innovative games, applications and other experiences to bring maths to life for children from an early age.

Sixth form pupils will undertake projects, work placements and other activities at the primary school, offering mutual benefits to both primary and secondary pupils. We will plan our teaching timetables carefully so that we can mobilise our specialist maths staff in the Olive School. There will also be opportunities for us to use our teaching resource flexibly to support the critical transition between Years 6 and 7.

## D2 – Measuring pupil performance effectively and setting challenging targets

Our approach to measuring performance and target setting was set out in full in our previously approved bids for the Olive Primary Schools in Blackburn and Hackney. The model is based on a set of inter-connected school improvement systems that put children at their centre. These tried and tested systems have been used successfully in other Tauheedul schools and it is our intention is to use them in the five schools that are the subject of the current proposals.

Our performance model derives directly from our Educational vision, with its three key characteristics of **faith**, **educational excellence** and **community service**. These are then reflected in a set of key performance indicators (KPIs) for each characteristic. Although aspirational, we believe these levels of performance to be credible and achievable. We have a track record of achieving outstanding levels of success in other areas of socio-economic deprivation. We have in place the systems, processes and standards needed to bring them about and to transfer innovative practice to scale.

### The KPIs

	KEY PERFORMANCE INDICATORS	PERFORMANCE MEASURES
FAITH	School community respects and values all faiths, cultures and communities	Grade 1 in S48 inspection (faith) Analysis of behaviour / racist / discrimination incidents Classroom climate for learning: students' attitudes and response from lesson observations and learning walks FVE SEF
	Pupil behaviour and attendance	Behaviour judged grade 1 by Ofsted Attendance and unauthorised absence in top 5% nationally No exclusions
	Pupils demonstrate emotional resilience and spiritual intelligence	Grade 1 in S48 inspection (faith) FVE SEF

		Classroom climate for learning
	Pupils live healthy and ethical lifestyles	Investors in People Kite Mark. Fair Trade Quality Mark. Healthy Schools Award. Grade 1 in S48 inspection (faith).
	School promotes fundamental British values and challenges all forms of extremism	Big Society specialism report Citizenship curriculum FVE SEF Robust vetting and due diligence policies
EDUCATIONAL EXCELLENCE	The proportion of EYFS pupils achieving a good level of development - at least the expected level within the three prime areas of learning ie communication and language, physical development and personal, social and emotional development and the early learning goals within the literacy and mathematics areas of learning	EYFS judged outstanding by Ofsted. Top 5% nationally.
	The proportion of pupils achieving level 2a+ for reading, writing and mathematics at the end of Key Stage 1	Judged outstanding by Ofsted. Top 5% nationally.
	The proportion of pupils achieving at least level 3+ for reading, writing and mathematics at the end of Key Stage 1	Top 5% nationally
	The proportion of pupils achieving at least level 4a+ for English and mathematics at the end of Key Stage 2	Top 5% nationally, both indicators
	The proportion of pupils making at least two levels of progress in English and mathematics over Key Stage 2	Top 5% nationally
	Gaps in attainment between FSM and non-FSM	No gap between FSM/non-FSM learners in each of above attainment measures
	Pupils engage in the extra-curricular programme	All pupils engage and pass Bronze, Silver and Gold awards.
	Teaching and Leadership	Both Teaching and Leadership judged outstanding by Ofsted. CPD mark award. Investors in People.

		Designated as a Teaching School Applications for teaching and leadership vacancies well above regional averages.
	Pupils and parents engagement with technology to achieve the school's strategic outcomes	90% access VLE weekly. Evidence of impact on other outcomes determined by monitoring / self-assessment.
<b>COMMUNITY SERVICE</b>	Achievement of the Tauheedul Mini-Baccalaureate	All pupils complete Tauheedul Mini-Bacc and gain Gold, Silver or Bronze depending on ages.
	The schools' reputations in the local community	School oversubscribed by 100%+ after three years. 360° surveys of stakeholder perceptions will be the measure.
	Parent/carer engagement with, and advocacy for, the school	Attendance and consultation events will be the measure.
	Schools established as the "Big Society" primaries in their localities	Achieve Prime Minister's Big Society Award
	Impact on school improvement across relevant local authority	Evidence of impact in schools supported. Designated as National Support School and Teaching School. 5%+ of staff designated as SLEs or Master Teachers
	Impact on school improvement across TET's schools	Evidence of impact in schools supported. Designation as a National Support School and Teaching School. 5%+ of staff are designated as SLEs or Master Teachers.
	Efficiency, accountability and transparency with all stakeholders	Annual score card published by TET to parents and stakeholders.

### Making success happen

From our experience of delivering outstanding outcomes, we know that for each pupil to achieve success, the school must create a culture of aspiration and self-belief, supported by a state of the art school development system. The key components of

our approach at each school will be:

- **A regularly monitored Strategic Plan** with measurable outcomes, appropriate actions and clear lines of accountability.
- **A comprehensive and holistic School Improvement Framework** which consists of a number of interlocking systems, sensitive enough to track achievement and performance at every level – individual pupil, group of pupils, class, cohort, teacher or subject area – and to enable swift intervention wherever it is needed.

The Framework is set out in some detail in the approved Olive Primary bids. It includes:

- Regular monitoring and self-evaluation
  - Effective line management at all levels
  - A robust Tauheedul Teaching Strategy and three level pedagogical model to ensure good and outstanding teaching is secured quickly,
  - Systematic staff performance appraisal and continuing personal and professional development
  - Rigorous assessment and tracking of every pupil
  - Swift intervention and specific, monitored action where performance falters
  - An absolute commitment to continuing professional development
  - Regular reporting of timely, accurate and comprehensive information (including achievement, attendance, punctuality and behaviour) to parents - whose role we see as critical to their child's success
- 
- **A rigorous and searching Tauheedul Quality Assurance Framework** that provides a set of 17 quality standards which define excellence in school leadership, managing school systems, teaching and learning. The Quality Standards are structured under the four judgements from the Ofsted evaluation schedule:
  - TQS Part A: The achievement of pupils in the school;
  - TQS Part B: The quality of teaching;
  - TQS Part C: Behaviour, attendance and safety of pupils;
  - TQS Part D: The quality of leadership and management.

The 17 Standards are:

- TQS1 – Pupil attainment and achievement
- TQS 2 – Learning and Teaching
- TQS 3 – Pupil Behaviour for Learning
- TQS 4 – Safeguarding
- TQS 5 – Pupil Attendance
- TQS 6 – Governance
- TQS 7 – Strategic Planning
- TQS 8 – Monitoring and Self-Evaluation
- TQS 9 – Performance Management
- TQS 10 – Line Management
- TQS 11 – Professional Development
- TQS 12 – Curriculum
- TQS 14 – Assessment and Pupil Tracking

- TQS 15 – Reporting
- TQS 13 – Communication and Consultation
- TQS 16 – Finance
- TQS 17 – Ethos, Spirituality and Community Spirit

Each set of Standards has a rationale, a description of the standard for ‘outstanding’ practice and indicative evidence that outlines tangible outcomes and activities to demonstrate the achievement of, or progress towards, the quality standard.

### **D3 – Staffing structures that will deliver the planned curriculum within the expected income levels**

#### **Background**

We have developed staffing models that are:

- Capable of delivering our vision of high-performing schools where individualised early years’ experiences provide a firm foundation for life and for transition through the primary years and where academic progress and achievement are coupled with a commitment to wider personal progression
- Appropriate for delivering the Tauheedul primary curriculum 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 and high achieving staff team
- Designed to take advantage of the specialisms, resources and capacity of nearby Tauheedul secondary schools
- Highly efficient and offering excellent value for money.

We have also developed detailed phased appointment plans for each school. These have been carefully designed to ensure that:

- The staffing structure remains affordable
- As the pupil numbers in each school grow, the necessary leadership, teaching and support staffing is in place.
- There are appropriate line management and supervision arrangements in place throughout the development of each school.

They follow the same principles as the approved Olive primary schools in Blackburn and Hackney. Those bids set out the interim lines of accountability at some length should more detail be required.

Details of the staffing structures of the five proposed primary schools are set out below. The three 3 form entries are covered in the first section. The two 2 form entries follow in the second section.



## Staffing Structures – 3 Form entry primary schools

This section sets out the proposed staffing structures and phasing plans for the following three primary schools, all of which are 3 form entry:

DfE Ref	School
83305	Olive School, Coventry
83306	Olive School, Birmingham
83307	Olive School, Waltham Forest

The schools will work closely with the other Tauheedul primaries and with Tauheedul's secondary schools in their respective clusters. This will enable them to take advantage of the specialisms, additional resources, economies of scale and professional and other networks that are developing in the emerging clusters.

The detailed structure and phasing of each school varies slightly according to local need and affordability. The basic principles behind the structures, the structures themselves, the posts and the interim lines of accountability are broadly the same, however. Additional investment in pastoral support is proposed in Birmingham in recognition of the deprivational and other issues in the locality. In the interests of brevity, the structural principles, role summaries and interim lines of accountability are outlined below and are not repeated for each school.

The structure charts and phasing plans are then set out separately for each school.

### Structural principles

Each school's structure is designed as a whole, with three key staff groupings:

- Senior Leadership Team
- Middle Leadership Team
- Teaching staff
- Support staff

### Senior Leadership Team

The school will be led by a Headteacher, supported by a Senior Leadership Team (SLT). They will report to the LGB for the day to day running of the school. The Headteacher will be responsible for all staff in the school and for the school's performance and will have dotted line accountability to TET Governing Council via the TET Chief Executive who will delegate this responsibility to the Executive Headteachers.

The SLT will be made up of:

- Head Teacher (0% teaching)
- Deputy Headteacher (Standards & Achievement) (20% teaching )
- Assistant Headteacher (Teaching & Prof Devt) (50% teaching)

- Assistant Headteacher (Personal Development) (50% teaching)
- Business Manager

The Headteacher, with the SLT, will have local accountability for:

- The school self-assessment and quality assurance framework
- The School Improvement Plan
- Education standards, including
  - Teaching and learning
  - Curriculum and timetable
  - Assessment, tracking and intervention
  - Behaviour support and pastoral care
  - Staffing
  - Attendance
  - Parent and community liaison
- Faith, Values and Ethos

The Senior Leadership Team structure has been designed to:

- Offer a robust and clear structure for performance and line management
- Reflect the educational vision for the school; the SLT will be expected to secure the drivers for success and establish the prime importance of teaching and learning
- Ensure the effective linkage between key school-wide systems including performance management, line management, CPD, assessment, tracking and intervention, monitoring and evaluation
- Enable personalised intervention for each child from the very top
- Ensure that senior leaders are close to the 'coal face' of the organisation
- Promote the effective and speedy dissemination of information throughout the organisation
- Offer a matrix structure which will inhibit silo-working
- Offer value for money.

The Senior Leadership Team will each have a teaching commitment to enable the release of staff for dedicated planning, preparation and assessment (PPA) and to ensure they have first-hand knowledge of the quality of teaching and learning across the school. We will recruit only outstanding teachers to these posts so that the teaching children receive when their class teacher is on PPA will be the best quality.

### **Middle Leadership Team**

The Middle Leadership Team will be made up of:

- Director of Learning: Early Years Foundation Stage
- Director of Learning : English
- Director of Learning: Mathematics
- Director of Learning: Science (including computer science)
- Director of Learning (KS1)
- Director of Learning (Lower KS2)

- Director of Learning (Upper KS2)
- Director of Learning : Access and Inclusion (SENCO)

The Middle Leadership Team has been designed to:

- Promote cohesiveness of the delivery of the curriculum
- Provide an effective structure for performance and line management of teachers and learning coaches
- Provide an effective structure for organisation and communication
- Ensure that teams are of a size that is manageable and that promotes personalised excellence
- Offer value for money

All Directors of Learning have a 0.7fte teaching commitment to enable the release of staff for dedicated planning, preparation and assessment time. We will appoint 'subject' specialists who will be capable of quality assuring standards of delivery in each area across the school. All Directors of Learning will operate as Academic Class teachers.

The Directors of Learning (EYFS) will be a class and form tutor to a group of reception students in line with the plans for EYFS outlined in the education plan.

### **Teachers**

Teaching staff would report to the relevant Director of Learning. When recruiting, as well as going for outstanding teachers, we will aim to recruit across a range of subject expertise, such as history, geography, music, visual arts etc.

The Teaching staffing model is based on the principle that professionals should each have an area of specialist expertise, but should also be equipped to teach the full primary curriculum and the capacity to deliver high-quality learning and teaching.

The number of teaching staff to be appointed is based on the following:

Senior and Middle Leaders will cover PPAs of staff as part of their teaching allocation. We need 21 FTEs for the 21 classes, including EYFS. Taking in to account reduced teaching of the middle leaders, and the need to allow for 10% PPA time for all teachers, we will need to appoint 17 Main scale teachers above and beyond the positions outlined above. This also includes the specialist MFL and sports teachers.

### **Support staff**

A number of teams make up the support staff structure of the schools.

- **Education Support:** Learning coaches will provide additional classroom support for teaching staff. Teaching Assistants will provide personalised support on behaviour, attendance and personal development.

- **Business and Administration:** This team will provide student, staff and stakeholder support and look after the school's finances and other resources. The Business Manager will report direct to the Head Teacher.
- **Premises:** This team will oversee distribution of food and the maintenance and upkeep of the school buildings. They will report to the Business Manager.

## Post summaries

### Headteacher

Responsible for:

- Provision of strategic leadership and overall management of the school.
- Vision, strategy and leading transformation
- Strategic collaboration and communications
- Teaching School strategy
- Staffing strategy
- Strategic performance management and review
- Line management as set out in each school's structure charts

### Deputy Head Teacher (Standards and Achievement)

Responsible for:

- Curriculum development, including timetable planning
- Leading the development and implementation of the 'thematic curriculum', which will include the Core Knowledge Sequence
- Ensuring that the 'thematic curriculum' is academically rigorous and intellectually challenging
- Coordinating the development of the English, mathematics and science curricula as part of the Core Knowledge Sequence
- Delivery and monitoring of the 'Academic Excellence' KPIs and their associated annual targets
- Self-Evaluation and review
- Intervention and attainment strategies
- Data analysis and target setting, performance review meetings
- Strategic lead on ICT
- Teaching 0.2 timetable – across the school to ensure the highest quality PPA cover, to develop an excellent understanding of teaching and learning across school and to coach teachers
- Line management as set out in each school's structure charts

### Assistant Headteacher (Teaching and Professional Development) *(Olive, Birmingham only)*

Responsible for:

- Teaching and learning
- Assessment, recording and reporting, including internal assessments, academic tracking and report card system
- Data and exams

- Professional development including NQT/ITT mentoring and induction and coaching plans
- QAP systems
- Strategic direction, leadership and performance management of EYFS

**Assistant Headteacher (Teaching and Professional Development) (*Olive, Birmingham only*)**

Responsible for:

- Teaching and learning
- Assessment, recording and reporting, including internal assessments, academic tracking and report card system
- Data and exams
- Professional development including NQT/ITT mentoring and induction and coaching plans
- QAP systems
- Strategic direction, leadership and performance management of EYFS
- Leading the development of the inclusion strategy including SEN and Gifted and Talented
- Developing relevant policies, implementing record-keeping, tracking systems, and monitoring pupils who have special educational needs
- Delivering and monitoring the 'Academic Excellence' KPIs and their associated annual targets
- Teaching 0.5 timetable – across the school to ensure the highest quality PPA cover.
- Line management as set out in each school's structure charts

**Assistant Headteacher (Teaching and Professional Development) (*Olive, Coventry and Olive, Waltham Forest*)**

Responsible for:

- Teaching and learning
- Assessment, recording and reporting, including internal assessments, academic tracking and report card system
- Data and exams
- Professional development including NQT/ITT mentoring and induction and coaching plans
- QAP systems
- Strategic direction, leadership and performance management of EYFS and KS1
- Delivering and monitoring the 'Academic Excellence' KPIs and their associated annual targets
- Teaching 0.5 timetable – across the school to ensure the highest quality PPA cover.
- Line management as set out in each school's structure charts

### **Assistant Headteacher (Personal Development) (*Olive, Birmingham only*)**

Responsible for:

- The strategic direction, leadership and performance management of the pastoral system incorporating behaviour, attendance and pupil well-being
- Working with the three Learning and Wellbeing Coordinators and the Director of Learning (EYFS) to ensure that all aspects of the pastoral system are effective
- Co-ordinating all elements of safeguarding (including preventing extremism) and 'Every Child Matters', taking on the role of Child Protection Officer for the whole school and leading all school-wide activities designed to enhance safe and healthy lifestyles, extra-curricular activities, school visits etc.
- Arrangements for monitoring and quality control of the pastoral system
- Developing relevant policies, implementing record-keeping, tracking systems, and monitoring pupils whose high levels of personal support require continuing attention
- Briefing and motivating the Directors of Learning to operate the system effectively in their own areas of responsibility
- All aspects of the Big Society specialism, including the Friday afternoon Community Service curriculum
- All community links and social enterprise activities including those relating to charitable fund-raising
- Managing the Tauheedul Mini Baccalaureate, including pupil portfolios
- Coordinating and monitoring the Enrichment Curriculum
- Delivering and monitoring the 'Faith, Values and Ethos' and 'Community Service' KPIs and their associated annual targets
- Teaching 0.5 timetable – across the school to ensure the highest quality PPA cover
- Line management as set out in each school's structure charts

### **Assistant Headteacher (Personal Development) (*Olive, Coventry, Olive Waltham Forest*)**

Responsible for:

- The strategic direction, leadership and performance management of the pastoral system incorporating behaviour, attendance and pupil well-being
- Leading the development of the inclusion strategy including SEN and Gifted and Talented
- Developing relevant policies, implementing record-keeping, tracking systems, and monitoring pupils who have special educational needs
- Co-ordinating all elements of safeguarding (including preventing extremism) and 'Every Child Matters', taking on the role of Child Protection Officer for the whole school and leading all school-wide activities designed to enhance safe and healthy lifestyles, extra-curricular activities, school visits etc.

- Arrangements for monitoring and quality control of the pastoral system
- Developing relevant policies, implementing record-keeping, tracking systems, and monitoring pupils whose high levels of personal support require continuing attention
- Briefing and motivating the Directors of Learning to operate the system effectively in their own areas of responsibility
- All aspects of the Big Society specialism, including the Friday afternoon Community Service curriculum
- All community links and social enterprise activities including those relating to charitable fund-raising
- Managing the Tauheedul Mini Baccalaureate, including pupil portfolios
- Coordinating and monitoring the Enrichment Curriculum
- Delivering and monitoring the 'Faith, Values and Ethos' and 'Community Service' KPIs and their associated annual targets
- Teaching 0.5 timetable – across the school to ensure the highest quality PPA cover
- Line management as set out in each school's structure charts

#### **Director of Learning (Early Years Foundation Stage)**

Responsible for:

- Securing high standards of attainment and progression towards the Early Years goals
- Developing and implementing the EYFS curriculum
- Coordinating 'in house' continuous provision for children within the EYFS team
- Liaising with the other Directors of Learning to ensure the highest standards of provision and the effective continuity and progression of all learners into Year 1
- Teaching a reception class
- Line management as set out in each school's structure charts

#### **Director of Learning: English**

Responsible for:

- Securing high standards of attainment and progression in English from Years 1-6
- Supporting the Director of Learning for EYFS in developing and implementing the English and literacy aspects of the EYFS curriculum to ensure continuity into Year 1
- Working with the three Phase Directors to develop and implement the English curriculum
- Developing Language/English long and medium term plans, using the CKS curriculum
- Effective deployment of assigned Learning Coaches to maximise progression in English throughout the school
- The English specific KPIs and targets
- Teaching a class
- Line management as set out in each school's structure charts

**Director of Learning: Mathematics**

Responsible for:

- Securing high standards of attainment and progression in Mathematics from Years 1-6
- Supporting the Director of Learning for EYFS in developing and implementing the Mathematics and numeracy aspects of the EYFS curriculum to ensure continuity into Year 1
- Working with the three Phase Directors to develop and implement the Mathematics curriculum
- Developing Mathematics/numeracy long and medium term plans, using the CKS curriculum
- Effective deployment of assigned Learning Coaches to maximise progression in Mathematics throughout the school
- The Mathematics specific KPIs and targets
- Teaching a class
- Line management as set out in each school's structure charts

**Director of Learning: Science (including computer science)**

Responsible for:

- Securing high standards of attainment and progression from Years 1-6 in science and computer science
- Supporting the Director of Learning for EYFS in developing and implementing relevant aspects of the EYFS curriculum to ensure continuity into Year 1
- Working with the three Phase Directors to develop and implement the Science and computer science curriculum
- Developing Science Investigation long and medium term plans using the CKS curriculum
- Developing Computer Science long and medium term plans, as part of the 'thematic' curriculum
- Teaching a class

**Director of Learning: Access and Inclusion (SENCo)**

Responsible for:

- Leading and managing all aspects of Access and Inclusion from Reception to Year 6, including the SEND, EAL and Gifted and Talented policies and their associated strategies
- Overall co-ordination of the provision for pupils with SEN
- Monitoring and evaluating the impact of SEN provision
- Identifying staff development needs and providing CPD accordingly
- Liaising with Directors of Phases to ensure effective tracking and intervention for pupils with SEN
- Liaising with parents, stakeholders and other professionals in relation to SEN matters
- Acting as a lead practitioner and role model for SEN
- Brokering effective multi-agency support
- Teaching a class
- Line management as set out in each school's structure charts



### **Director of Learning (KS1)/Director of Learning (Lower KS2)/Director of Learning (Upper KS2)**

Responsible for:

- Devising and implementing a development plan for their phase group with clear annual targets agreed with a member of the senior leadership team
- Developing and performance managing staff within the Phase Team - through regular meetings, setting of appropriate targets for performance, providing support and challenge and undertaking regular reviews for feedback
- Providing professional leadership and management to improve and sustain the attainment of all students within their phase group
- Developing curriculum and enrichment provision and assessment strategies to meet the needs of all learners within their phase responsibility
- Leading their Phase Group of teachers in planning the curriculum at a medium term and lesson level
- Co-ordinating the inputting of assessment and tracking data regularly to inform regular attainment tracking and half-termly report cards to parents
- Undertaking regular and robust quality audits to ensure the highest standards in lesson planning, marking, learning and teaching practice and reporting to parents
- Liaising effectively with the learning and wellbeing coordinators, particularly with respect to performance reviews of students and regular subject specific reporting
- Leading on the promotion, dissemination, implementation and monitoring of all whole-school strategies within their phase team
- Being a class teacher in the Year Group for which they have a lead responsibility
- Line management of Teachers in their Phase Group

### **Teachers**

Every teacher will be responsible for:

- Teaching a class
- Having a watching brief for a named area of the curriculum. They will be expected to keep abreast of developments in this subject and provide subject-specific advice to Phase teams as required.
- EYFS teachers will cover everything in-house so that there are no externals coming in and continuous provision can be maintained by the team. Each member of the team will have responsibility for a particular element of learning eg linking sounds and letters and problem solving, reasoning and numbers

### **Teaching Assistants**

Responsible for providing support to aid the learning of students with special educational needs, funded by their statement.

### **Learning Coaches**

Responsible for:

- Providing additional adult support in the classroom
- Supporting small group work
- Co-planning and co-delivery of sessions

### **Learning and Wellbeing Co-ordinators (*Olive, Birmingham only*)**

- A non-teaching professional who provides operational pastoral care particularly in relation to attendance, behaviour and achievement.

### **Educational Psychologist (*Olive, Birmingham only*)**

- A high-level specialist post created to address the impact of deep-rooted deprivation and its consequential impact on pupil behaviour, learning and attainment.
- A non-teaching professional who provides operational pastoral care particularly in relation to attendance, behaviour and achievement.

### **Tauheedul Big Society/Mini Bacallaureate Coordinator (*Olive, Birmingham only*)**

- A non-teaching professional who develops the big society specialism and co-ordinates, develops and quality assures the Tauheedul Mini Bacallaureate.

### **Business Manager**

Responsible for:

- Strategic finance management including financial planning and finance management systems and standards
- Estates and premises including health and safety, risk assessment, security, maintenance and school meals
- Strategic HR management including staff welfare, staff cover and duties
- ICT managed services
- Statutory policies and records
- Administration Team including student welfare, SIMS, Trips/EVCO
- Line management as set out in each school's structure charts

### **Senior Business Support Officer**

- Responsible for operational management of the school's administration office.

### **Business Support Officer**

- Responsible for providing administrative support

### **HR Manager**

- Responsible for HR and staffing related processes and support

### **Finance and Procurement Manager**

- Responsible for finance and procurement processes and support

**Welfare Assistant**

- Responsible for disseminating food to learners at break and lunchtime, as well as providing supervision.

**Caretaker**

- Manages the cleaners and provides operational management of the estate's maintenance.

**Cleaner**

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

**Interim lines of accountability**

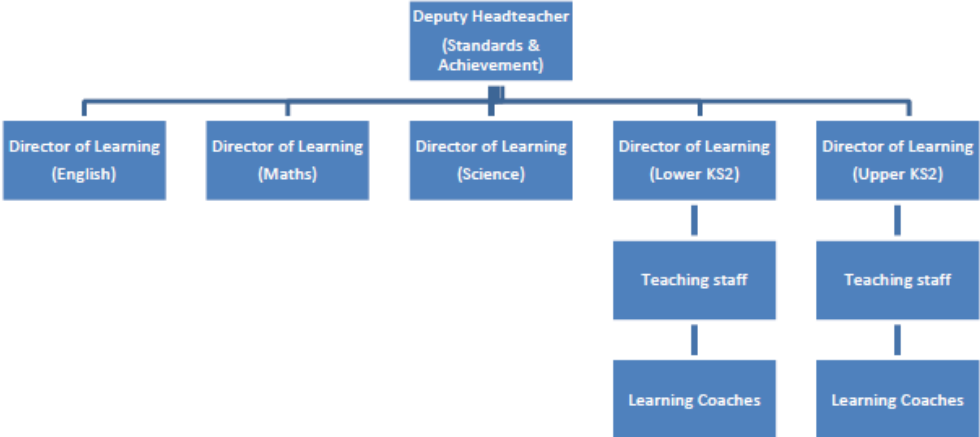
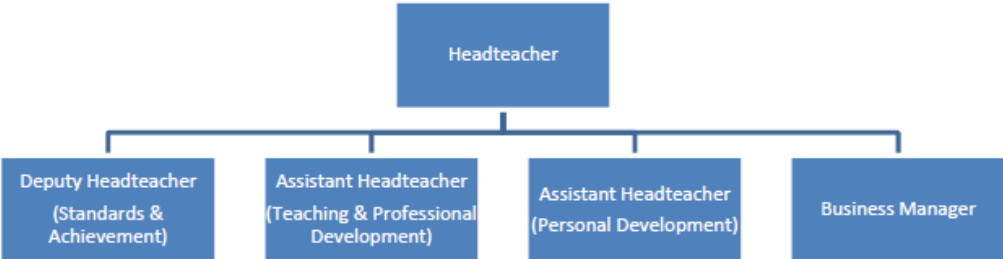
Clearly, during the early years of the three schools, as they build towards to capacity, different reporting lines and accountabilities will apply from those set out above. These have followed the same principles as outlined earlier, namely affordability, aligning staffing growth to pupil growth and ensuring effective management and supervision throughout.

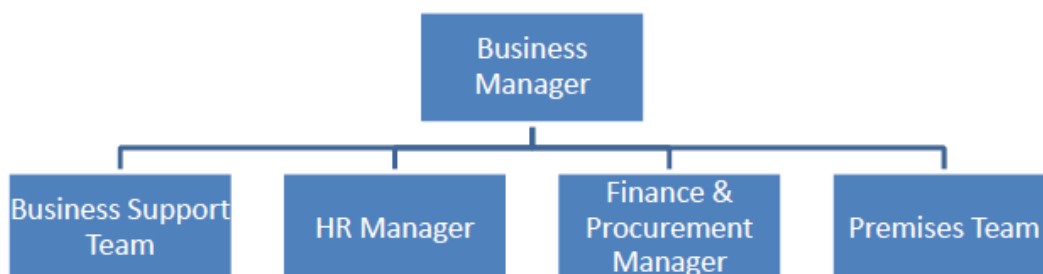
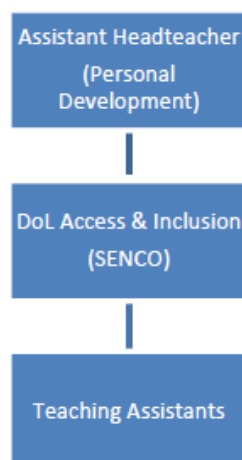
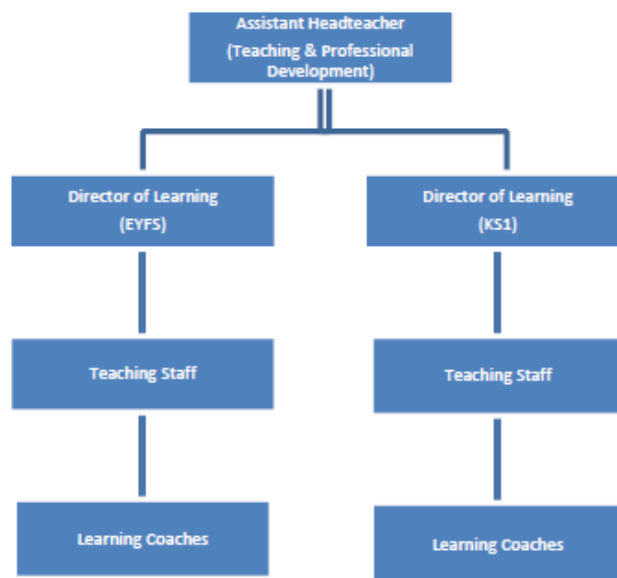
The interim lines of accountability for these 3 form entry schools follow the same pattern as the approved Olive primary schools in Blackburn and Hackney. These are set out at some length in the original bids for the Olive schools should more detail be required.

The structure charts and phasing plans for the three schools are set out on the pages which follow.

**Olive School, Coventry (83305)**

The charts which follow set out the detailed structure and reporting lines:





### Phased recruitment plan

We have created a staffing plan to enable the effective phased recruitment of teaching and support staff. At this stage, it is indicative only. We do not want to be too restrictive until actual student numbers are known and the Local Governing Body and Senior Leadership Team have had the opportunity to determine their priorities for the new school.

### Phased opening staffing projections – Olive School, Coventry

Staff/Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>No Students on Roll</b>	<b>180</b>	<b>270</b>	<b>360</b>	<b>450</b>	<b>540</b>	<b>630</b>	<b>630</b>
<b>SLT</b>							
Headteacher	1	1	1	1	1	1	1
Deputy Headteacher	1	1	1	1	1	1	1
Assistant Head (Teaching and Professional Devt)		1	1	1	1	1	1
Assistant Head (Personal Devt)				1	1	1	1
<b>Total SLT</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Teachers</b>							
DOL (EYFS)	1	1	1	1	1	1	1
DOL (English)		1	1	1	1	1	1
DOL (KS1)			1	1	1	1	1
DOL (Lower KS2)			1	1	1	1	1
DOL (Maths)				1	1	1	1
DOL (Upper KS2)					1	1	1
DOL (Science)						1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers		1	1	1	1	1	1
Teachers		1	1	1	1	1	1
Teachers			1	1	1	1	1
Teachers			1	1	1	1	1

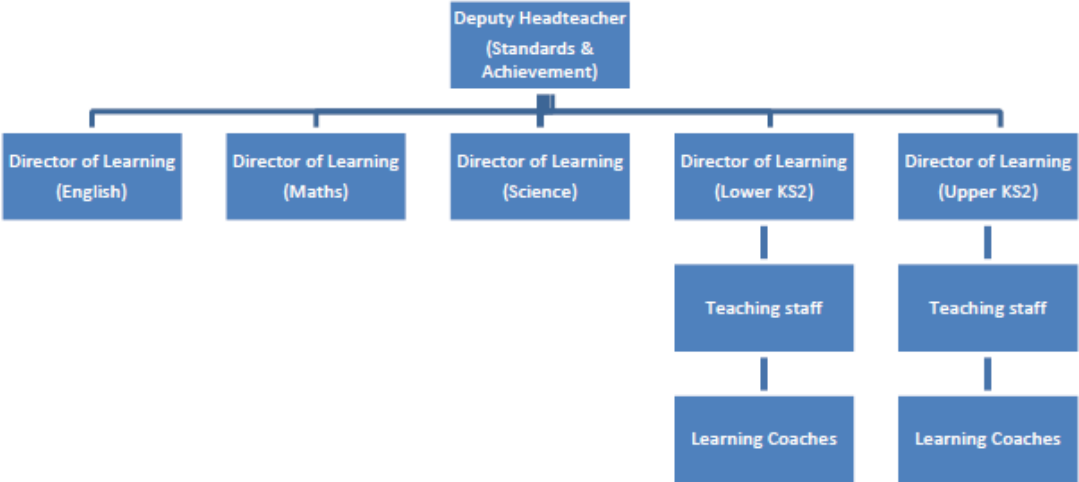
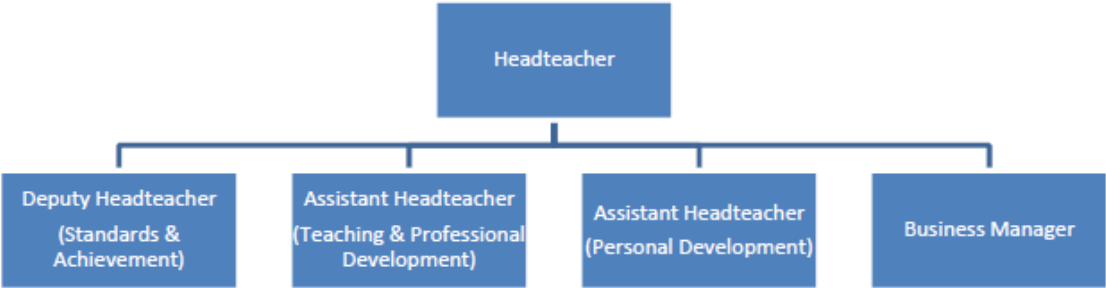
Teachers				1	1	1	1
Teachers				1	1	1	1
Teachers					1	1	1
Teachers					1	1	1
Teachers					1	1	1
Teachers						1	1
Teachers						1	1
<b>Total Teachers</b>	<b>7</b>	<b>10</b>	<b>14</b>	<b>17</b>	<b>21</b>	<b>24</b>	<b>24</b>
<b>Education Support</b>							
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach		1	1	1	1	1	1
Learning Coach		1	1	1	1	1	1
Learning Coach			1	1	1	1	1
Learning Coach			1	1	1	1	1
Learning Coach				1	1	1	1
Learning Coach				1	1	1	1
Learning Coach					1	1	1
Learning Coach						1	1
Learning Coach						1	1
Learning Coach						1	1
Learning Coach						1	1
DOL Access & Inclusion (SENCO)		1	1	1	1	1	1
<b>Total Education Support</b>	<b>9</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>25</b>	<b>25</b>
<b>Administration</b>							
Business Manager	1	1	1	1	1	1	1

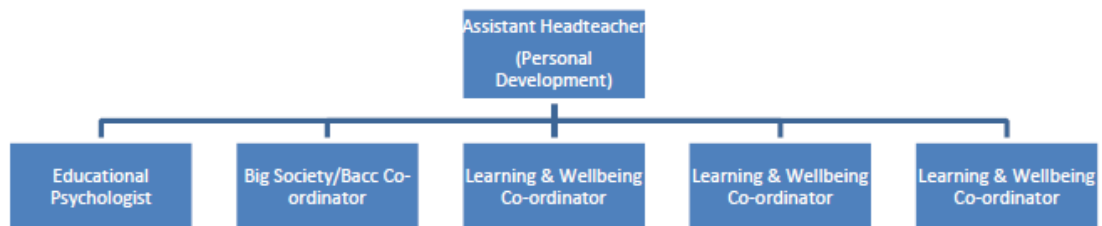
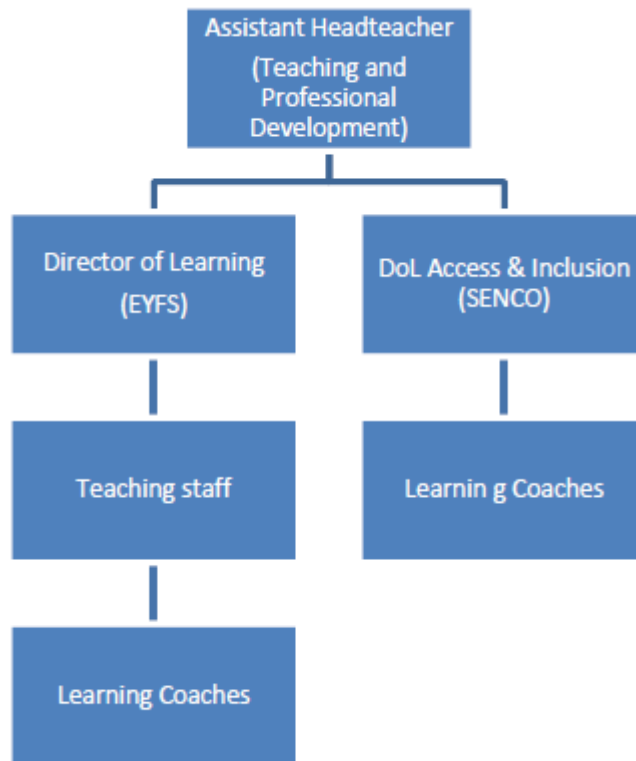
Senior Business Support	1	1	1	1	1	1	1
Business Support	1	1	1	1	1	1	1
Business Support				1	1	1	1
Business Support					1	1	1
HR Manager	1	1	1	1	1	1	1
Finance & Procurement Mgr						1	1
<b>Total Administration</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>7</b>
Premises							
Caretaker	1	1	1	1	1	1	1
Cleaner	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Cleaner	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Cleaner			0.25	0.25	0.25	0.25	0.25
Cleaner			0.25	0.25	0.25	0.25	0.25
Cleaner				0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant			0.25	0.25	0.25	0.25	0.25
Welfare Assistant			0.25	0.25	0.25	0.25	0.25
Welfare Assistant					0.25	0.25	0.25
Welfare Assistant					0.25	0.25	0.25
Welfare Assistant					0.25	0.25	0.25
<b>Total Premises</b>	<b>3</b>	<b>3</b>	<b>4.25</b>	<b>4.5</b>	<b>5.25</b>	<b>5.25</b>	<b>5.25</b>
<b>Total</b>	<b>25</b>	<b>33</b>	<b>41.25</b>	<b>49.5</b>	<b>58.25</b>	<b>65.25</b>	<b>65.25</b>

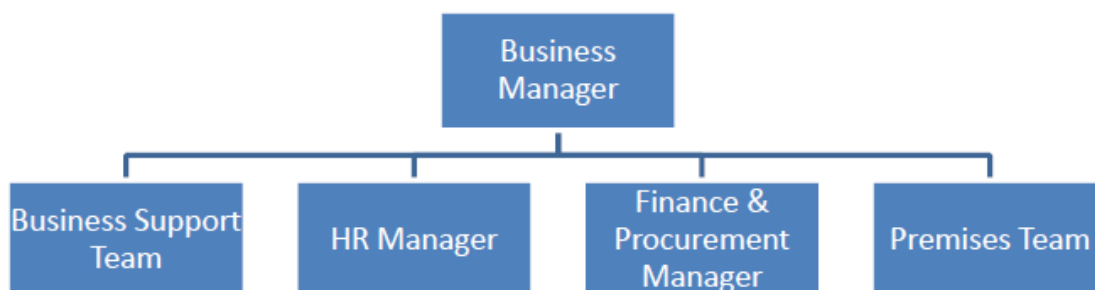


**Olive School, Birmingham (83306)**

The charts which follow set out the detailed structure and reporting lines:







### Phased recruitment plan

We have created a staffing plan to enable the effective phased recruitment of teaching and support staff. At this stage, it is indicative only. We do not want to be too restrictive until actual student numbers are known and the Local Governing Body and Senior Leadership Team have had the opportunity to determine their priorities for the new school.

### Phased opening staffing projections – Olive School, Birmingham

Staff/Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>No Students on Roll</b>	<b>180</b>	<b>270</b>	<b>360</b>	<b>450</b>	<b>540</b>	<b>630</b>	<b>630</b>
<b>SLT</b>							
Headteacher	1	1	1	1	1	1	1
Deputy Headteacher	1	1	1	1	1	1	1
Assistant Head (Teaching and Prof Devt)	1	1	1	1	1	1	1
Assistant Head (Personal Devt)		1	1	1	1	1	1
<b>Total SLT</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Teachers</b>							
DOL (EYFS)	1	1	1	1	1	1	1
DOL (English)		1	1	1	1	1	1
DOL (KS1)			1	1	1	1	1
DOL (Lower KS2)			1	1	1	1	1
DOL (Maths)				1	1	1	1

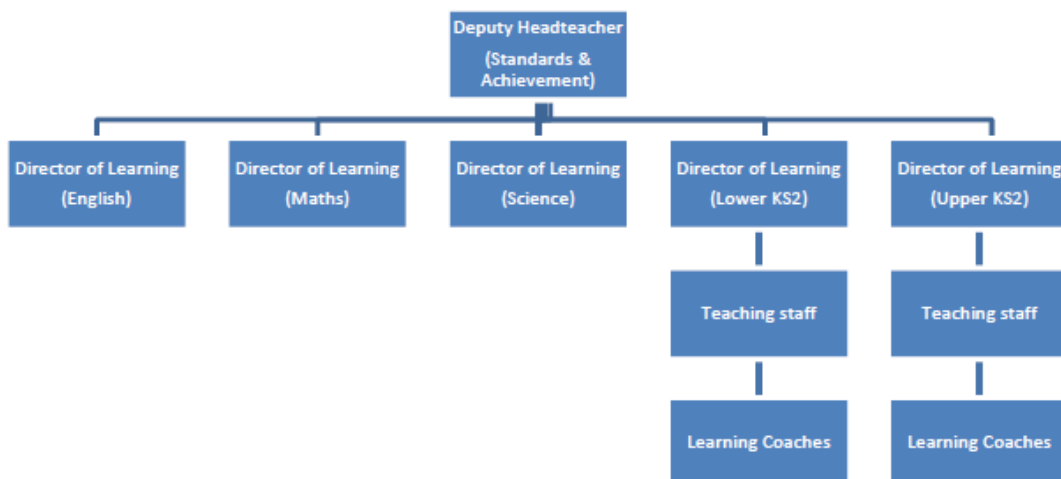
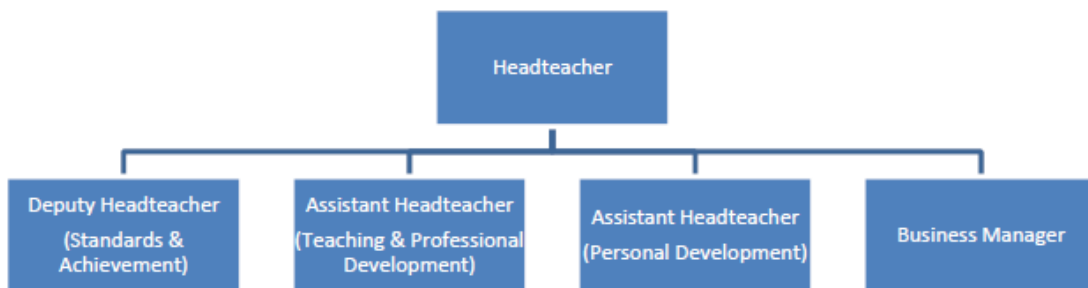
DOL (Upper KS2)					1	1	1
DOL (Science)						1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers		1	1	1	1	1	1
Teachers		1	1	1	1	1	1
Teachers			1	1	1	1	1
Teachers			1	1	1	1	1
Teachers				1	1	1	1
Teachers				1	1	1	1
Teachers					1	1	1
Teachers						1	1
Teachers						1	1
<b>Total Teachers</b>	<b>7</b>	<b>10</b>	<b>14</b>	<b>17</b>	<b>21</b>	<b>24</b>	<b>24</b>
<b>Education Support</b>							
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach		1	1	1	1	1	1
Learning Coach		1	1	1	1	1	1
Learning Coach		1	1	1	1	1	1
Learning Coach			1	1	1	1	1
Learning Coach			1	1	1	1	1
Learning Coach				1	1	1	1
Learning Coach				1	1	1	1
Learning Coach					1	1	1

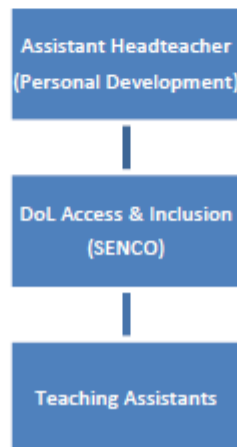
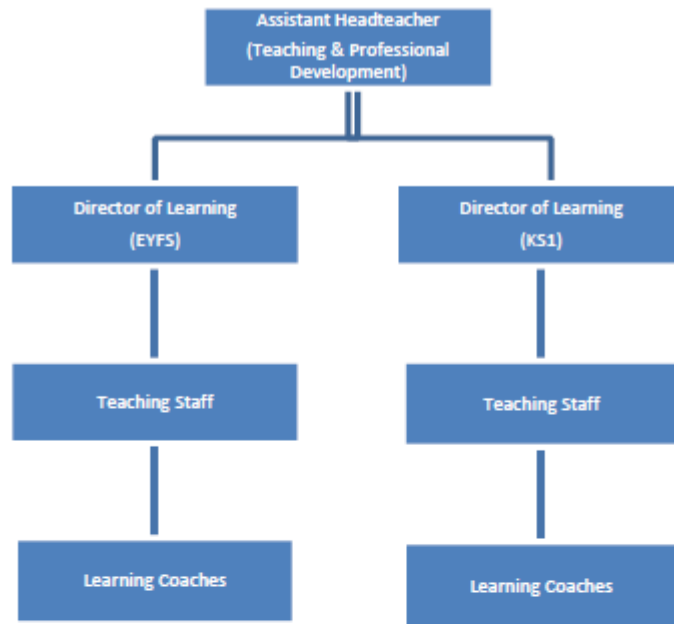
Learning Coach					1	1	1
Learning Coach					1	1	1
Learning Coach						1	1
Learning Coach						1	1
Learning Coach						1	1
DoL Access & Inc (SENCO)		1	1	1	1	1	1
Ed Psychologist				1	1	1	1
Learning & Wellbeing Co-ord		1	1	1	1	1	1
Learning & Wellbeing Co-ord			1	1	1	1	1
Learning & Wellbeing Co-ord				1	1	1	1
Big Society/Bacc Co-ordinator					1	1	1
<b>Total Education Support</b>	<b>9</b>	<b>14</b>	<b>18</b>	<b>23</b>	<b>27</b>	<b>30</b>	<b>30</b>
<b>Administration</b>							
Business Manager	1	1	1	1	1	1	1
Senior Business Support	1	1	1	1	1	1	1
Business Support Officer	1	1	1	1	1	1	1
Business Support Officer				1	1	1	1
Business Support Officer					1	1	1
HR Manager	1	1	1	1	1	1	1
Finance & Procurement Mgr						1	1
<b>Total Administration</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>7</b>
<b>Premises</b>							
Caretaker	1	1	1	1	1	1	1
Cleaner	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Cleaner	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Cleaner			0.25	0.25	0.25	0.25	0.25
Cleaner			0.25	0.25	0.25	0.25	0.25
Cleaner				0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant			0.25	0.25	0.25	0.25	0.25
Welfare Assistant			0.25	0.25	0.25	0.25	0.25
Welfare Assistant			0.25	0.25	0.25	0.25	0.25
Welfare Assistant					0.25	0.25	0.25

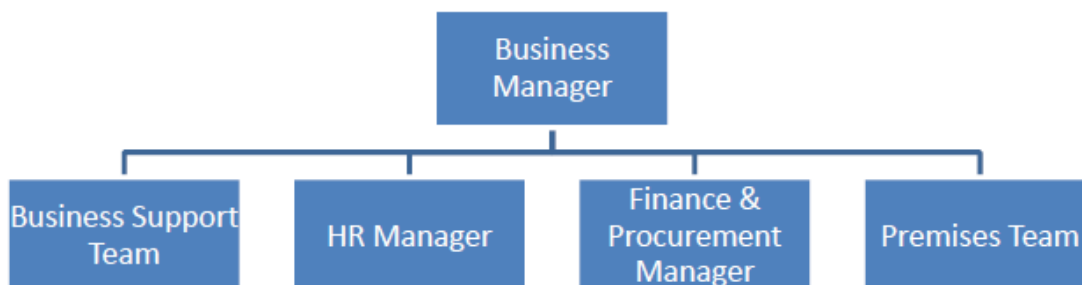
Welfare Assistant					0.25	0.25	0.25
Welfare Assistant					0.25	0.25	0.25
<b>Total Premises</b>	<b>3</b>	<b>3</b>	<b>4.25</b>	<b>4.5</b>	<b>5.25</b>	<b>5.25</b>	<b>5.25</b>
<b>Total</b>	<b>26</b>	<b>35</b>	<b>44.25</b>	<b>53.5</b>	<b>63.25</b>	<b>70.25</b>	<b>70.25</b>

### Olive School, Waltham Forest (83307)

The charts which follow set out the detailed structure and reporting lines:







### Phased recruitment plan

We have created a staffing plan to enable the effective phased recruitment of teaching and support staff. At this stage, it is indicative only. We do not want to be too restrictive until actual student numbers are known and the Local Governing Body and Senior Leadership Team have had the opportunity to determine their priorities for the new school.

### Phased opening staffing projections

Staff/Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>No Students on Roll</b>	<b>180</b>	<b>270</b>	<b>360</b>	<b>450</b>	<b>540</b>	<b>630</b>	<b>630</b>
<b>SLT</b>							
Headteacher	1	1	1	1	1	1	1
Deputy Headteacher	1	1	1	1	1	1	1
Assistant Head (Teaching and Professional Development)		1	1	1	1	1	1
Assistant Head (Personal Devt)				1	1	1	1
<b>Total SLT</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Teachers</b>							
DOL (EYFS)	1	1	1	1	1	1	1
DOL (English)		1	1	1	1	1	1



DOL (KS1)			1	1	1	1	1
DOL (Lower KS2)			1	1	1	1	1
DOL (Maths)				1	1	1	1
DOL (Upper KS2)					1	1	1
DOL (Science)						1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers		1	1	1	1	1	1
Teachers		1	1	1	1	1	1
Teachers			1	1	1	1	1
Teachers			1	1	1	1	1
Teachers				1	1	1	1
Teachers					1	1	1
Teachers						1	1
<b>Total Teachers</b>	<b>7</b>	<b>10</b>	<b>14</b>	<b>17</b>	<b>21</b>	<b>24</b>	<b>24</b>
<b>Education Support</b>							
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach	1	1	1	1	1	1	1
Learning Coach		1	1	1	1	1	1
Learning Coach		1	1	1	1	1	1
Learning Coach		1	1	1	1	1	1
Learning Coach			1	1	1	1	1
Learning Coach			1	1	1	1	1
Learning Coach				1	1	1	1
Learning Coach				1	1	1	1

Learning Coach				1	1	1	1
Learning Coach				1	1	1	1
Learning Coach					1	1	1
Learning Coach					1	1	1
Learning Coach						1	1
Learning Coach						1	1
Learning Coach						1	1
Learning Coach						1	1
DoL Access & Inc (SENCO)		1	1	1	1	1	1
<b>Total Education Support</b>	<b>9</b>	<b>13</b>	<b>15</b>	<b>19</b>	<b>21</b>	<b>25</b>	<b>25</b>
<b>Administration</b>							
Business Manager	1	1	1	1	1	1	1
Senior Business Support Officer	0	0	1	1	1	1	1
Business Support Officer	1	1	1	1	1	1	1
Business Support Officer				1	1	1	1
Business Support Officer					1	1	1
HR Manager	0	0	1	1	1	1	1
Finance & Procurement Mgr						1	1
<b>Total Administration</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>7</b>
Premises							
Caretaker	1	1	1	1	1	1	1
Cleaner	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Cleaner	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Cleaner			0.25	0.25	0.25	0.25	0.25
Cleaner			0.25	0.25	0.25	0.25	0.25
Cleaner				0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare Assistant			0.25	0.25	0.25	0.25	0.25
Welfare Assistant			0.25	0.25	0.25	0.25	0.25
Welfare Assistant					0.25	0.25	0.25
Welfare Assistant					0.25	0.25	0.25
Welfare Assistant					0.25	0.25	0.25

<b>Total Premises</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4.25</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Total</b>	<b>23</b>	<b>31</b>	<b>40</b>	<b>49.25</b>	<b>57</b>	<b>65</b>	<b>65</b>

## Staffing Structures – 2 form entry primary schools

This section sets out the staffing structures and phasing plans for the following two primary schools, both of which are 2 form entry.

<b>DfE Ref</b>	<b>School</b>
83308	Olive School, Bolton
83309	Olive School, Preston

The schools will work closely with the 3 form entry Blackburn Olive Primary school and with Tauheedul's secondary schools in the North West cluster. This will enable them to take advantage of the specialisms, additional resources, economies of scale and professional and other networks that are developing in the emerging cluster.

The detailed structure and phasing of the two schools varies slightly according to local need and affordability. The basic principles behind the structures, the structures themselves, the posts and the interim lines of accountability are broadly the same, however. In the interests of brevity, the structural principles, role summaries and interim lines of accountability are outlined below and are not repeated for each school.

The structure charts and phasing plans are then set out separately for the two schools.

### Structural principles

Each school's structure is designed as a whole. The schools will have a flat management structure, with the Assistant Heads having significant delegated authority and working directly with the teaching staff, in keeping with the more compact nature of the 2 form entry schools.

There will be three key staff groupings:

- Senior Leadership Team
- Teaching staff
- Support staff

### Senior Leadership Team

The school will be led by a Headteacher, supported by a Senior Leadership Team (SLT). They will report to the LGB for the day to day running of the school. The Headteacher will be responsible for all staff in the school and for the school's performance. The Head will have dotted line accountability to TET Governing Council

via the TET Chief Executive who will delegate this responsibility to the Executive Headteachers.

The SLTs will be made up of:

- Headteacher (0% teaching)
- Deputy Headteacher & SENCO (20% teaching)
- Phase-based Assistant Headteachers (50% teaching)
- Business Manager

The Headteacher, with the SLT, will have local accountability for:

- The school self-assessment and quality assurance framework
- The School Improvement Plan
- Education standards, including
  - Teaching and learning
  - Curriculum and timetable
  - Assessment, tracking and intervention
  - Behaviour support and pastoral care
  - Staffing
  - Attendance
  - Parent and community liaison
- Faith, Values and Ethos

The Senior Leadership Team structure has been designed to:

- Offer a robust and clear structure for performance and line management
- Reflect the educational vision for the school - the SLT will be expected to secure the drivers for success and establish the prime importance of teaching and learning
- Ensure the effective linkage between key school-wide systems including performance management, line management, CPD, assessment, tracking and intervention, monitoring and evaluation
- Enable personalised intervention for each child from the very top
- Ensure that senior leaders are close to the 'coal face' of the organisation
- Promote the effective and speedy dissemination of information throughout the organisation
- Offer a matrix structure which will inhibit silo-working
- Offer value for money.

The Senior Leadership Team will each have a teaching commitment to enable the release of staff for dedicated planning, preparation and assessment (PPA) and to ensure they have first-hand knowledge of the quality of teaching and learning across the school. We will recruit only outstanding teachers to these posts so that the teaching children receive when their class teacher is on PPA will be the best quality.

## **Teachers**

Teaching staff would report to the relevant Assistant Headteacher. When recruiting, as

well as going for outstanding teachers, we will aim to recruit across a range of subject expertise, such as history, geography, music, visual arts etc. Subject specialist teachers will provide advice and input to other teaching staff.

The Teaching Staffing model is based on the principle that professionals should each have an area of specialist expertise, but should also be equipped to teach the full primary curriculum and the capacity to deliver high-quality learning and teaching.

Staff PPA will be given on Friday afternoons when the pupils leave school early.

The number of teaching staff to be appointed is based on the following:

We need 14 FTEs for the 14 classes, including EYFS. We will need to appoint 13 main scale teachers above and beyond the senior leadership positions outlined above. This also includes the specialist MFL and sports teachers.

### **Support Staff**

A number of teams make up the support staff structure of the Schools.

- **Education Support:** Learning Coaches will provide additional classroom support for teaching staff. Teaching Assistants will provide personalised support on behaviour, attendance and personal development.
- **Business and Administration:** This team will provide student, staff and stakeholder support and look after the school's finances and other resources. The Business Manager will report direct to the Headteacher.
- **Premises:** This team will oversee distribution of food and the maintenance and upkeep of the school buildings. They will report to the Business Manager.

### **Post summaries**

#### **Headteacher**

Responsible for:

- Provision of strategic leadership and overall management of the school.
- Vision, strategy and leading transformation
- Strategic collaboration and communications
- Teaching School strategy
- Staffing strategy
- Strategic performance management and review
- Line management as set out in each school's structure charts
- Teaching as and when required

#### **Deputy Head Teacher & SENCO**

Responsible for:

- Curriculum development, including timetable planning
- Leading the development and implementation of the 'thematic curriculum', which will include the Core Knowledge Sequence

- Ensuring that the 'thematic curriculum' is academically rigorous and intellectually challenging
- Coordinating the development of the English, mathematics and science curricula as part of the Core Knowledge Sequence
- Delivery and monitoring of the 'Academic Excellence' KPIs and their associated annual targets
- Self-Evaluation and review
- Intervention and attainment strategies
- Data and exams
- Data analysis and target setting, performance review meetings
- Oversight of quality assurance, assessment, recording and reporting, including internal assessments, academic tracking and report card system
- Strategic lead on ICT
- Leading the development of the inclusion strategy including SEN and Gifted and Talented
- Leading and managing all aspects of Access and Inclusion from Reception to Year 6, including the SEND, EAL and Gifted and Talented policies and their associated strategies
- Overall co-ordination of the provision for pupils with SEN
- Monitoring and evaluating the impact of SEN provision
- Working closely with the Assistant Heads for the three Phases to ensure effective tracking and intervention for pupils with SEN
- Liaising with parents, stakeholders and other professionals in relation to SEN matters
- Acting as a lead practitioner and role model for SEN
- Strategic direction, leadership and performance management of the pastoral system incorporating behaviour, attendance and pupil well-being
- Working closely with the Assistant Heads to ensure that all aspects of the pastoral system are effective
- Co-ordinating all elements of safeguarding (including preventing extremism) and 'Every Child Matters', taking on the role of Child Protection Officer for the whole school and leading all school-wide activities designed to enhance safe and healthy lifestyles, extra-curricular activities, school visits etc.
- Arrangements for monitoring and quality control of the pastoral system
- Developing relevant policies, implementing record-keeping, tracking systems, and monitoring pupils whose high levels of personal support require continuing attention
- All aspects of the Big Society specialism, including the Friday afternoon Community Service curriculum
- All community links and social enterprise activities including those relating to charitable fund-raising
- Managing the Tauheedul Mini Baccalaureate, including pupil portfolios
- Coordinating and monitoring the Enrichment Curriculum
- Delivering and monitoring the 'Faith, Values and Ethos' and 'Community Service' KPIs and their associated annual targets
- Teaching 0.2 timetable – across the school to ensure the highest quality PPA cover, to develop an excellent understanding of teaching and learning across

- school and to coach teachers
- Line management of Teaching Assistants assigned to SEN pupils

**Assistant Headteacher (EYFS) (*Olive School, Bolton only*)**

Responsible for:

- Strategic direction, leadership and performance management of EYFS
- Teaching and learning across the phase
- Securing high standards of attainment and progression towards the Early Years goals
- Developing and implementing the EYFS curriculum
- Assessment, recording and reporting, including internal assessments, academic tracking and report card system for EYFS phase
- Leading and managing all aspects of Access and Inclusion in the EYFS phase, including provision for SEND, EAL and Gifted and Talented
- Coordinating 'in house' continuous provision for children within the EYFS team
- Liaising with the Assistant Head KS1 to ensure effective continuity and progression of all learners into Year 1
- Leading the direction, implementation and performance management of the pastoral system in EYFS, including behaviour, attendance and pupil-wellbeing
- Leading on the promotion, dissemination, implementation and monitoring of all whole-school strategies within their phase team
- Identifying staff development needs and providing CPD accordingly
- Teaching a reception class
- Line management EYFS Teachers and Learning Coaches

**Assistant Headteacher (KS1) (*Olive School, Bolton only*)**

Responsible for:

- Strategic direction, leadership and performance management of KS1
- Teaching and learning across the phase
- Securing high standards of attainment and progression towards KS1 targets
- Developing and implementing the KS1 curriculum
- Assessment, recording and reporting, including internal assessments, academic tracking and report card system for KS1 phase
- Devising and implementing a development plan for the phase group with clear annual targets
- Developing and performance managing staff within the Phase Team
- Developing curriculum and enrichment provision and assessment strategies to meet the needs of all learners within their phase responsibility
- Undertaking regular and robust quality audits to ensure the highest standards in lesson planning, marking, learning and teaching practice and reporting to parents
- Leading and managing all aspects of Access and Inclusion in the KS1 phase, including provision for SEND, EAL and Gifted and Talented
- Leading the direction, implementation and performance management of the pastoral system in KS1, including behaviour, attendance and pupil wellbeing

- Leading on the promotion, dissemination, implementation and monitoring of all whole-school strategies within their phase team
- Identifying staff development needs and providing CPD accordingly
- Being a class teacher in the Year Group for which they have a lead responsibility
- Liaising with the Assistant Head KS2 to ensure effective continuity and progression of all learners into Year 3
- Line management of Teachers in the Phase Group

#### **Assistant Headteacher (EYFS & KS1) (*Olive School, Preston only*)**

Responsible for:

- Strategic direction, leadership and performance management of EYFS and KS1 phases
- Teaching and learning across the phases
- Securing high standards of attainment and progression towards the Early Years goals and KS1 targets
- Developing and implementing the EYFS and KS1 curricula
- Devising and implementing a development plan for the phase group with clear annual targets
- Developing and performance managing staff within the Phase Teams
- Assessment, recording and reporting, including internal assessments, academic tracking and report card system for EYFS and KS1 phases
- Coordinating 'in house' continuous provision for children within the EYFS team
- Developing curriculum and enrichment provision and assessment strategies to meet the needs of all learners within KS1
- Undertaking regular and robust quality audits to ensure the highest standards in lesson planning, marking, learning and teaching practice and reporting to parents
- Leading on the promotion, dissemination, implementation and monitoring of all whole-school strategies within their phase team
- Leading and managing all aspects of Access and Inclusion in EYFS and KS1, including provision for SEND, EAL and Gifted and Talented
- Leading the direction, implementation and performance management of the pastoral system in EYFS and KS1, including behaviour, attendance and pupil-wellbeing
- Identifying staff development needs and providing CPD accordingly
- Liaising with the Assistant Head KS2 to ensure effective continuity and progression of all learners into Year 3
- Ensuring effective continuity and progression of all learners into Year 1
- Teaching a reception or KS1 class
- Line management EYFS and KS1 Teachers and Learning Coaches

#### **Assistant Headteacher (KS2)**

Responsible for:

- Strategic direction, leadership and performance management of KS2
- Teaching and learning across the phase



- Securing high standards of attainment and progression towards KS2 targets
- Developing and implementing the KS2 curriculum
- Assessment, recording and reporting, including internal assessments, academic tracking and report card system for KS2 phase
- Devising and implementing a development plan for the phase group with clear annual targets
- Developing and performance managing staff within the Phase Team
- Developing curriculum and enrichment provision and assessment strategies to meet the needs of all learners within their phase responsibility
- Undertaking regular and robust quality audits to ensure the highest standards in lesson planning, marking, learning and teaching practice and reporting to parents
- Leading and managing all aspects of Access and Inclusion in the KS2 phase, including provision for SEND, EAL and Gifted and Talented
- Leading the direction, implementation and performance management of the pastoral system in KS2, including behaviour, attendance and pupil-wellbeing
- Identifying staff development needs and providing CPD accordingly
- Leading on the promotion, dissemination, implementation and monitoring of all whole-school strategies within their phase team
- Liaising with local secondary schools to ensure effective continuity and progression of all learners into secondary education
- Being a class teacher in the Year Group for which they have a lead responsibility
- Line management of Teachers in the Phase Group

### **Teachers**

Every teacher will be responsible for:

- Teaching a class
- Having a watching brief for a named area of the curriculum. They will be expected to keep abreast of developments in this subject and provide subject-specific advice to Phase teams as required. Specific subject specialists will be appointed for English, Maths and Science.
- EYFS teachers will cover everything in-house so that there are no externals coming in and continuous provision can be maintained by the team. Each member of the team will have responsibility for a particular element of learning e.g. linking sounds and letters and problem solving, reasoning and numbers

### **Teaching Assistants**

Responsible for providing support to aid the learning of students with special educational needs, funded by their statement.

### **Learning Coaches**

Responsible for:

- Providing additional adult support in the classroom

- Supporting small group work
- Co-planning and co-delivery of sessions

### **Business Manager**

Responsible for:

- Strategic finance management including financial planning and finance management systems and standards
- Estates and premises including health and safety, risk assessment, security, maintenance, school meals
- Strategic HR management including staff welfare, staff cover and duties
- ICT managed services
- Statutory policies and records
- Administration Team including student welfare, SIMS, Trips/EVCO
- Line management as set out in each school's structure charts

### **Business Support Officer (Student Services)**

- Responsible for the administration of all pupil-related processes and activities

### **Business Support Officer (Corporate Resources)**

- Responsible for all non-pupil related administration (eg finance, ordering and staffing)

### **Welfare Assistant**

- Responsible for disseminating food to learners at break and lunchtime, as well as providing supervision.

### **Caretaker**

- Manages the cleaners and provides operational management of the estate's maintenance.

### **Cleaner**

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

### **Interim lines of accountability**

Clearly, during the early years of the two schools, as they build towards to capacity, different reporting lines and accountabilities will apply from those set out above. These have followed the same principles as outlined earlier, namely affordability, aligning staffing growth to pupil growth and ensuring effective management and supervision throughout.

### **Teaching staff**

*Years 1 and 2*

- There will be 2 senior leaders (plus the Business Manager) on the Senior Leadership Team during years 1 and 2. Both the Headteacher and Deputy Headteacher will take operational as well as strategic roles during this period.

- The Deputy Headteacher will take charge of the responsibilities envisaged for the Assistant Headteachers.
- From the 6 teaching staff we recruit in years 1 and 2, we will have an English and mathematics specialist. These teachers will be able to provide support for the development of the English and mathematics curricula, pending the appointment of the additional senior leaders.

We would hope that these early teacher appointments might themselves develop the capabilities to compete for the senior leadership posts by the time the appointments are made. Creating a high-achieving, but supportive, environment to enable our staff to progress is an important part of our overall management culture at Tauheedul.

- We are confident that our pupils will benefit from a high quality experience from day 1 of the school. We will have only 2 year groups in year 1. We have carefully selected the mix of staff to be appointed in this first year and we have ensured the direct involvement of the Headteacher and Deputy Headteacher. This should to ensure that the school is built from solid foundations from the outset.

#### *Year 3*

At both schools, we will appoint the first Assistant Headteacher (Early Years & KS1 in Preston and Early Years in Bolton). This will free up the Deputy Headteacher to concentrate on KS1 and KS2.

#### *Year 4*

In year 4, we will continue the gradual growth in staff numbers.

At Olive School, Bolton, we will appoint the Assistant Headteacher (KS1). This will free up the Deputy Headteacher to concentrate on KS2 only.

#### *Year 5*

At both schools, we will appoint the final Assistant Headteacher (KS2). This will free up the Deputy Headteacher to concentrate on strategic and whole school matters.

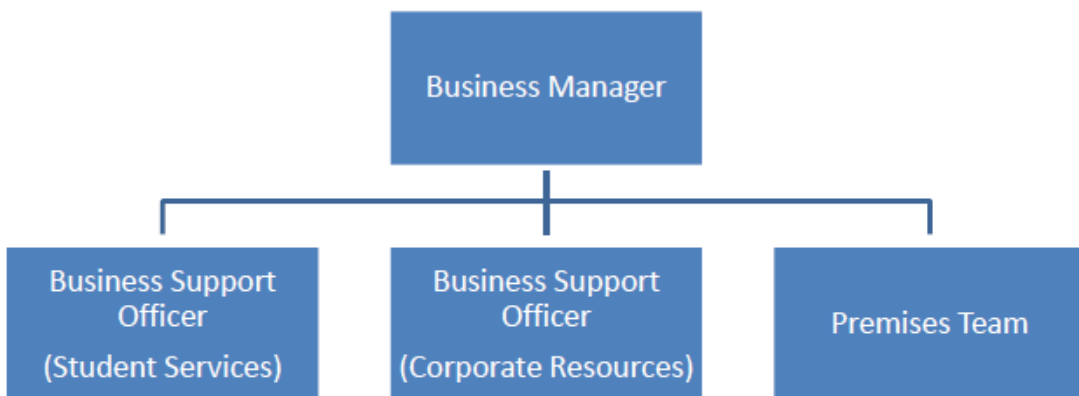
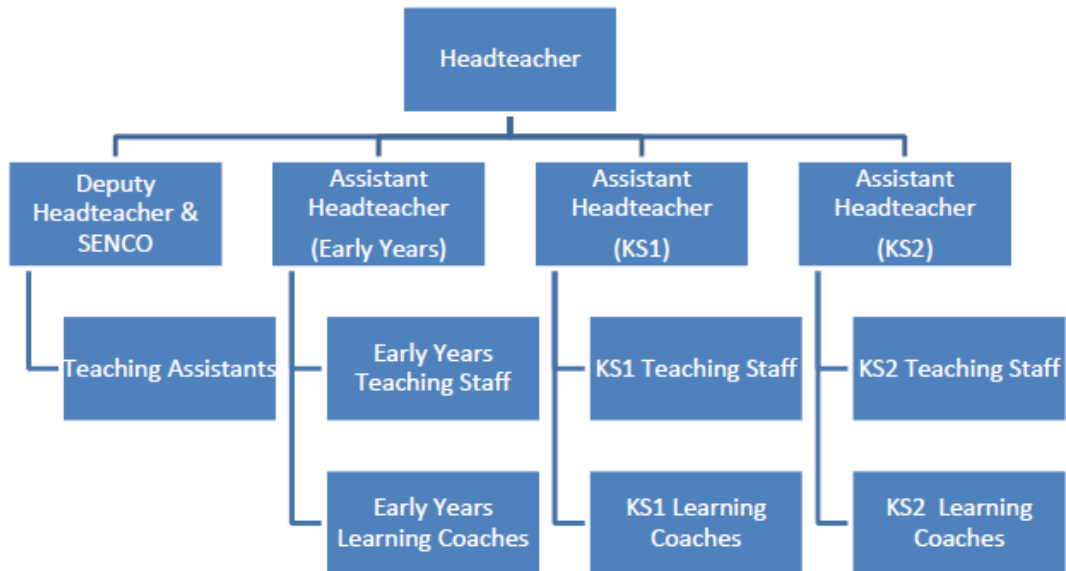
#### ***Support staff***

- At the Olive School, Bolton the full business support team will be appointed from Day 1 of the school. At Olive School, Preston, 2 posts will start in Year 1 and remaining will be delayed until Year 3.
- 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.

The structure charts and phasing plans for the two schools are set out on the pages which follow.

**Olive School, Bolton (83308)**

The charts which follow set out the structure and reporting lines



**Phased recruitment plan**

We have created a staffing plan to enable the effective phased recruitment of teaching and support staff. At this stage, it is indicative only. We do not want to be too restrictive until actual student numbers are known and the Local Governing Body and Senior Leadership Team have had the opportunity to determine their priorities for the new school.

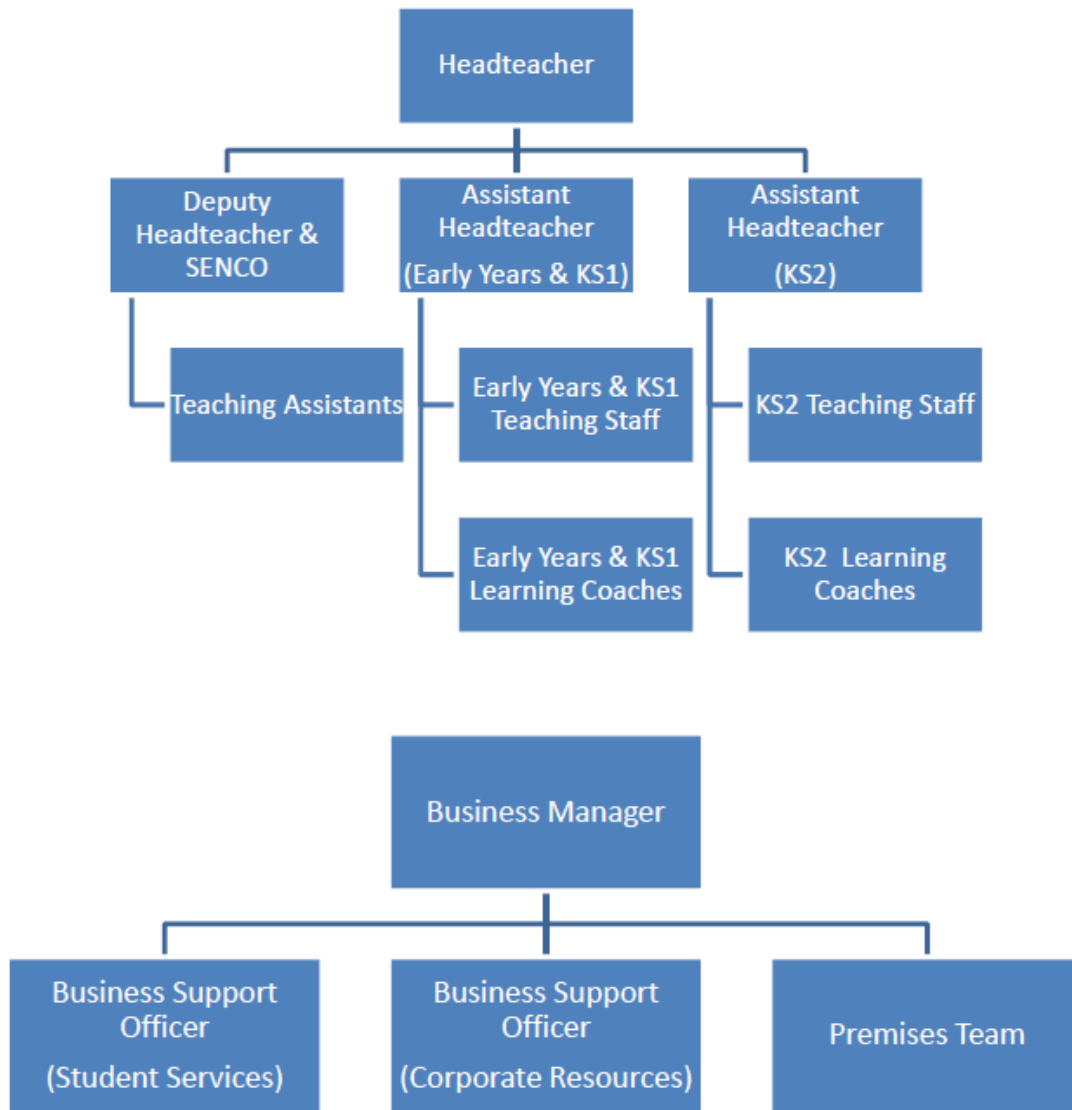
**Phased opening staffing projections – Olive School, Bolton**

<b>Staff/Year</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>No Students on Roll</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>	<b>420</b>
<b>SLT</b>							
Head teacher	1	1	1	1	1	1	1
Deputy Head Teacher	1	1	1	1	1	1	1
Assistant Head (Early Years)			1	1	1	1	1
Assistant Head (KS1)				1	1	1	1
Assistant Head (KS2)					1	1	1
<b>Total SLT</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Teachers</b>							
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers		1	1	1	1	1	1
Teachers		1	1	1	1	1	1
Teachers			1	1	1	1	1
Teachers				1	1	1	1
Teachers					1	1	1
Teachers						1	1
Teachers						1	1
<b>Total Teachers</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>10</b>	<b>13</b>	<b>13</b>
<b>Education Support</b>							
Learning Coaches	1	1	1	1	1	1	1
Learning Coaches	1	1	1	1	1	1	1
Learning Coaches	1	1	1	1	1	1	1

Learning Coaches	1	1	1	1	1	1	1
Learning Coaches		1	1	1	1	1	1
Learning Coaches		1	1	1	1	1	1
Learning Coaches			1	1	1	1	1
Learning Coaches			1	1	1	1	1
Learning Coaches				1	1	1	1
Learning Coaches				1	1	1	1
Learning Coaches					1	1	1
Learning Coaches						1	1
Learning Coaches						1	1
Learning Coaches						1	1
<b>Total Education Support</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>11</b>	<b>14</b>	<b>14</b>
<b>Administration</b>							
Business Manager	1	1	1	1	1	1	1
Business Support (Student Services)	1	1	1	1	1	1	1
Business Support (Corporate Resources)	1	1	1	1	1	1	1
<b>Total Administration</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Premises</b>							
Caretaker	1	1	1	1	1	1	1
Cleaners	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Cleaners	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Cleaners			0.25	0.25	0.25	0.25	0.25
Welfare	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare		0.25	0.25	0.25	0.25	0.25	0.25
Welfare			0.25	0.25	0.25	0.25	0.25
Welfare				0.25	0.25	0.25	0.25
Welfare					0.25	0.25	0.25
<b>Total Premises</b>	<b>2.25</b>	<b>2.5</b>	<b>3</b>	<b>3.25</b>	<b>3.5</b>	<b>3.5</b>	<b>3.5</b>
<b>Total</b>	<b>15.25</b>	<b>19.5</b>	<b>24</b>	<b>29.25</b>	<b>32.5</b>	<b>38.5</b>	<b>38.5</b>

**OliveSchool, Preston (83309)**

The charts which follow set out the structure and reporting lines



**Phased recruitment plan**

We have created a staffing plan to enable the effective phased recruitment of teaching and support staff. At this stage, it is indicative only. We do not want to be too restrictive until actual student numbers are known and the Local Governing Body and Senior Leadership Team have had the opportunity to determine their priorities for the new school.

**Phased opening staffing projections – Olive School, Preston**

<b>Staff/Year</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>No Students on Roll</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>	<b>420</b>
<b>SLT</b>							
Head teacher	1	1	1	1	1	1	1
Deputy Head Teacher	1	1	1	1	1	1	1
Assistant Head			1	1	1	1	1
Assistant Head					1	1	1
<b>Total SLT</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Teachers</b>							
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1
Teachers		1	1	1	1	1	1
Teachers		1	1	1	1	1	1
Teachers			1	1	1	1	1
Teachers				1	1	1	1
Teachers				1	1	1	1
Teachers					1	1	1
Teachers						1	1
Teachers						1	1
<b>Total Teachers</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>10</b>	<b>13</b>	<b>13</b>
<b>Education Support</b>							
Learning Coaches	1	1	1	1	1	1	1
Learning Coaches	1	1	1	1	1	1	1
Learning Coaches	1	1	1	1	1	1	1
Learning Coaches		1	1	1	1	1	1



Learning Coaches			1	1	1	1	1
Learning Coaches				1	1	1	1
Learning Coaches					1	1	1
Learning Coaches						1	1
Learning Coaches		1	1	1	1	1	1
Learning Coaches			1	1	1	1	1
Learning Coaches				1	1	1	1
Learning Coaches				1	1	1	1
Learning Coaches					1	1	1
Learning Coaches						1	1
<b>Total Education Support</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>14</b>	<b>14</b>
<b>Administration</b>							
Business Manager	1	1	1	1	1	1	1
Business Support (Student Services)	1	1	1	1	1	1	1
Business Support (Corporate Resources)			1	1	1	1	1
<b>Total Administration</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Premises</b>							
Caretaker	1	1	1	1	1	1	1
Cleaners	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Cleaners	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Cleaners			0.25	0.25	0.25	0.25	0.25
Welfare	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Welfare		0.25	0.25	0.25	0.25	0.25	0.25
Welfare			0.25	0.25	0.25	0.25	0.25
Welfare				0.25	0.25	0.25	0.25
Welfare					0.25	0.25	0.25
<b>Total Premises</b>	<b>2.25</b>	<b>2.5</b>	<b>3</b>	<b>3.25</b>	<b>3.5</b>	<b>3.5</b>	<b>3.5</b>
<b>Total</b>	<b>13.25</b>	<b>17.5</b>	<b>23</b>	<b>28.25</b>	<b>32.5</b>	<b>37.5</b>	<b>37.5</b>

## **D4 - Providing for the needs of all children (whether of a particular faith or none)**

### **Background**

The Faith ethos is one of the three pillars of the Tauheedul educational vision, alongside academic excellence and community service. It signals our outward-facing, inclusive and globally orientated interpretation of the Muslim faith. It places the needs of *all* children at its heart and underpins a set of values which we believe are universal in their appeal.

As a Trust, we want to improve shared understanding between different faiths and to prepare our students for their adult lives in multi-cultural 21<sup>st</sup> century Britain. We want to enable all our students – Muslims, those of other faiths or those with no faith - to live their lives according to the values of self-discipline, compassion, mutual respect for all people regardless of difference and respect for the earth itself. These fundamental values underpin the Muslim faith and our British society.

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

Fully consistent with the Trust's faith ethos, none of our schools will teach creationism, intelligent design and similar ideas as valid scientific theories.

### **Our Faith, Values and Ethos policy**

We have developed a comprehensive Faith, Values and Ethos (FVE) policy which applies in all schools and centrally in the Trust. We believe that our faith, values and ethos are at the core of everything we do and that they will have the greatest impact on achievement and on the sustained success of our schools and learners.

The FVE policy sets out explicitly how staff, students and governors are expected to uphold the Trust's faith, values and ethos. It describes the impact of our faith, values and ethos on the curriculum, pastoral care and spiritual development in our schools. It describes the actions our schools take reach out to communities of all faiths and none, to meet Spiritual, Moral, Social and Cultural standards, Community Cohesion standards and to prevent and tackle extremism.

### **Admissions policies**

The admissions policies of all our schools are intended as a clear demonstration of our intention to serve both Muslim communities and those of other faiths and none. Our values mean that our admissions policies must accommodate both a faith-based appeal to local Muslim communities and an "open door" appeal to those of other faiths and of none.

The admissions policies of all our schools - and the promotion of the schools to both Muslim and non-Muslim communities – will be carefully structured to make it 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.

### **Marketing and communications**

Our marketing and communications activities (including our web presence and e-communications) are designed to properly reflect our outward-facing, inclusive and globally orientated interpretation of the Muslim faith. We are increasingly using communication channels and mechanisms that are designed to reach a non-Muslim audience. Our planning and pre-opening marketing strategies are clearly focused on encouraging applications from parents of other faiths and none (see Section E). The strategies include building relationships with other faiths in the locality, organising events and providing information at venues frequented by non-Muslims and seeking to raise awareness of each school's offer to communities of all faiths and none. Our e-teach recruitment portal is designed to attract applications from Muslim and non-Muslim staff.

Our schools' community service and big society activities actively promote and demonstrate our inclusive approach. Pupils engage directly with non-Muslim communities through volunteering, charitable works and practical projects such as our Foodbanks. Our existing schools have already attracted a small number of non-Muslim students and it is also worth noting that we are attracting interest from non-Sunni Muslim parents. To put this in a Christian context, it is the equivalent of Church of England parents choosing to send their children to Roman Catholic schools. Whilst these are small steps, they are steps in the right direction and early demonstrations of the appeal of our model beyond our immediate faith community.

### **Our “offer” to non-Muslim parents**

We have developed a specific service “offer” for non-Muslim parents to explain what they can expect for their children's educational, spiritual and pastoral experience in a Tauheedul school. Its key features are summarised below.

#### **A commitment to excellence for every pupil**

Tauheedul schools aim to deliver all round excellence. We offer a personalised educational experience within a culture of high expectations. Every young person is treated as an individual, regardless of faith, gender or background. Each pupil is set personalised, aspirational - but achievable - targets. Their progress is monitored regularly by staff and action is taken if any pupil seems to be in danger of not achieving their potential. Parents are encouraged to get involved and to support their child's education at home.

### **The curriculum**

Our primary curriculum is designed to foster thought, curiosity and a desire for learning in all pupils, whatever their backgrounds, strengths and needs. It provides a solid foundation for future learning at every stage and is designed to deliver the rounded educational experience that we seek for every pupil from the start.

### **Modern foreign languages**

The British Council's *Languages for the Future* report (2013) ranked the importance of different languages to the UK's future prosperity, security and influence in the world in the years ahead. Spanish was ranked as the most important, Arabic as the second and French as third. We offer two of these three foreign languages at KS1, reflecting the languages prioritised by local high schools. Parents will be able to choose one language as the specialism for their child from Key Stage 2.

### **Religious studies.**

We follow the religious education curriculum agreed for each local area. Religion is taught primarily via afternoon thematic lessons. Approximately 4% of curricular time will be given over to RE in Key Stages 1 and 2. This will include an understanding of the beliefs and practices of major world faiths, such as Islam, Judaism, Christianity, Buddhism and Hinduism. It will also include an understanding of the nature of faith itself and of respecting those of all faiths and none.

Our schools do **not** offer an Islamic curriculum.

### **Worship and prayers**

We are conscious that we serve pupils of all faiths and none. We do all we can to accommodate the worship and prayer needs of pupils from different faiths. All pupils are encouraged to participate in acts of collective worship in line with their faith. Students of no faith are encouraged to undertake internal reflection or character development activities whilst others are engaged in collective worship.

We work hard to build good relationships with the leaders of the other main faiths in the local area, including working with them to provide pastoral support where this is needed. Parents are encouraged to discuss any specific faith needs as part of induction. No pupil is forced to take part in worship or prayers.

### **Uniforms**

Tauheedul promotes inclusivity, excellence and aspiration in everything its pupils do. From the outset in Reception, the school uniform reinforces these principles. The uniform is inclusive, smart and practical. It encourages pupils to take pride in being part of their school and enables them to act as ambassadors for the Tauheedul educational experience. High standards of presentation are required at all times, with clean clothes, tidy hair and no jewellery (except where agreed on grounds of faith).

We respect parents' right to choose whether their child should wear religious clothing associated with their faith. Their requirements can be discussed as part of induction. No pupil is forced to wear religious clothing.

### **Food and catering**

We apply healthy eating principles in all our schools. As well as the obvious health benefits, there is lots of evidence that good food helps pupils do better at school. Our school meals take pupils' dietary needs into account. Kosher, vegetarian and other options can be made available. Parents are encouraged to discuss any specific dietary requirements as part of induction.

### **In and around school**

We have Muslim and non-Muslim governors in all our schools. We also try to make sure that the teaching and support staff teams at all our schools have a mix of Muslim and non-Muslim staff. We take particular care with the recruitment of our headteachers who must share our vision for a school with a Muslim ethos that appeals to all sections of the community.

We organise programmes and events to mark key events in the calendars of the main world faiths and important British secular celebrations such as Mothers' Day. These are important to building shared understanding amongst our pupils, their families and the local community.

### **Governance**

Our Governing Council includes both Muslim and non-Muslim members. Each of our local governing bodies also has non-Muslim representation.

### **Monitoring and Evaluation**

We have impact assessed all our school and corporate policies to ensure that children and families of all faiths and none are catered for appropriately. These are kept under regular review as part of our overall policy and performance management systems.

The Tauheedul QA processes focus on ensuring that every pupil who attends a Tauheedul school will achieve on a range of fronts. The approach to school improvement (described in D2 above) is based around a set of interlocking systems which treat every child as an individual. Every pupil – regardless of faith, gender or background - will be expected to achieve to the maximum of their personal potential and will be supported and challenged to do so.

The Senior Leadership Teams of all our schools monitor the progress and achievement of different groups to ensure there is no possibility of "faith-bias" – intentional or otherwise – impacting on pupil outcomes. This analysis is reported regularly to the LGB and to TET Governing Council as part of the school's chain of accountability.

Faith, Values and Ethos is one of the Tauheedul Quality Standards. Each school is required to complete a specific FVE self-evaluation. FVE is assessed as part of regular Tauheedul Quality Assurer visits. We are developing inclusion related performance targets for all our schools, which will be monitored as part of the integrated approach to school performance

## Section E: Evidence of need – part 1

Olive School, Coventry (83305)

	2016				2017			
	A	B	C	D	A	B	C	D
<b>Reception</b>	90	96		107%	90	94		104%
<b>Year 1</b>	90	99		110%	90	96		107%
<b>Year 2</b>					90	99		110%
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Totals</b>								

Olive School, Birmingham (83306)

	2016				2017			
	A	B	C	D	A	B	C	D
Reception	90	180		200%	90	162		180%
Year 1	90	180		200%	90	180		200%
Year 2					90	180		200%
Year 3								
Year 4								
Year 5								
Year 6								
Totals								

Olive School, Waltham Forest (83307)

	2016				2017			
	A	B	C	D	A	B	C	D
Reception	90	105		117%	90	96		107%
Year 1	90	111		123%	90	105		117%
Year 2					90	111		123%
Year 3								
Year 4								
Year 5								
Year 6								
Totals								



Olive School, Bolton (83308)

	2016				2017			
	A	B	C	D	A	B	C	D
Reception	60	68		113%	60	62		103%
Year 1	60	69		115%	60	68		113%
Year 2					60	69		115%
Year 3								
Year 4								
Year 5								
Year 6								
Totals								

Olive School, Preston (83309)

	2016				2017			
	A	B	C	D	A	B	C	D
Reception	60	65		108%	60	62		103%
Year 1	60	69		115%	60	65		108%
Year 2					60	69		115%
Year 3								
Year 4								
Year 5								
Year 6								
Totals								

## Section E: Evidence of need – part 2

### Section E1 – Evidence of need for these schools in these areas

#### Background

The Trust held a number of consultation events in the locations of the proposed Olive Schools (see E2 below). At these, parents were invited to complete a pre-application form, indicating their firm intention to send their child to the proposed Olive Schools. The same format was used for each school to collect evidence of demand in line with DfE criteria. The standard wording is reproduced below. (Note: Tauheedul Free Schools Trust is the previous name for Tauheedul Education Trust.)

#### Pre-application form

##### **Front page**

Name of school and town

##### **Inside left:**

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

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

The plans assume that, if approval is given, the new Islamic faith primary school will open its doors in September 201X and admit pupils to reception and year 1 (i.e. who will be either 4 or 5).

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

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

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

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

Learners at The Olive School will find themselves part of an elite – but certainly not elitist – organisation; one where high-powered learning, progress and achievement is

coupled with a commitment to wider personal progression, including the development of character and an intelligent moral and ethical compass. We are committed to developing learners who are active and participatory citizens and exemplary members of their community – contributing to the development of a successful 'Big Society'.

### ***Inside right***

#### **Faith, excellence and community service**

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

#### **Faith Ethos**

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

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

#### **Educational Excellence**

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

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

#### **Community Service**

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

### ***Back page***

#### **Pre-application form**

(PLEASE COMPLETE A SEPARATE FORM FOR EVERY BOY/GIRL 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

**Nursery Currently Attended**

Nursery name  
Nursery address  
Postcode  
Nursery telephone number  
Name of Nursery Manager

**Entry details**

Year of entry to the Olive School, X e.g. 201X etc.  
Year group on entry e.g. Reception, Year 1 etc.

**Declaration (To be signed by parent or guardian)**

I wish my child to be considered for a place as a pupil at the proposed Olive School, X, 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:

Ref: OLIVEXXX-31 Bicknell Street, Blackburn, Lancashire, BB1 7EY Tel: 01254  
54021 Fax: 01254 676553

## Evidence of demand – Olive School, Coventry (83305)

### Parental demand

The map and table below show the main postcode areas of parental demand. The preferred location of the Olive School, Coventry (postcode CV1 [REDACTED]) is marked.

Parents living in eight postal districts in Coventry have expressed a definite preference for the proposed Olive School. There has also been some demand from outside the local authority boundary.

The total column on the far right indicates that demand would exceed the capacity of a 3-form (90 places) entry school. It confirms realistic and firm parental demand. Parents of children who would be in Year 2 at opening have also expressed their wishes to send them to the Olive School so we have included the figures in the table (entry class year = Year 2)

Current age	Entry class year	Year of entry	CV1	CV6	CV2	CV3	CV4	CV5	CV7	CV8	Out of Borough	Total
<b>3-4</b>	Year 2	2016	44	41	12	10	0	1	0	0	0	<b>108</b>
<b>2-3</b>	Year 1	2016	39	37	11	8	0	4	0	0	0	<b>99</b>
<b>1-2</b>	Reception	2016	35	39	17	4	0	0	0	0	1	<b>96</b>
<b>0-1</b>	Reception	2017	35	37	12	6	1	0	2	1	0	<b>94</b>
<b>0</b>	Reception	2018	10	5	0	2	0	0	0	0	0	<b>17</b>
<b>Total</b>			<b>163</b>	<b>159</b>	<b>52</b>	<b>30</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>414</b>

The map shows the postcode areas in Coventry from which the majority of parental demand comes. The figures in brackets are for Reception 2016, Year 1 2016 and Reception 2017. The preferred location for the Olive School, Coventry is indicated at postcode CV1 [REDACTED]

[REDACTED]

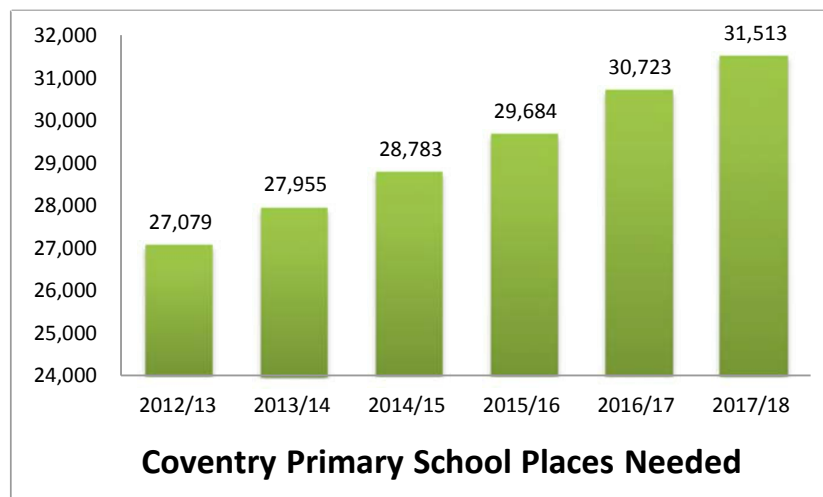
Preferred location for proposed Free School = CV1  
[REDACTED]

### **The need for more primary school places in Coventry**

There was an overall increase of 16% in the number of births in Coventry between 2004-05 and 2009-10. This compares with a rise in the West Midlands of 6% and a national rise of 8% in England (*ONS Demographics for Coventry*). In 2010, 4,726 children were born in Coventry. The increase continued in 2011 with 4,801 live births. (*Corporate research: Coventry People, Pregnancy and Maternity, June 2013*)

Coventry City Council's data shows that in 2012-13, the actual number of pupils in their primary schools was 27,079. Using forecasts from live births, this would rise to 31,513 by 2017-18. This will require at least 4,434 additional places. Even taking into account the surplus places in the city (3,447 in May 2013), this would leave a shortfall of 987 primary places. (*SCAP\_2013 DfE Tables*)

In addition to the increase in the birth rate, there has also been net inward migration, with more people moving into the city from overseas than moving out to international destinations (*Coventry ONS data*).



There are 13 local schools within a one-mile radius of the proposed Olive School. Seven of these are at near full capacity, including the only outstanding school, a catholic school, which is full. Thus there is a clear need for more primary school places both in Coventry and in the immediate locality. The proposed Olive School will make a significant contribution to meeting that shortfall.

#### **The demand for outstanding standards and educational outcomes**

The local community aspires to an outstanding quality of educational provision for their children. Many local parents express their disappointment at the existing primary provision and complain about the lack of opportunities for their children. They feel strongly that many primary schools in the borough fail their children and as a result their targets at secondary level are set low. This in turn affects their long-term education and career opportunities.

Overall standards of attainment in Coventry primary schools have been and are still lower than those nationally. Within an area of one mile of the proposed new Olive School, standards in many schools are lower than the local authority average (*DfE KS2 Performance tables 2013*).

- In 2012, Coventry was identified as having the lowest proportion (44%) of its primary pupils at a good or outstanding school. Whilst the 20 percentage points improvement between 2012 and 2013 is to be welcomed, overall standards are still too low. Coventry has only 64% of its primary pupils attending a good or outstanding primary school. It is ranked 140<sup>th</sup> of 150 local authorities nationally (*Ofsted Annual Report 2012/13*).
- In 2013 Coventry LA remained at 4ppts. below the national average for the percentage achieving level 4+ in reading, writing and mathematics at the end of Key Stage 2. 58% of 12 local schools (within a 1 mile radius of the proposed Olive School) fell below the national average of 75% in this measure and 50% were below the local authority average.



- Three quarters (75%) of the same local schools achieved below both the national measure of “a good level 4” (pupils achieving level 4b or above in reading and mathematics, and a level 4 in writing). As a result, in that locality, 207 pupils (44%) left their primary school not yet “ready for secondary education” (*Schools Minister David Laws, 5 March 2013*). This is an indication that there is much need for improved provision in the area.
- Ten of the 12 schools locally (83%) did not reach national or local attainment for level 5.
- Only four (33%) of the local schools reached the national average KS2 points score.
- Seven schools failed to reach the national level of attainment in reading at level 4, 10 schools (83%) at level 4b+ and 11 (92%) at L5.
- Half the schools (50%) failed to meet the national standards in grammar, punctuation and spelling at level 4b+
- Five schools (42%) failed to meet the local or national rate of expected progress in reading.
- Value added scores in reading were negative in five (42%) of the schools locally.
- Three local schools scored below three of the four elements of the DfE “floor standard”.

The Olive School will provide an excellent education for children recruited from a multi-racial catchment area of Coventry. It will implement rigorous teaching techniques, expect the highest standards of pupil performance and provide opportunities for developing personal interests and talent to a high level. It will create confident, knowledgeable and skilled learners - young leaders who can and will want to seize the opportunities that meet them when they become secondary school pupils.

### **Deprivation**

The proposed site of the Olive School comprises areas all in the highest quintiles of deprivation. These are shown by the darkest coloured areas on the map below (*IMD 2010 by Lower Super Output Area*).



Coventry map showing index of multiple deprivation by quintiles (Public Health England 2013)

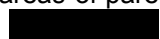
26.0% of the population of Coventry is under the age of twenty. 39.6% of school children are from a black or minority ethnic group. The health and wellbeing of children in Coventry is generally worse than the England average. The level of child poverty is worse than the England average, with 27.0% of children aged less than 16 years living in poverty.

The proportion of children achieving a “good level of development” at age 5 is significantly below the England average (*CHIMAT.org.uk*). The 2013 KS2 cohort in the immediate locality of the proposed new school had 51.4% disadvantaged pupils - significantly higher than the national average of 31%.

The need for high quality education for all communities is clear, arguably nowhere more so than in those areas disadvantaged by deprivation. Tauheedul has a track record of outstanding outcomes from the children and young people of its schools. It has demonstrated its capacity and capability to impact these specific standards in other schools. We intend, from the outset, to develop the Olive School, Coventry as a centre of excellence for the educational and personal achievement of its pupils.

### **Evidence of demand – Olive School, Birmingham (83306)**

#### **Parental demand**

The map and table below shows the main postcode areas of parental demand. The preferred location of the Olive School (postcode B20 ) is marked.

Parents living in 36 postal districts in Birmingham have expressed a definite preference for the proposed Olive School, as have some from outside the local authority boundary.

Only the 10 postcode areas with a demand of 20 or more places are displayed in the table and map below. The right hand column of the table indicates demand of very

significantly more places than will be offered in a 3 form entry (90 places) school. It clearly confirms realistic and firm parental demand in two distinct areas of the City.

Current age	Entry class year	Year of entry	B6	B9	B10	B11	B12	B13	B19	B20	B21	B28	Total
<b>3-4</b>	Year 2	2016	15	5	6	51	6	17	16	25	11	8	<b>160</b>
<b>2-3</b>	Year 1	2016	20	8	14	61	8	13	13	20	17	6	<b>180</b>
<b>1-2</b>	Reception	2016	18	5	6	56	5	17	20	28	16	9	<b>180</b>
<b>0-1</b>	Reception	2017	20	9	5	50	2	16	14	21	20	5	<b>162</b>
<b>0</b>	Reception	2018	10	2	1	16	1	2	10	14	9	0	<b>65</b>
Total			<b>83</b>	<b>29</b>	<b>32</b>	<b>234</b>	<b>22</b>	<b>65</b>	<b>73</b>	<b>108</b>	<b>73</b>	<b>28</b>	<b>747</b>

Whilst recognising the disappointment to parents in the Sparkhill/Sparkbrook area, the sponsors have decided to locate the proposed Olive school in the Aston area of the City because of the benefits which will be accrued from Campus arrangements with the Eden Boys' School which is due to open in September 2015. The demand in all the postcode areas to the north of the city centre is, by itself, sufficient to fill the school on opening.

The map shows the postcode areas in Birmingham from which the majority of parental demand comes. The figures in brackets are for Reception 2016, Year 1 2016 and Reception 2017. The preferred location for The Olive School Birmingham is indicated at B20 [REDACTED].

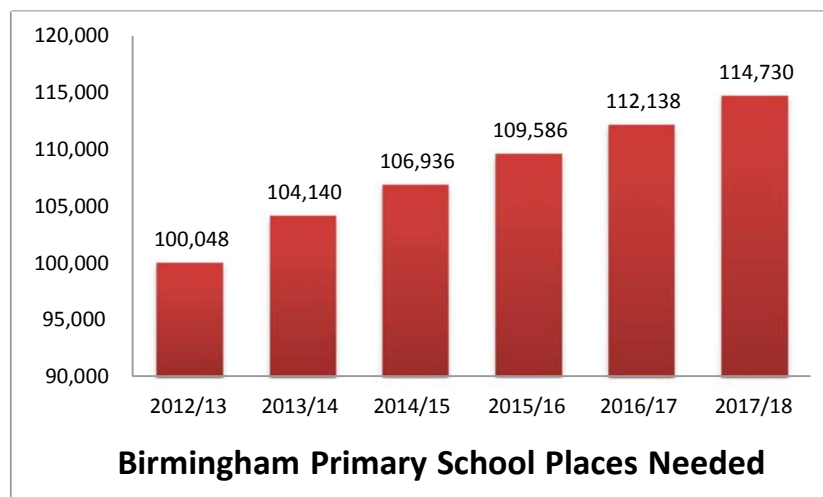
[REDACTED]

### **The need for more primary school places in Birmingham**

The total population in Birmingham has risen steadily since 2001. Between 2007 and 2011 it rose at a significantly faster rate than the national picture (ONS).

The number of live births for year of entry into Reception has increased from 14,200 in 2005 to a forecast of 17,600 in 2016. This represents an increase of some 24% over that period. (*Birmingham Education Sufficiency Requirements November 2013*) It will clearly require an increase in primary school places.

In 2012-13 there were 100,048 children in Birmingham primary schools. This number is set to rise to 114,730 by 2017-18. At least 13,688 additional places will be required (See chart below, *SCAP\_2013 final DfE*)



As well as the increase in birth rate, there has been significant inward net migration into Birmingham over the past three years. This too has had an impact on the level of surplus places particularly from Reception to Year 4. It has significantly reduced the flexibility to meet local needs in some parts of the city.

The issue of school capacity is far more acute in the area within which the proposed Olive School would be located than in the city as a whole. Within the 17 local schools in a one mile radius of the proposed Olive School, all bar two are full, nearly full (fewer than 10 surplus places) or providing for numbers in excess of their pupil admission quota by a total of 63 places (Anglesey Primary, Prince Albert Junior and Infants, St Frances C of E Primary and Nursery and Canterbury Cross Primary). Across 16 of the schools there are only a total of 57 surplus places. One school has 58 places available.

In May 2013 in those 17 schools there were overall 7,053 primary school places with only 167 places surplus (source SCAP\_2013 final DfE); a rate of only 2.36% of existing places compared to the LA rate of 9.8% demonstrating the significant additional needs in that particular local area.

The needs has been recognised by Birmingham City Council: *“There is significant potential for Academies and Free Schools to provide additional places that can meet Basic Need pressures and reduce Basic Need requirements” (BCC Education Sufficiency Requirements November 2013 v1 p3).*

The Olive School, Birmingham can make a significant contribution to meeting that shortfall

### **The demand for outstanding standards and educational outcomes**

The local community aspires to a high quality of educational provision for their children. Many parents express their disappointment at the existing primary provision and complain about the lack of opportunities for their children. Many local parents strongly feel that many primary schools in the City fail their children and as a result their targets at secondary level are set low. This in turn affects their long-term education and career

opportunities.

Overall standards of attainment in Birmingham primary schools are lower than those nationally. In the area within one mile of the proposed Olive School there are 17 schools and standards in many of these schools are lower than the local authority average as well as national averages:.

- In 2013, ten (59%) of the 17 local schools fell below the LA average of 73% for achieving level 4 or above in reading, writing and mathematics at KS2 and 11 (65%) were below the national average.
- More worryingly, 11 of 17 (65%) attained below their previous year's performance, a significant decline.
- More than two thirds (71%) of the same local schools achieved below both the national measure of "a good level 4" (pupils achieving level 4b or above in reading and mathematics, and a level 4 in writing). As a result in that locality 437 pupils (46%) left their primary school not yet "ready for secondary education" (Schools Minister David Laws, 5 March 2013).
- 11 of the 17 schools locally (65%) did not reach national attainment for level 5 and 9 schools (53%) were below the LA average for level 5 results.
- Only five of the local schools reached the national average KS2 points score.
- Less than half the local schools (8/17) delivered rates of progress equal to the LA average in reading, lower than might have been achieved elsewhere in the City.
- None of the schools are judged to be 'outstanding' by Ofsted meaning that an outstanding education is not an option for parents locally. Four were graded as requiring improvement or satisfactory in their most recent inspections, making this proportion higher than might be expected nationally or in the LA.
- Of the local schools, there is one below the DfE "floor standard" in all four measures, and a further six schools who are close to the DfE floor standards, being below three of the four floor standard measures.

The Olive School, Birmingham will provide an excellent education for children recruited from a multi-racial catchment area of the City.

### **Deprivation**

The proposed site of the Olive School comprises areas all in the highest quintiles of deprivation. These are shown by the darkest coloured areas on the map below (*IMD 2010 by Lower Super Output Area*).




28.8% of the population of Birmingham is under the age of twenty. 62.9% of school children are from a black or minority ethnic groups, compared with 28.8% in the West Midlands. The health and well-being of children in Birmingham is generally worse than the England average. The level of child poverty is worse than the England average, with 33.5% of children aged less than 16 years living in poverty (England average 21.1%).

The proportion of children achieving a “good level of development” at age 5 is significantly below the England average (source CHIMAT.org.uk). The 2013 KS2 cohort in the immediate locality to the proposed new school had 71.4% disadvantaged pupils, more than double the national proportion of 31%.

The need for high quality education for all communities is clear, arguably nowhere more so than in those areas disadvantaged by deprivation. Tauheedul has a track record of outstanding outcomes from the children and young people of its schools. It has demonstrated its capacity and capability to impact these specific standards in other schools. We intend, from the outset, to develop the Olive School, Birmingham as a centre of excellence for the educational and personal achievement of its pupils.

### **Evidence of need – Olive School, Waltham Forest (83307)**

#### **Parental demand**

The map and table below show the main postcode areas of parental demand. The preferred location of the Olive School, Waltham Forest (postcode E17 ) is marked.

Parents living in five postal districts in Waltham Forest have expressed a definite preference for the proposed Olive School, as have some parents from outside the local authority boundary.

The total column on the far right indicates that demand would exceed the capacity of a 3-form (90 places) entry school. It confirms realistic and firm parental demand. Parents of children who would be in Year 2 at opening have also expressed their wishes to send them to The Olive School so we have included the figures in the table (entry class year = Year 2)

Current age	Entry class year	Year of entry	E17	E18	E10	E11	E4	Out of Borough	Total
<b>3-4</b>	Year 2	2016	79	0	14	7	4	2	<b>106</b>
<b>2-3</b>	Year 1	2016	82	1	9	5	5	9	<b>111</b>
<b>1-2</b>	Reception	2016	72	0	14	7	3	9	<b>105</b>
<b>0-1</b>	Reception	2017	78	0	6	3	4	5	<b>96</b>
<b>0</b>	Reception	2018	15	0	2	0	1	2	<b>20</b>
Total			<b>326</b>	<b>1</b>	<b>45</b>	<b>22</b>	<b>17</b>	<b>27</b>	<b>438</b>





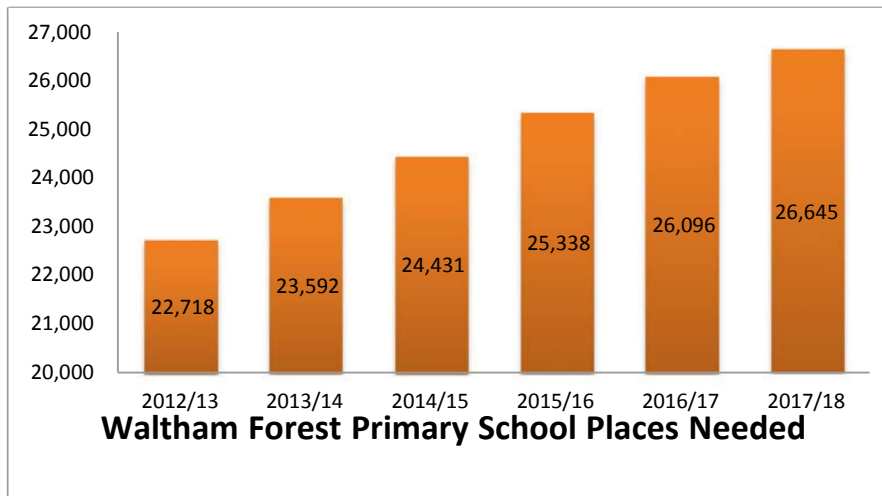
*The map shows the postcode areas in Waltham Forest from which the majority of parental demand comes. The figures in brackets are for Reception 2016, Year 1 2016 and Reception 2017. The preferred location for The Olive School Waltham Forest is indicated at E17 [REDACTED].*

### The need for more primary school places in Waltham Forest

There was an overall increase of 18.3% in the population of Waltham Forest between 2001 and 2011. The national population increased by 7.1% and the London population by 11.6% over the same period. (ONS)

By 2011, the 0-14 population was 20.2%, 2.6% higher than in England and Wales. Live births are on a rising trend (4,811 in 2011 and 4,832 in 2012). Greater London Authority (GLA) figures (which take into account more recent changes including migration) confirm that the overall population is continuing to rise (*General fertility Rates ONS and GLA data projections in Waltham Forest*). There is clear evidence that more school places are needed.

The local authority's data indicates that the number of primary school places required will increase from an actual of 22,718 in 2012-13 to 26,645 in 2017-18 (See chart below *SCAP\_2013 DfE Tables*). This will be an increase of 3,927 places - a number significantly in excess of the surplus places in 2012-13.



Of the 51 primary schools in Waltham Forest, 21 (41%) were full or over capacity by a total of 50 pupils in May 2013. Waltham Forest had just 627 surplus places in its primary schools in 2013 - a percentage of only 2.8%. This is the lowest in the country (nationally 9.8%) and significantly below the DfE's notional proportion of up to 5% surplus places. Expansion of provision is necessary.

Within a one-mile radius of the proposed new Olive School, there are 21 maintained primary schools. Based on planned admissions, their combined capacity is 9,029. They had 8,719 pupils in May 2013, with only 3.4% surplus places. 20 of the 21 schools had occupancy rates inside the 5% DfE guidelines for surplus places. Two were providing places in excess of their planned number. Seven were full and a further eight were 98% full. These levels of occupancy provide the clearest evidence of need for more capacity in the locality. The Olive School can make a significant contribution to meeting that shortfall.

### **The demand for outstanding standards and educational outcomes**

Overall standards of attainment in Waltham Forest primary schools are at or below those nationally. There are 19 schools with KS2 outcomes within an area of one mile of the proposed new Olive School. Standards in many of these are lower than the local authority or national average (*DfE KS2 Performance tables 2013*).

The local community is diverse and includes children and adults from many parts of the world. Many have come to London with the highest of aspirations for their quality of life and the future for their children. Consequently, parents expect the very highest of standards for their children's education.

Whilst we acknowledge and welcome the good standards in many Waltham Forest schools, a considerable proportion are still performing below the national and local standards. They are not yet able to deliver the highest quality of educational provision for their pupils. Some local parents strongly feel that many primary schools in the borough fail their children and as a result their targets at secondary level are set low. This in turn affects their long-term education and career opportunities.

- In 2013, Waltham Forest had 77% of its primary pupils attending good or outstanding primary school and is ranked 87<sup>th</sup> of 150 local authorities nationally (*Ofsted Annual Report 2012/13*).
- 9 of the 20 KS2 schools achieved lower than the national average measure of "a good level 4" (pupils achieving level 4b or above in reading and mathematics, and a level 4 in writing). As a result, 415 pupils (39.3%) left their primary school not yet "ready for secondary education" (██████████, 5 March 2013)
- Ten of the 19 schools locally (53%) did not reach national or local attainment for level 5 reading, writing and mathematics combined.
- 11 of the 19 local schools fell below the national average for level 4b+ and level 5 in reading.
- Two schools are below the DfE floor standard and two others had scores below three of the four floor standard measures.

The Olive School will provide an excellent education for children recruited from a multi-racial catchment area of Waltham Forest. It will implement rigorous teaching techniques, expect the highest standards of pupil performance and provide opportunities for developing personal interests and talent to a high level. It will create confident, knowledgeable and skilled learners - young leaders who can and will want to seize the opportunities that meet them when they become secondary school pupils.

### **Deprivation**

The proposed site of the Olive School comprises areas all in the highest quintiles of deprivation shown by the darkest coloured areas on the map below (of the Index of Multiple Deprivation 2010 by Lower Super Output Area).




26.1% of the population of Waltham Forest is under the age of twenty. 79.0% of school children are from a black or minority ethnic group. The level of child poverty is worse than the England average with 30.4% of children under 16 living in poverty (*CHIMAT.org.uk*). The 2013 KS2 cohort in the immediate locality of the proposed new school had 42.2% disadvantaged pupils, significantly higher than the national proportion of 31%. For 63.7% of that cohort, English was not their first language.

The need for high quality education for all communities is clear, arguably nowhere more so than in those areas disadvantaged by deprivation. Tauheedul has a track record of outstanding outcomes from the children and young people of its schools. It has demonstrated its capacity and capability to impact these specific standards in other schools. We intend, from the outset, to develop the Olive School, Waltham Forest as a centre of excellence for the educational and personal achievement of its pupils.

### Evidence of need – Olive School, Bolton (83308)

#### Parental demand

The map and table below show the main postcode areas of parental demand. The preferred location of the Olive School, Bolton (postcode BL1 ) is marked.

Current age	Entry class year	Year of entry	BL1	BL3	Total
<b>3-4</b>	Year 2	2016	63	3	<b>66</b>
<b>2-3</b>	Year 1	2016	65	4	<b>69</b>

<b>1-2</b>	Reception	2016	66	2	<b>68</b>
<b>0-1</b>	Reception	2017	62	0	<b>62</b>
<b>0</b>	Reception	2018	13	2	<b>15</b>
Total			<b>269</b>	<b>11</b>	280

The total column on the far right indicates that demand would exceed the capacity of a 2-form (60 places) entry school. It confirms realistic and firm parental demand. Parents of children who would be in Year 2 at opening have also expressed their wishes to send them to the Olive School so we have included the figures in the table (entry class year = Year 2)



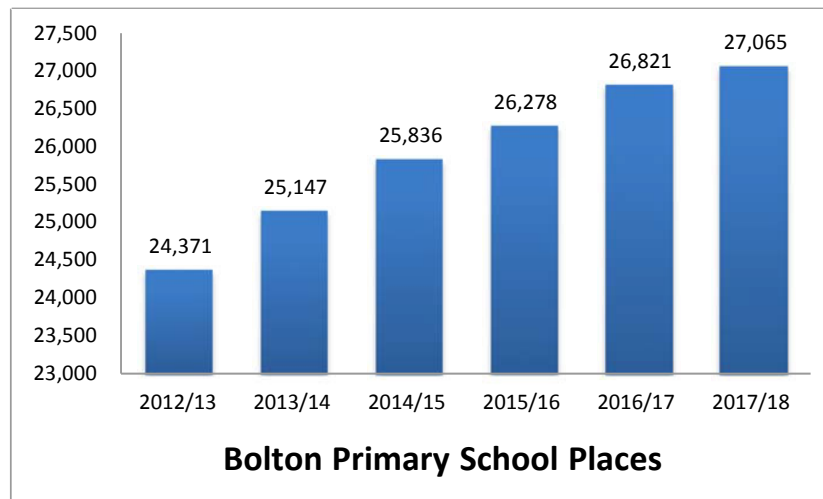
*The map shows the postcode areas in Bolton from which the majority of parental demand comes. The figures in brackets are for Reception 2016, Year 1 2016 and Reception 2017. The preferred location for the Olive School Bolton is indicated at BL1 [REDACTED].*

### **The need for more primary school places in Bolton**

The total population in Bolton has risen steadily since 2001. In the four years from 2007 to 2011, it rose at a significantly faster rate than the national average (ONS).

The total numbers of live births in Bolton has risen steadily from 3,143 in 2006-07 to a projected 3,962 in 2013-14 (*Bolton Primary School Expansion Programme Consultation 2012-13*). Reception intake capacity is 3,606. The rising birth rate will result in demand for primary school places in excess available capacity.

Bolton Council's data (see chart below) (*SFR 01. 2013 table 4*) confirms the growth in numbers required for primary school age places from 23,667 in 2011/12 (actual) to 26,327 forecast for 2016/17. This means that 2,660 additional places will be required. As a result there is a clear need for more primary school places in Bolton.



Bolton Council consulted on a Bolton Primary School Expansion Programme in 2011. To date, there has been insufficient planned expansion in the Halliwell, Heaton, Astley Bridge and Tonge Moore areas – all within a 2 km radius of the proposed Olive School. Two schools close to the proposed Olive School, (The Valley and St Thomas Halliwell) currently have numbers in excess of their proposed admissions number for September 2013 (*Bolton Primary School Expansion Programme Consultation 2012-13*).

It is therefore clear that more primary school places are urgently needed in Bolton, particularly in this area of the town. The Olive School will make a significant contribution to meeting the shortfall. The case is compelling.

### **The demand for outstanding standards and educational outcomes**

The local community aspires to a high quality of educational provision for their children. Many parents express their disappointment at existing primary provision and complain about the lack of opportunities for their children. Many local parents strongly feel that

many primary schools in the borough fail their children and as a result their targets at secondary level are set low. This in turn affects their long-term education and career opportunities.

We acknowledge that overall standards in Bolton primary schools have improved over time and that standards in Bolton primary schools overall tend to be above national averages. This is much to be welcomed. However, performance across the Borough is patchy and in the areas surrounding the proposed Olive School, standards are below national and Borough averages (*DfE KS2 Performance tables 2013*).

- In 2013, 54% of the 13 local schools fell below the LA average of 79% for achieving level 4 or above in reading, writing and mathematics at KS2.
- Nearly two thirds (61%) of the same local schools were below both the LA and national measure “a good level 4” (pupils achieving level 4b or above in reading and mathematics, and a level 4 in writing). As a result, in that locality, 149 pupils (38%) left their primary school not yet “ready for secondary education” (*Schools Minister David Laws, 5 March 2013*).
- Seven of the 13 schools locally (54%) did not reach the local authority (LA) average for level 5 results.
- Only three of the local schools reached the LA average KS2 points score.
- Less than half the local schools (6/13) delivered rates of progress equal to the LA average in reading or mathematics, with progress at least 2ppts lower than might have been achieved elsewhere in the borough.
- From the 13 local primary schools, three were graded as requiring improvement or satisfactory by Ofsted inspections - a proportion of 21% which is much higher than the LA average of 14%.
- There are also three local schools which are below the three progress measures and therefore very close to DfE floor standards.

The Olive School will provide an excellent education for children recruited from a multi-racial catchment area of Bolton. It will implement rigorous teaching techniques, expect the highest standards of pupil performance and provide opportunities for developing personal interests and talent to a high level. It will create confident, knowledgeable and skilled learners - young leaders who can and will want to seize the opportunities that meet them when they become secondary school pupils.

### **Deprivation**

The proposed site of the Olive School comprises areas all in the highest quintiles of deprivation. These are shown by the darkest coloured areas on the map below (*IMD2010 by Lower Super Output Area*).




25.8% of the population of Bolton is under the age of twenty. 28.7% of school children are from a black or minority ethnic group (compared with 17.1% in the North West). The health and well-being of children in Bolton is generally worse than the England average. The level of child poverty is also worse than the England average, with 23.2% of children aged less than 16 years living in poverty.

The proportion of children achieving a “good level of development” at age 5 is significantly below the England average (CHIMAT.org.uk). The 2013 KS2 cohort in the immediate locality of the proposed new school had 48.7% disadvantaged pupils - significantly higher than the national proportion of 31%.

The need for high quality education for all communities is clear, arguably nowhere more so than in those areas disadvantaged by deprivation. Tauheedul has a track record of outstanding outcomes from the children and young people of its schools. It has demonstrated its capacity and capability to impact these specific standards in other schools. We intend, from the outset, to develop the Olive School, Bolton as a centre of excellence for the educational and personal achievement of its pupils.

### **Evidence of need – Olive School, Preston (83309)**

#### **Parental demand**

The map and table below show the main postcode areas of parental demand. The preferred location of the Olive School, Preston (postcode PR1 ) is marked.

Parents from the PR1 and PR2 postal districts in Preston have expressed a definite preference for the school, as have some parents from outside the local authority boundary.



Current age	Entry class year	Year of entry	PR1	PR2	Total
<b>3-4</b>	Year 2	2016	69	6	75
<b>2-3</b>	Year 1	2016	64	5	69
<b>1-2</b>	Reception	2016	60	5	65
<b>0-1</b>	Reception	2017	59	3	62
<b>0</b>	Reception	2018	10	0	10
Total			<b>262</b>	<b>19</b>	281

The total column on the far right indicates that demand would exceed the capacity of a 2-form (60 places) entry school. It confirms realistic and firm parental demand. Parents of children who would be in Year 2 at opening have also expressed their wishes to send them to the Olive School so we have included the figures in the table (entry class year = Year 2)

[REDACTED]

*The map shows the postcode areas in Preston from which the majority of parental demand comes. The figures in brackets are for Reception 2016, Year 1 2016 and Reception 2017. The preferred location for The Olive School Preston is indicated at PR1 [REDACTED]*

### **The need for more primary school places in Preston**

Lancashire presents a complex context - a large geographical area with 478 primary schools, set in a socio-economically and ethnically diversity county.

Preston City reflects this broad diversity, although there are differences. The 2011 Census showed that the resident population in Preston had grown by more than 10,000 since the previous census. This represents a growth rate of over 8% and is the highest growth rate amongst Lancashire's 12 districts. (*Strategy for the Provision of School Places and Schools' Capital Investment 2014/15 to 2016/17 LCC p11*)

The birth rate in Preston district has continued to increase, although not consistently. It was 1,600 in 2001-03, rising to a high of 2,300 in 2009-10 and dropping back to 1,847 in 2011-12. As with any district, there are pockets where the groups of schools serving a particular area have, or are forecast to have, a shortfall. Thus, whilst overall a district may have sufficient places, there are smaller "hotspots" of growth.

Within a radius of one mile of the proposed new Olive School, there are 13 primary schools (including separate infant/juniors). Six of these are near full or providing for more than their planned admission number. These tend to be the good and outstanding

schools, half of which have Christian faith designations with admissions which mitigate against non-Christians being able to attend. Whilst there are some surplus places in the area, it is a third less than elsewhere in the county and the schools with the highest proportion of surplus places have a 'requires improvement' judgement from Ofsted. Therefore, it is not a simple case of a need for school places in the area but rather that not all groups have equality of access to the best schools.

Lancashire County Council has commissioned additional primary school places in the Lancaster, Fylde, Chorley and Pendle districts, but not in Preston. We believe that there is a need for additional places in Preston and particularly in the area that will be served by the proposed new Olive School.

### **The demand for outstanding standards and educational outcomes**

The local community aspires to a high quality of educational provision for their children. Many parents express their disappointment at the existing primary provision and complain about the lack of opportunities for their children. Many local parents strongly feel that many primary schools in the City fail their children and as a result their targets at secondary level are set low. This in turn affects their long-term education and career opportunities.

Overall standards of attainment in Lancashire primary schools reflect those nationally. Within an area of one mile of the proposed new Olive School however, standards in many schools are lower than the local authority average (*DfE KS2 Performance tables 2013*). Generally, more than half the schools fell below the LA average.

- More than half (54.5%) of the 11 KS2 schools attained below the local authority (LA) standard in both the national measures of level 4+ in reading, writing and mathematics and "a good level 4" (pupils achieving level 4b or above in reading and mathematics, and a level 4 in writing). As a result, in that locality, 137 pupils (36%) left their primary school not yet "ready for secondary education" (*Schools Minister David Laws, 5 March 2013*)
- Almost half fell below the LA average scores for all measures in KS2 reading.
- Five schools (42%) failed to meet the local or national rate of expected progress in reading and mathematics.
- Overall, and in mathematics, value added scores were negative in six (54.5%) of the schools, and in seven schools (63.6%) for writing.
- There is one large school in Special Measures (Ofsted) and a further two schools requiring improvement.
- One school is below the DfE "floor standard". Another school is very close to this threshold.

The Olive School will provide an excellent education for children recruited from a multi-racial catchment area of Preston. It will implement rigorous teaching techniques, expect the highest standards of pupil performance and provide opportunities for developing personal interests and talent to a high level. It will create confident, knowledgeable and skilled learners - young leaders who can and will want to seize the opportunities that meet them when they become secondary school pupils.

## **Deprivation**

The proposed site of the Olive School comprises areas all in the highest quintiles of deprivation. These are shown by the darkest coloured areas on the map below (*IMD 2010 by Lower Super Output Area*)



Preston is the 45th most deprived area in the country according to the Index of Multiple Deprivation 2010. Preston has 84 Lower Level Super Output Areas (LLSOAs). 10 of these are in the 5% most deprived, with three in the bottom 1%. All three of the LLSOAs in the bottom 1% are in Ribbleton Ward, adjacent to the proposed school catchment area. The 2013 KS2 cohort in the immediate locality of the proposed new school had 36% disadvantaged pupils, significantly higher than the national proportion of 31%. For 63% of that cohort, English was not their first language.

The need for high quality education for all communities is clear, arguably nowhere more so than in those areas disadvantaged by deprivation. Tauheedul has a track record of outstanding outcomes from the children and young people of its schools. It has demonstrated its capacity and capability to impact these specific standards in other schools. We intend, from the outset, to develop the Olive School, Preston as a centre of excellence for the educational and personal achievement of its pupils.

## E2 – Successful engagement with the local community

### Olive School, Coventry (83305)

#### **Marketing Strategy**

We are committed to carrying out rigorous and on-going consultation to secure stakeholder engagement with all our schools. This high quality engagement continues to contribute significantly to the appeal and success of our brand. It is essential to us that the communities of Coventry welcome the new school and view it as their own.

#### **The story so far**

In preparing the Business Case, we have consulted a wide range of stakeholders in Coventry. This has included establishing a **Coventry Engagement Forum** that organised a series of community events attended by several hundred people. These meetings generated real excitement and demonstrated considerable demand for the proposed School. The parents of pupils at the Eden Girls' School, Coventry (which opened in September 2014) are also extremely enthusiastic about the prospects of a feeder Muslim primary school.

We have sought throughout to communicate our intentions for the new school, including the vision and ethos. It has been important to us to gain feedback that can help us shape our plans for the new school. This would also establish a clear understanding of the intended character of the school, prior to inviting parents to pre-register their child. A summary of the areas on which the sponsors have consulted, and the feedback from the community gained so far, is provided below:

#### ***Vision***

- There has been strong support for faith, excellence and community service to be at the heart of the new school.
- The school should complement the current provision in Coventry and become part of the family of local schools.
- The school should make a strong contribution to community cohesion in Coventry. There was support for a collaborative partnership with Coventry Interfaith Network.
- The school should champion the Big Society and community service agenda for the benefit of the local communities.

#### ***Curriculum***

- There is strong support for the Core Knowledge Sequence curriculum. Parents are excited about the notion of 'cultural literacy' and its potential to reduce educational inequality gaps.

- There is a strong desire for literacy and numeracy to permeate throughout the curriculum.
- Parents were excited about the MFL programme and supported the provision of Arabic and Spanish. There was a clear recognition that both languages provide access to emerging markets.
- Parents emphasised the importance of 'connecting' the school's curriculum with the secondary curriculum of Eden Girls' School, Coventry. Broadening the curriculum in the final two years to prepare the children for secondary education was suggested by several parents.
- Parents agreed with the sponsor's suggestion that the school should not offer an Islamic curriculum. The values of respect, dignity, tolerance, charity, excellence and commitment were mentioned by parents as reflecting the faith designation and being important to ensuring that pupils from all backgrounds feel welcome.

#### ***Extra-Curricular Activities***

- Parents expressed a strong desire for the school to offer a variety of extracurricular activities to build confidence and develop leadership skills.
- Some suggested activities include leadership challenges, local community service activities, inter school competitions, and involving the children in the running of the School Foodbank.

#### ***Premises***

- This area of consultation has been challenging as residents from different areas would prefer the school to be located in their respective area.
- Parents expressed a strong desire for the building to be appropriate for a modern curriculum and have quality indoor and outdoor sports facilities.

#### ***Extended Services***

- There is a strong desire for the school to deliver extended services to benefit the residents of Coventry.
- Suggestions include homework clubs, ESOL classes, computer classes and training for women.

#### ***Admissions***

- There is a clear recognition that school will be hugely over-subscribed. There is no Muslim primary school in the maintained sector.
- Parents and the wider community expressed a strong preference for the faith specific admission criteria to be inclusive and not to pacify any additional requirements.
- There is also a tangible desire to ensure that all communities from across Coventry have a fair chance of admission to the school. Parents were excited about the

prospect of pupils of different faiths and no faith attending a Muslim school.

### ***Feeder School***

- Parents expressed a strong desire for the school to become a feeder school for Eden Girls' School, Coventry.
- There was clear support for the school to work together with the secondary school to enhance the learning experience.
- Parents also queried the possibility of the establishment of a boys' secondary school in the borough.

### ***Opening Date***

- The opening date of the school in September 2016 was queried by several parents. The viability of securing a suitable local site and making the relevant adjustments before the opening date was discussed.
- Parents queried whether the school will be located in close proximity to the Eden Girls' School, Coventry.
- Most parents agreed with our suggestion that the School should open with Reception and Year 1 to mitigate the impact on neighbouring schools.

### ***The name of the school***

- There have been several suggestions from the community including: The Olive School, Palm Tree School, Orchard Primary School, Coventry Muslim Primary School and Fatima Primary School.
- Parents were clear that the name should reflect the ethos and aspirations of the school as part of the Tauheedul Education Trust. They supported the use of the Trust's corporate name for its primary schools – ie Olive School, Coventry. They felt this reflected the outward looking and inclusive nature of the school.

### ***Uniform***

- Parents asked for a uniform that all young boys and girls (faith/non-faith) can relate to and would feel proud to wear.
- Affordability of the uniform is a key concern for all parents.

### **Consultation with Coventry City Council**

The sponsors have shared the proposals with the Executive Member and Director of Children's Services at the Council who appreciated the educational case for the establishment of a high achieving primary school that can feed into Eden Girls' School, Coventry. The Council recognises that the school will help with pupil place shortages. The Council shared with us information regarding two other local groups who are considering making an application for a primary school. The sponsors agreed to work closely with the Council for good cohesion and joint planning.

## **Engagement with faith groups**

Coventry is home to a diverse range of faiths and cultures. In developing our proposals, we have built on previous discussions and strengthened our engagement with different faith leaders from the Christian, Hindu, Muslim, and Sikh communities. We have shared our proposal with the Coventry Diocese, Sikh Union Coventry UK, Coventry Muslim Forum, Coventry Interfaith Network and Hindu Council UK.

The vision of the proposed school and the plans were shared with faith leaders who agreed to support the project. [REDACTED]. We agreed to use the Coventry Interfaith network and our Big Society specialism to champion community cohesion in Coventry through the school. Similarly, [REDACTED] offered his support and suggested there was a need to increase 'Religious Literacy' and avoid diluting faith.

The proposed admission arrangements and curriculum were shared with the faith and community leaders. There was a general consensus that the policy was inclusive and complementary to community cohesion. There was overwhelming support for the 50% non-faith based allocation. There was a recognition that the Muslim school sector is relatively recent and a belief that it would start to attract non-Muslim applicants over time. The faith leaders were assured that there was a credible sponsor behind the application and they agreed to share the proposals with their congregations.

We will continue to engage with the different faith communities over the next few months, and establish a joint strategic partnership with Coventry Interfaith Network.

## **Olive School, Birmingham (83306)**

### **Marketing Strategy**

We are committed to carrying out rigorous and on-going consultation to secure stakeholder engagement in all our schools. This high quality engagement continues to contribute significantly to the appeal and success of our brand. It is essential to us that the communities of Birmingham welcome the new school and view it as their own.

### **The story so far**

In preparing the Business Case, we have consulted a wide range of stakeholders in Birmingham. This has included establishing a **Community Forum** that organised several community events attended by several hundred people. These events were held in different parts of Birmingham. They generated real excitement and



demonstrated considerable demand for the proposed school.

We have sought throughout to communicate our intentions for the new school, including the vision and ethos. It has been important to us to gain feedback that can help us shape our plans. We have been at great pains to establish a clear understanding of the school's intended character, prior to inviting parents to pre-register their child. A summary of the areas on which the sponsors have consulted, and the feedback from the community gained so far, is provided below:

### ***Vision***

- There has been strong support for faith, excellence and community service to be at the heart of the new school.
- The school should complement the current provision in Birmingham and become part of the family of local schools.
- The school should make a strong difference to reducing inequality in Birmingham and improve literacy and numeracy.

### ***Curriculum***

- There is a strong desire for literacy and numeracy to permeate throughout the curriculum.
- There is strong support for the Core Knowledge Sequence curriculum. Parents are excited about the notion of 'cultural literacy' and its potential to reduce educational inequality gaps.
- Parents agreed with the sponsor's suggestion that the school should not offer an Islamic curriculum. The values of respect, dignity, tolerance, honesty, excellence and commitment were mentioned by parents as reflecting the faith designation and as being important to ensuring that pupils from all backgrounds feel welcome.
- Parents expressed their strong support for the proposed MFL programme.

### ***Quality and Standards***

- It is clear from the consultation that parents want to see the Tauheedul Quality Assurance processes and standards embedded in the school.
- Parents queried the sponsor's track record at primary level and the mechanism by which the sponsor will ensure the school will deliver the vision.
- Parents expressed their concern regarding standards at existing Muslim maintained schools in Birmingham and at controversy surrounding Trojan Horse.

### ***Extra Curricular Activities***

- Parents expressed a strong desire for the school to offer a variety of extracurricular activities to build confidence and develop leadership skills.
- Some suggested activities include entrepreneurial challenges, volunteering in the

community, university trips, outdoor pursuits and visits to landmark sites.

### ***Premises***

- This area of consultation has been the most challenging as residents from different areas of Birmingham would prefer the school to be located in their respective areas.
- There was significant demand from parents in both the Aston and Sparkbrook/Sparkhill areas. Parents in Aston were particularly excited by the opportunities that would emerge if the school were sited near to the sponsor's secondary free school (Eden Boys' School, Birmingham) which is due to open in September 2015.
- Parents expressed a strong desire for the building to be appropriate for a modern curriculum and have quality indoor and outdoor sports facilities.

### ***Extended Services***

- There is a strong desire for the school to deliver extended services to benefit the residents of Birmingham. ESOL classes were suggested by some parents to tackle the illiteracy rate amongst adults.
- Many parents suggested the school should offer homework clubs for under achieving primary school pupils from across Birmingham. Several teachers from local primary schools offered their support in delivering these clubs.

### ***Admissions***

- There is a clear recognition that school will be hugely over-subscribed.
- Parents and the wider community expressed a strong preference for the faith specific admission criteria to be inclusive and not to specify any additional requirements. Several parents suggested the criteria should give priority to practising members of the faith.
- There is also a tangible desire to ensure that all communities from across the local areas have a fair chance of admission to the school. Parents were excited about the prospect of pupils of different faiths and no faith attending a Muslim school.

### ***Opening Date***

- The opening date of the school in September 2016 was queried by several parents. Many parents suggested the school should open in 2015.
- Several parents suggested the school should open with all the year groups. However, most parents agreed with our suggestion that the school should open with Reception and Year 1 to mitigate the impact on neighbouring schools.
- Many parents suggested the school should open with a class of year 2. The sponsors agreed to consider this.

### ***The name of the school***

- There have been several suggestions from the community including: The Olive School, Maryam Primary Academy, Willow Primary School and Orchard Primary School.
- Parents were clear that the name should reflect the ethos and aspirations of the school as part of the Tauheedul Education Trust. They supported the use of the Trust's corporate name for its primary schools – ie Olive School, Birmingham. They felt this reflected the outward looking and inclusive nature of the school.

### ***Uniform***

- Parents asked for a uniform that all young boys and girls (faith/non-faith) can relate to and would feel proud to wear.
- Affordability of the uniform is a key concern for all parents.

### **Consultation with Birmingham City Council**

The sponsors have established contact with Birmingham Council and made them aware of the proposal to establish a primary school in the City. The sponsors will work closely with the Council to ensure the school joins the network of local schools and contributes to community cohesion. There is a recognition that there is an acute pupil places issue in the City. The school will also provide school improvement to other schools in the borough.

### **Engagement with faith groups**

The sponsors are committed to engaging and working in partnership with different faith groups across Birmingham which is home to a diverse range of faiths and cultures. In developing this proposal, we have engaged with faith leaders from the Christian, Hindu, Jewish and Sikh communities. We have engaged with faith leaders from the Guru Nanak Nishkam Sewak Jatha Handsworth, Guru Nanak Gurdwara Sparkhill, Nishkam Free School, the Birmingham Hebrew Congregation (Singers Hill Synagogue), Birmingham Central Synagogue, Hindu Council of Birmingham, Hindu Council UK, Krishna Temple, Birmingham Council of Mosques and Association of Muslim Schools UK.

The vision, proposed admission arrangements and curriculum were shared with the faith and community leaders. There was a general consensus that the policy was inclusive and complementary to community cohesion. The non-denominational approach to admissions within the faith based allocation was welcomed by faith leaders.

There was overwhelming support for the 50% non-faith based allocation. There was also a recognition that the Muslim school sector is relatively recent and a belief that it would start to attract non-Muslim applicants over time. The faith leaders were assured that there was a credible sponsor behind the application and they agreed to share the proposals with their congregations.

There is a large Sikh, Hindu and Jewish community in Birmingham. Our discussions have focused on how our school can work closely with the Nishkam Free Schools as well as King David School. Shared induction and CPD programmes for teachers, establishing a museum of world religions, developing joint Big Society initiatives, and creating a network for faith and multi-faith schools were some of the ideas discussed with faith leaders from the Hindu, Sikh and Jewish communities.

Faith leaders emphasises the need for faith schools to retain their faith character and the importance of one faith underpinning the values of the school. Over the next few months, we will continue to engage with the different faith communities and establish strategic partnerships with some of the faith schools in the city.

### **Olive School, Waltham Forest (83307)**

#### **Marketing Strategy**

We are committed to carrying out rigorous and on-going consultation to secure stakeholder engagement with all our schools. This high quality engagement continues to contribute significantly to the appeal and success of our brand. It is essential to us that the communities of Waltham Forest welcome the school and view it as their own.

#### **The story so far**

In preparing the Business Case, we have consulted a wide range of stakeholders in Waltham Forest. This has included establishing a **Stakeholder Forum** that organised a series of community events attended by several hundred people. These meetings generated real excitement and demonstrated considerable demand for the proposed school. The parents of pupils at the Eden Girls' School, Waltham Forest (which opened in September 2014) are also extremely enthusiastic about the prospects of a feeder Muslim primary school.

We have sought throughout to communicate our intentions for the new school, including the vision and ethos. It has been important to us to gain feedback that can help us shape our plans. We have been at great pains to establish a clear understanding of the school's intended character, prior to inviting parents to pre-register their child. A summary of the areas on which the sponsors have consulted, and the feedback from the community gained so far, is provided below:

#### **Vision**

- There has been strong support for faith, excellence and community service to be at the heart of the new school.
- The school should make a strong contribution to community cohesion in Waltham Forest.
- The school should complement the current provision in Waltham Forest and

become part of the family of local schools. Many attendees expressed their disagreement with those who oppose the sponsor's secondary school project in the borough.

### ***Curriculum***

- There is strong support for the Core Knowledge Sequence curriculum. Parents are excited about the notion of 'cultural literacy' and its potential to reduce educational inequality gaps.
- There is a strong desire for literacy and numeracy to permeate throughout the curriculum.
- Parents emphasised the importance of 'connecting' the school's curriculum with the secondary curriculum of Eden Girls' School, Waltham Forest.
- Parents were excited about the school's MFL and Community Service programme.
- Parents agreed with the sponsor's suggestion that the school should not offer an Islamic curriculum. The values of respect, dignity, tolerance, excellence and commitment were mentioned by parents as reflecting the faith designation and being important to ensuring that pupils from all backgrounds feel welcome.

### ***Extra Curricular Activities***

- Parents expressed a strong desire for the school to offer a variety of extracurricular activities to build self-esteem and confidence.
- Some suggested activities include entrepreneurial challenges, charity fundraising, inter school competitions, and outdoor sports.

### ***Premises***

- This area of consultation has been challenging as residents from different areas would prefer the school to be located in their respective area.
- Parents expressed a strong desire for the building to be appropriate for a modern curriculum and have quality indoor and outdoor sports facilities.

### ***Extended Services***

- There is a strong desire for the school to deliver extended services to benefit the residents of Waltham Forest.
- Many parents suggested the school should offer homework clubs for primary school pupils from across Waltham Forest. Some parents also suggested ESOL and computer classes for adults.

### ***Admissions***

- There is a clear recognition that school will be hugely over-subscribed.
- Parents and the wider community expressed a strong preference for the faith

specific admission criteria to be inclusive and not to specify any additional requirements.

- There is also a tangible desire to ensure that all communities from across Waltham Forest have a fair chance of admission to the school.
- Parents were excited about the prospect of pupils of different faiths and no faith attending a Muslim school.

### ***Feeder School***

- Parents expressed a strong desire for the school to become a feeder school for Eden Girls' School, Waltham Forest.
- There was clear support for the school to work together with the secondary school to enhance the learning experience.
- Parents also queried the possibility of the establishment of a boy's secondary school in the borough.

### ***Opening Date***

- The opening date of the school in September 2016 was queried by several parents. The viability of securing a suitable local site and making the relevant adjustments before the opening date was discussed.
- Several parents suggested the school should open with all the year groups. However, most parents agreed with our suggestion that the school should open with Reception and Year 1 to mitigate the impact on neighbouring schools.

### ***The name of the school***

- There have been several suggestions from the community including: The Olive School, Palm Tree School, Orchard School, Silver Birch Primary School and Walthamstow Primary School.
- Parents were clear that the name should reflect the ethos and aspirations of the school as part of the Tauheedul Education Trust. They supported the use of the Trust's corporate name for its primary schools – ie Olive School, Waltham Forest. They felt this reflected the outward looking and inclusive nature of the school.

### ***Uniform***

- Parents asked for a uniform that all young boys and girls (faith/non-faith) can relate to and would feel proud to wear.
- Affordability of the uniform is a key concern for all parents.

### **Consultation with Waltham Forest Council**

We have established contact with Waltham Forest Council and made them aware of the proposal to establish a primary school in the Borough. We will work closely with the Council to ensure the school joins the network of local schools and contributes to community cohesion. There is a recognition that there is an acute pupil places issue in the Borough and that the school will contribute to addressing this.

### **Engagement with faith groups**

The sponsors are committed to engaging and working in partnership with different faith groups across Waltham Forest. In developing this proposal, we have engaged with faith leaders from the Church of England, Methodist, Hindu, and Muslim communities. We have engaged with faith leaders from the Waltham Forest Faith Communities Forum, Winchester Road Methodist Church, St Barnabas Church and Waltham Forest Council of Mosques.

The vision, proposed admission arrangements and curriculum were shared with the faith and community leaders. There was a general consensus that the policy was inclusive and complementary to community cohesion. There was a recognition that the Muslim school sector is relatively recent and a belief that it would start to attract non-Muslim applicants over time. The non-denominational approach to admissions within the faith based allocation was welcomed by faith leaders. There was a concern that many free schools are opening without the backing and support of organisations with a track record in education. The faith leaders were assured that there was a credible sponsor behind this application and they agreed to share the proposals with their congregations.

Faith leaders appreciated our commitment to dialogue and passion for community cohesion but emphasised the need for faith schools to retain their faith character. Over the next few months, we will continue to engage with the different faith communities and establish strategic partnerships with some of the faith schools in the borough.

### **Olive School, Bolton (83308)**

#### **Background**

We are committed to carrying out rigorous and on-going consultation to secure stakeholder engagement with all our schools. This high quality engagement continues to contribute significantly to the appeal and success of our brand. It is essential to us that the communities of Bolton welcome the new school and view it as their own.

#### **The story so far**

In preparing the Business Case, we have consulted a wide range of stakeholders in Bolton. This has included establishing a **Community Forum** that organised a series of community events attended by several hundred people. These meetings generated real excitement and demonstrated considerable demand for the proposed School. The

parents of pupils at the Eden Boys' School, Bolton (which opened in September 2014) are also extremely enthusiastic about the prospects of a feeder Muslim primary school.

We have sought throughout to communicate our intentions for the new school, including the vision and ethos, in order to gain feedback that would help shape plans for the new School. We have been at great pains to establish a clear understanding of the intended character of the school, prior to inviting parents to pre-register their child. A summary of the areas on which the sponsors have consulted, and the feedback from the community gained so far, is provided below:

### ***Vision***

- There has been strong support for faith, excellence and community service to be at the heart of the new school.
- The school should make a strong contribution to community cohesion in Bolton.
- The school should complement the current provision in Bolton and become part of the family of local schools.
- The school should make a strong difference to reducing inequality in Bolton and improving literacy and numeracy.

### ***Curriculum***

- There is strong support for the Core Knowledge Sequence curriculum. Parents are excited about the notion of 'cultural literacy' and its potential to reduce educational inequality gaps.
- There is a strong desire for literacy and numeracy to permeate throughout the curriculum.
- Parents expressed their strong support for Arabic and Spanish as the gateway for access to Middle Eastern and South American markets.
- Several parents suggested the curriculum should be broadened in the final two years to prepare the children for secondary education. Parents emphasised the importance of 'connecting' the school's curriculum with the secondary curriculum of Eden Boys' School, Bolton.
- Parents agreed with the sponsor's suggestion that the school should not offer an Islamic curriculum. The values of respect, dignity, tolerance, excellence and commitment were mentioned by parents as reflecting the faith designation and being important in ensuring that pupils from all backgrounds feel welcome.

### ***Quality and Standards***

- It is clear from the consultation that parents want to see the Tauheedul Quality Assurance processes and standards embedded in the school.
- Several parents queried Tauheedul's track record and experience of delivering a high quality curriculum at primary level.

### ***Extra-Curricular Activities***

- Parents expressed a strong desire for the school to offer a variety of extracurricular activities to build self-esteem and confidence.
- Some suggested activities include entrepreneurial challenges, volunteering in the



community, university trips and visits to landmark sites.

#### ***Premises***

- This area of consultation has been challenging as residents from different areas would prefer the school to be located in their respective ward. The Sponsors have targeted the BL1 area of Bolton for several reasons, including the existence of a Muslim Free Primary School in the BL3 area.
- Parents expressed a strong desire for the building to be appropriate for a modern curriculum and have quality indoor and outdoor sports facilities.

#### ***Extended Services***

- There is a strong desire for the school to deliver extended services to benefit the residents of Bolton. Providing computing and language courses was mentioned by several parents.
- Many parents suggested the school should offer homework clubs for primary school pupils from across Bolton.

#### ***Admissions***

- There is a clear recognition that school will be hugely over-subscribed. Parents in the BL1 area of Bolton are passionate about a primary school in the area due to limited local capacity.
- Parents and the wider community expressed a strong preference for the faith specific admission criteria to be inclusive and not to specify any additional requirements. Several parents suggested the criteria should give priority to practising members of the faith.
- There is also a tangible desire to ensure that all communities from across the BL1 area of Bolton have a fair chance of admission to the school. Parents were excited about the prospect of pupils of different faiths and no faith attending a Muslim school.

#### ***Feeder School***

- Parents expressed a strong desire for the school to become a feeder school for Eden Boys' School, Bolton.
- There was clear support for the school to work together with the secondary school to enhance the learning experience.

#### ***Opening Date***

- The opening date of the school in September 2016 was queried by several parents. The viability of securing a suitable local site and making the relevant adjustments before the opening date was discussed.
- Several parents suggested the school should open with all the year groups. However, most parents agreed with our suggestion that the school should open with Reception and Year 1 to mitigate the impact on neighbouring schools.
- Many parents suggested the school should open in September 2015.

#### ***Local Governance***

- Interest in the governance structure at Tauheedul was raised at the consultation meetings.

- It is clear from the consultation meetings that it is vital for the sponsors to recruit local people from different professions to the Governing Body in order to provide effective support and challenge for the Senior Leadership Team.

#### ***The name of the school***

- There have been several suggestions from the community including: The Olive School, Tauheedul Islam Primary School, The Avicenna Academy, Zaytunah Primary School and Ash Primary School.
- Parents were clear that the name should reflect the ethos and aspirations of the school as part of the Tauheedul Education Trust. They supported the use of the Trust's corporate name for its primary schools – ie Olive School, Bolton. They felt this reflected the outward looking and inclusive nature of the school.

#### ***Uniform***

- Parents asked for a uniform that all young boys and girls (faith/non-faith) can relate to and would feel proud to wear.
- Affordability of the uniform is a key concern for all parents.

#### **Consultation with Bolton Council**

The sponsors have discussed the proposals with the [REDACTED] and the [REDACTED]. As a result of the representations made, the sponsors agreed to reduce the size of the school to a two form entry school in line with other primary schools in Bolton.

There was a clear recognition that the BL1 area of the town has limited primary places.

The Ward Councillors are supportive of the proposed school, as many parents have to travel out of the area for primary school. The Ward Councillors have been campaigning for a new primary school in the area for several years and are in support of the proposed school.

#### **Engagement with faith groups**

The sponsors have engaged with several faith organisations and interfaith forums in Bolton over the past two years. In developing the proposal for the primary school, we have strengthened our dialogue with Bolton Council of Mosques, Bolton Hindu Forum, Bolton Christian Community Cohesion and Bolton Interfaith Council.

After several discussions with [REDACTED]

Faith leaders from across Bolton welcomed our willingness and openness to engage in a dialogue. They welcomed the vision and ethos of the proposed school that would remain inclusive through its curriculum, Big Society specialism and admission arrangements. They support our vision of inculcating values of excellence, respect and

community service through the Big Society specialism, for example through supporting

charities from different faith backgrounds. There was a broad consensus that it was important to ring-fence 50% of the admission number to Muslims to retain the faith character of the school. The faith leaders were assured that there was a credible sponsor behind the application and they agreed to share the proposals with their congregations.

We will continue to engage with the faith communities of Bolton and develop a partnership with other faith schools in the town.

## **Olive School, Preston (83309)**

### **Marketing Strategy**

We are committed to carrying out rigorous and on-going consultation to secure stakeholder engagement with all our schools. This high quality engagement continues to contribute significantly to the appeal and success of our brand. It is essential to us that the communities of Preston welcome this new school and view it as their own.

### **The story so far**

In preparing the Business Case, we have consulted a wide range of stakeholders in Preston. This has included establishing a **Community Forum** that organised a series of community events attended by several hundred people. These meetings generated real excitement and demonstrated considerable demand for the proposed School.

We have sought throughout to communicate our intentions for the new school, including the vision and ethos. It has been important to us to gain feedback that can help us shape our plans. We have been at great pains to establish a clear understanding of the school's intended character, prior to inviting parents to pre-register their child. A summary of the areas on which the sponsors have consulted, and the feedback from the community gained so far, is provided below:

#### ***Vision***

- There has been strong support for faith, excellence and community service to be at the heart of the new school.
- The school should make a strong contribution to community cohesion in Preston and work in partnership with other faith schools in the city.
- The school should complement the current provision in Preston and become part of the family of local schools.
- The school should make a strong difference to improving literacy and numeracy and increasing parental choice for quality education.
- The school should use the Big Society specialism to develop role model citizens who are passionate about making a difference to their local communities.

#### ***Curriculum***

- There is strong support for the Core Knowledge Sequence curriculum. Parents are excited about the notion of 'cultural literacy' and its potential to reduce educational

inequality gaps.

- There is a strong desire for literacy and numeracy to permeate throughout the curriculum.
- Broadening the curriculum in the final two years to prepare the children for secondary education was suggested by some parents. Parents emphasised the importance of 'connecting' the school's curriculum with the secondary curriculum of Eden Boys' School, Preston.
- There is a strong desire for the school to design an inclusive curriculum suitable for children of all faiths and none.
- Parents agreed with the sponsor's suggestion that the school should not offer an Islamic curriculum. The values of respect, dignity, tolerance, excellence and commitment were mentioned by parents as reflecting the faith designation and being important in ensuring pupils from all backgrounds feel welcome.

#### ***Extra Curricular Activities***

- Parents expressed a strong desire for the school to offer a variety of extracurricular activities to build self-esteem and confidence.
- Some suggested activities include canoeing, entrepreneurial challenges, fundraising and volunteering in the community as well as visits to historical sites in the North West.

#### ***Premises***

- This area of consultation has been challenging as residents from different areas would prefer the school to be located in their respective locality.
- Parents from the Deepdale area are dissatisfied with their local primary school that has been placed in special measures and would prefer the school to be located in the Deepdale area.
- Parents expressed a strong desire for the building to be appropriate for a modern curriculum and have quality indoor and outdoor sports facilities.

#### ***Extended Services***

- There is a strong desire for the school to deliver extended services to benefit the residents of Preston. Suggestions include ESOL courses, homework clubs and crèche facilities.
- Championing the healthy living agenda and opening the school's sports facilities to local communities was suggested by several parents.

#### ***Admissions***

- There is a clear recognition that school will be hugely over-subscribed. There is no maintained Muslim primary school in Preston.
- Several parents expressed a strong preference for the faith specific admission criteria to be inclusive and not to specify any additional requirements.
- There is also a tangible desire to ensure that all communities from across Preston have a fair chance of admission to the school. Parents were excited about the prospect of pupils of different faiths and no faith attending a Muslim school.

### ***Feeder School***

- Parents expressed a strong desire for the school to become a feeder school for Eden Boys' School, Preston.
- Several parents suggested the school works together with the secondary schools to enhance the learning experience.

### ***Opening Date***

- The opening date of the school in September 2016 was queried by several parents. The viability of securing a suitable local site and making the relevant adjustments or constructing a new build before the opening date was discussed.
- Several parents suggested the school should open with all the year groups. However, most parents agreed with our suggestion that the school should open with Reception and Year 1 to mitigate the impact on neighbouring schools.
- Several parents suggested the school should open with Reception, Years 1 and 2. The sponsors agreed to consider this.
- Many parents suggested the school should open in September 2015.

### ***The name of the school***

- There have been several suggestions from the community including: The Olive School, Preston Primary Academy, Preston Muslim Primary School, The Avicenna Academy, The Orchard School and Cedar Primary School.
- Parents were clear that the name should reflect the ethos and aspirations of the school as part of the Tauheedul Education Trust. They supported the use of the Trust's corporate name for its primary schools – ie Olive School, Preston. They felt this reflected the outward looking and inclusive nature of the school.

### ***Uniform***

- Parents asked for a uniform that all young boys and girls (faith/non-faith) can relate to and would feel proud to wear.
- Affordability of the uniform is a key concern for all parents.

### **Consultation with Lancashire County Council**

The sponsors have discussed the proposals with Lancashire County Council. The discussion with the Director responsible for pupil place planning focused on the rationale of the school and the opportunity to develop an outstanding primary school that feeds into the Eden Boys' School, Preston that will open in 2015. The sponsors also discussed the ways in which the proposed schools can build relationships with local primary schools in Preston.

### **Engagement with faith groups**

We have engaged with different faith leaders from the Baha'i, Christian, Hindu and Muslim communities of Preston. These include the Lancashire Council of Mosques, the City Parish of Preston, the Deepdale Methodist Church of Preston, Preston Faith Forum, Gujarat Hindu Society, and the University of Central Lancashire Chaplaincy team. We also engaged with [REDACTED].

The faith leaders appreciated our openness and willingness to engage in a dialogue. [REDACTED] was interested in our community service programme and suggested the Methodist schools approach to faith and educational excellence is not dissimilar to our approach. [REDACTED] suggested that in a 'dismal' place like Preston, it was important to have outstanding school underpinned with faith based values.

The proposed admission arrangements were shared with the faith and community leaders. There was a general consensus that the policy was inclusive and complementary to community cohesion. The faith leaders were assured that there was a credible sponsor behind the application and they agreed to share the proposals with their congregations.

We are committed to continuing the dialogue with the faith communities of Preston and will develop an engagement plan to work in partnership with faith schools and the communities of Preston and the wider region.

## **Section F: Capacity and capability**

### **F1: our experience and credentials to deliver our schools to opening**

#### **Background**

We have an excellent track record of delivering new free schools to opening. Our first new secondary free school – TIBHS in Blackburn - and our two Olive primaries in Blackburn and Hackney were all delivered to opening on time and on budget and are operating well. We have recently successfully opened three further secondary schools – the Eden Schools in Bolton, Coventry and Waltham Forest. Using our proven approaches, we are now making excellent progress towards the opening of three further secondary schools in September 2015 – the Eden Schools in Birmingham, Preston and Slough.

#### **Our overall approach**

We are not complacent however, and are progressively building our capacity as our chain grows. We continue to keep the membership of our Governing Council (GC) under review, to attract and support active and committed members of Local Governing Bodies (LGBs) and to enhance the range of services provided by our Central Office team.

We maintain a large pool of Associates - experienced professionals from a range of disciplines, including former headteachers and leading educationalists who enable us to respond flexibly to local demands and to peaks and troughs in workload. Our rapidly expanding teaching workforce already operates a “teaching school”, working collaboratively and developing school to school support and high quality professional and technical alliances. We have approximately 100 committed governors in our existing and pre-opening schools, who offer each other mutual support as part of the Tauheedul “family”.

We have developed an extensive range of policies and toolkits to support individual schools from pre-opening, into Year 1 and beyond. We are adopting a three region model to foster mutual support and a sense of belonging to the Tauheedul family, to bring economies of scale and to enable us to focus our energies to best effect.

#### **The Governing Council**

Members of the Governing Council (GC) have been selected for their professional expertise and their experience of establishing and running successful 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 below as local leads).

Each member attends termly GC meetings, where progress on the establishment of our new schools forms a regular part of the agenda. In addition, each GC member commits a minimum of one day per month (equivalent to approximately 3 hours per week) to the development of the schools, including providing advice on their specialist

areas. Those with a local lead role also commit half a day (4 hours) per week to their particular school. They provide overall oversight, including holding the relevant project managers to account.

### **Central Office**

Our Central Office provides support both pre-opening and once our schools are open. Its Chief Executive is accountable to the Chair of TET's Governing Council.

Our development plan for Central Office is based on a relatively compact central team of experienced professionals from a range of disciplines. It provides both educational improvement and QA support and "back office" services. The Central Office team provides some services directly and acts as "head of profession" for school-based and other staff. The team also acts as "expert client", procuring specialist services from specialist associates and market leading professional service organisations. The team provides and/or procures a range of services to support schools to pre-opening. Over the years, we have developed strong working relationships/trusted partner arrangements with a range of experienced associates and with market-leading organisations that provide us with leading edge advice and expertise. We have also secured various group-wide support systems (eg an ICT managed service provider, a management information system and an HR partner) all of which are help streamline the process of bringing schools successfully through pre-opening.

### **Establishing new schools**

We are proposing to adopt a "matrix" team approach to the detailed preparation needed to establish our proposed new primary schools successfully. This has proved an efficient and cost effective way of providing high quality, focused capacity to all the schools we have opened to date. The matrix teams are drawn from Central Office staff, complemented by additional specialist input from our Associates and professional partners. Apart from the Year 0 Project Manager and Finance Manager referred to below, Central Office staff allocate 50% of their time to supporting new schools to opening and 50% to supporting operational schools.

A dedicated Head of Projects programme manages and co-ordinates the implementation of Year 0 schools. She uses the Tauheedul Year 0 pre-opening toolkit and draws in support from Central Office colleagues (and external advisers and partners where necessary) to ensure that the full spectrum of professional expertise is available to all schools.

Each matrix team will be chaired by the GC local lead and supported by the Head of Projects/Project Manager. LGB members will be engaged throughout the process. The local lead will provide the communication channels and progress reporting mechanisms to GC and will draw on other GC members' expertise and specialisms.



### Project teams

(working with Local Governing Bodies, Tauheedul specialist staff, Associates and contractors as needed)

School	GC Local Lead	Central Office Project Manager
Olive School, Birmingham	[REDACTED]	Project Manager
Olive School, Bolton	[REDACTED]	[REDACTED]
Olive School, Coventry	[REDACTED]	[REDACTED]
Olive School, Preston	[REDACTED]	Project Manager
Olive School, Waltham Forest	[REDACTED]	[REDACTED]

### Our educational experience and expertise

#### A demonstrable track record of successfully opening new schools

We have a strong track record of delivering high quality educational provision, including successfully establishing new schools, as follows:

##### ***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. It achieved “outstanding” in all categories in its first Ofsted inspection in April 2014. Demand for places has been high throughout the life of the school, with 250 applications for the 100 places available in 2012, 260 for the 2013 intake and 288 for 2014.

##### ***Olive Schools, Blackburn and Hackney***

Our first primary Free Schools opened on time and on budget in September 2013. The Hackney Olive was our first experience of establishing a school at a distance and the combination of strong communications, effective systems and toolkits provided an excellent platform. Our Year 1 toolkit helped both schools establish themselves quickly and effectively. Both schools have been significantly oversubscribed, with 241 applications for the 90 places available at Olive Blackburn in September 2014 and 185 applications for Olive Hackney.

##### ***Eden secondary schools – Bolton, Coventry and Waltham Forest***

In September 2014, we successfully opened three popular secondary schools – Eden Boys' School, Bolton, Eden Girls' School, Coventry and Eden Girls' School, Waltham Forest. In years 7 and 8 respectively, we have 101 and 53 pupils in Bolton, 102 and 50 in Waltham Forest and 99 and 53 in Coventry. We were able to attract high quality Principals, Senior Leaders and staff in all schools. We also made successful appointments to the Local Governing Bodies in all three schools, including non-Muslim governors in each case.

### ***Eden secondary schools – Birmingham, Preston and Slough***

We are making good progress on the establishment of the three secondary schools that are due to open in 2015. Local Governing Bodies have been appointed and are working effectively with the GC, staff and professional partners. Full project plans - based upon the Year 0 pre-opening toolkit - are being implemented.

## **High quality people with high quality educational experience and expertise**

### ***Governing Council***

As set out in the table below all members of our Governing Council have skills and experience relevant to the establishment and operation of successful schools. Several are school governors, including some who are primary governors. Further details are available in the CV annex.

### ***LGBs***

LGB members have knowledge and experience relevant to being a school governor. They are committing at least half a day of their time each week to the establishment of their new schools. LGB members are covered in more detail in F3 below and in the CV annex.

### ***Central Office***

Our Central Office team includes a number of highly experienced educationalists and senior leaders, including an Executive Headteacher, Primary. These are complemented by a number of core Associates who work in a range of capacities, including as Standards Assurers.

TET leads 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 Headteacher Associations across the North West. We are able to draw from a pool of some 150 facilitators and coaches, most of whom are former headteachers.

We also 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.

This wide range of experienced people, contacts and networks enables us to respond in a targeted and flexible way to ensure that bespoke educational solutions are available to our emerging schools.

## **Financial expertise**

We believe effective financial and business management to be fundamental to the success of our schools. The Business Manager is one of the priority appointments for each new school. The new schools mirror the many innovative examples of good financial planning and management that have enabled us to bring in our new schools on budget and to maintain a healthy financial position thereafter.

We have considerable business and finance experience on the Governing Council.

He will be supported in this by our full time Financial Controller and a fully qualified Central Finance Team. The Central Team includes a Finance Manager who is dedicated full-time to Year 0 schools. The Financial Controller and each of his team members allocates 50% of the time to supporting schools in pre-opening, including individual support to each of the school Business Managers once appointed. The Business Managers in our other schools are available as mentors.

We have appointed [REDACTED] and [REDACTED]. We have worked closely with market-leading finance experts throughout the development of our plans for our network. Finance is one of the core functions delivered by Central Office and we have common financial procedures and support systems in place, including using PS Financials as our financial management platform. Our model scheme of delegation is in line with the Academies Finance Handbook. Our performance management balanced scorecard includes finance as a key element.

We place great emphasis on financial experience and expertise in the recruitment, induction and development of the LGBs. We aim to have at least one member of each LGB with a finance background to act as finance leads. We have a range of support mechanisms in place to help our LGBs exercise tight financial control. The LGB's Business Committee is instrumental in ensuring the sound financial health of the school. (Please see Section F3 below for more details on the development of LGBs, including ensuring financial competence.)

Tauheedul will ensure the highest standards of financial management in all our schools. Although not a requirement for Free Schools, we require the Schools Financial Value Standard to be completed annually by every Head Teacher 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.

### **Other Expertise**

The schedule below - and the corresponding schedules in Section F3 for the five LGBs – demonstrate the wide range of professional expertise and broad experience of the members of the GC, LGBs, Central Office staff and lead Associates. These cover all areas of school life – strategy, leadership, governance, HR, ICT, estates, marketing and communications, pastoral care, inclusion, quality, safeguarding and health and safety – and are all available as needed to support individual schools during pre-opening and beyond.

### **Skills gaps**

We have access to a wide range of professional and educational expertise through our GC and LGB members, Central Office staff, Associates and our professional partners.

We are recruiting more permanent staff to the Central Office as additional resources become available from new schools and from leadership development provision etc. We still intend to keep the central team lean however to maximise our flexibility and to enable us to maximise our investment in our schools and pupils.

Should our bids for five primary schools be successful, we would need additional project management capacity to support the Head of Projects. We would recruit a Project Manager on a fixed term contract to take up post from September 2015.

We keep the membership of the Governing Council under regular review to ensure that it is diverse and that members bring a broad range of skills and expertise. We are currently seeking to recruit further female members.

**F1 (a) Pre-opening skills and experience**

Name	Member of core group Y/N	Where live	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]





[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

		<p>Notes:</p> <ol style="list-style-type: none"> <li>1. Our Local Governing Body members are also members of the core teams for their respective schools. They have each committed at least half a day per week to the development of the schools. Their details are summarised in Section F3 below.</li> <li>2. GC and LGB members are not remunerated. Central Office (CO) staff are in salaried posts. Associates work on a paid for basis.</li> <li>3. CVs for all Governing Council members and Tauheedul Education staff are in the CVs annex.</li> </ol>			

### F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
<b>Project Management (additional capacity)</b>	If these proposals are approved, an additional experienced Project Manager will be recruited on a fixed-term contract to provide additional support to the Head of Projects during pre-opening.
<b>Governing Council</b>	We are using search processes to identify further female members of the GC.

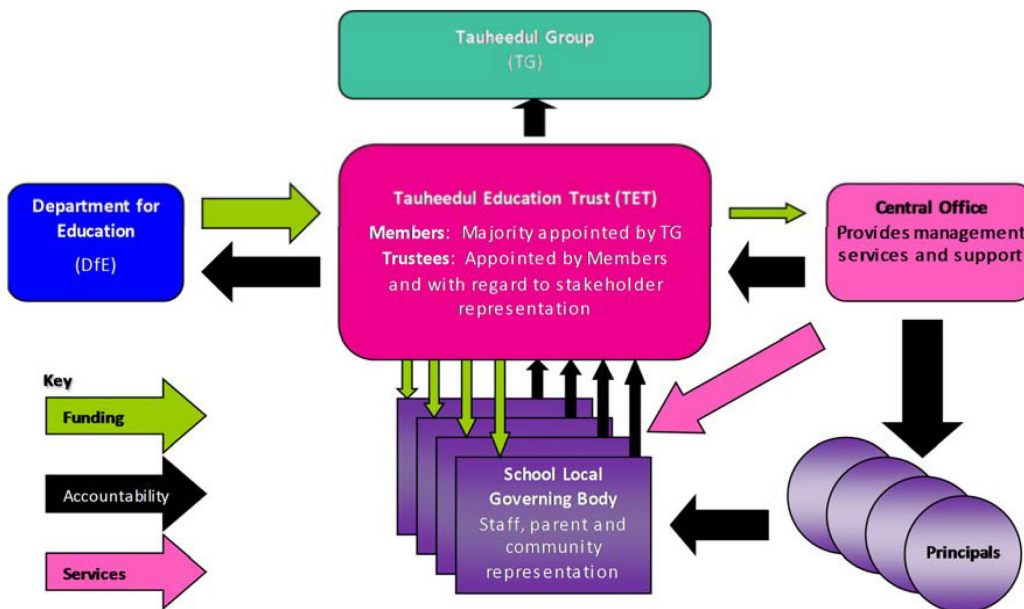
## F2 – A governance structure that will ensure accountability and effective decision making and drive improvement

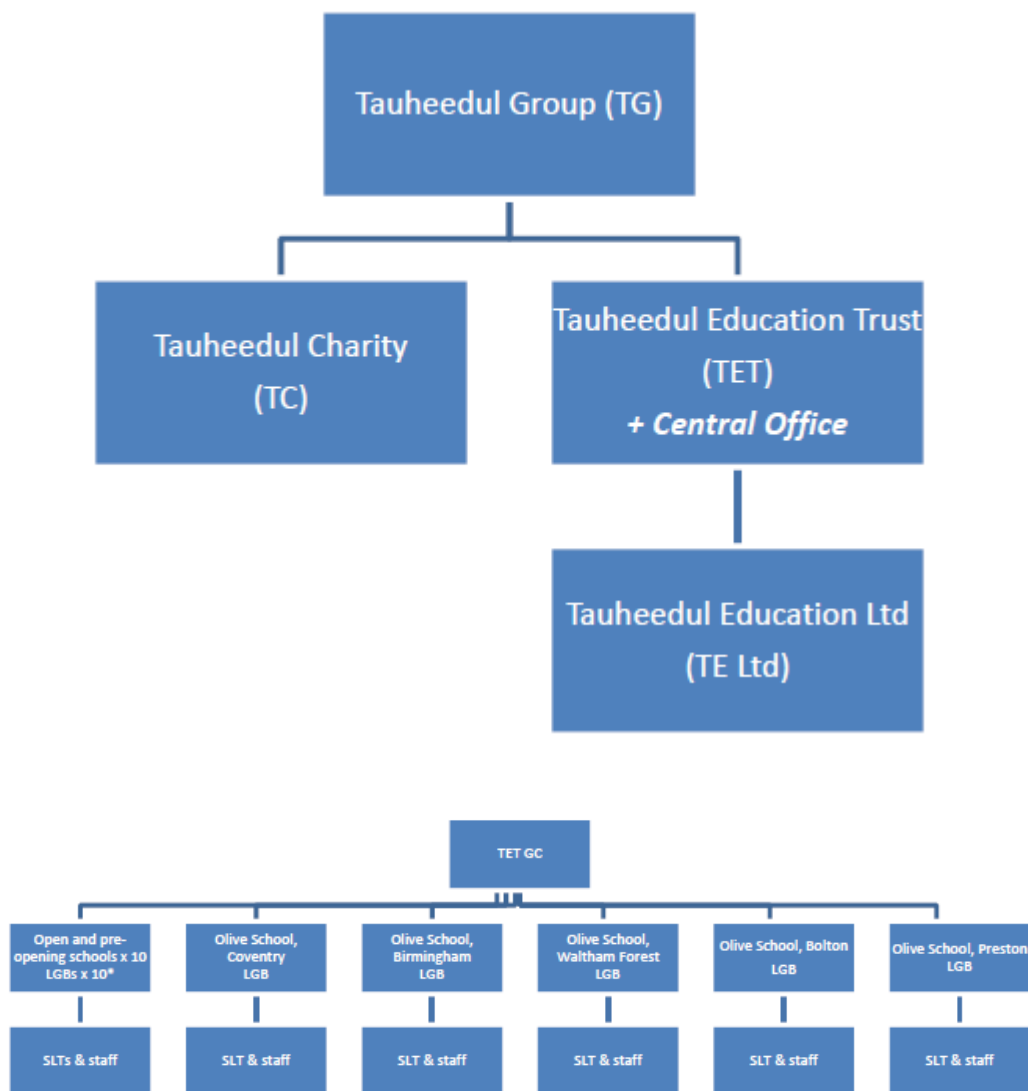
### Background

Ensuring good governance and clear accountability have been priorities for Tauheedul since its inception. We have worked with market leading legal and accountancy firms in drawing up our accountability framework, schemes of delegation, standing orders, financial regulations, procedural handbooks and so on. They all follow accepted academy trust models and the Academies Financial Handbook.

### The accountability framework

The respective roles, responsibilities and accountabilities of the various bodies that form our accountability framework are set out in the charts and explanatory text which follow. The detailed accountability framework is available on request.





\* including TIGHS

## Roles and responsibilities

### Tauheedul Group (TG)

TG is the legal custodian of the specific, unifying principles on which all our other trusts, companies and charities have been established. TG:

- Is a member of the Tauheedul Education Trust (Academy Trust)
- As a member of TET, appoints the majority of Governors on the TET Governing Council

- Acts as Religious Authority for our Muslim faith based schools
- 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 TET's schools

### **Tauheedul Education Trust (TET)**

The TET Governing Council operates our network of schools. It is the custodian of the overall accountability framework and is responsible for strategic direction and group-wide policies. It is the governing body for all TET Schools. The Local Governing Bodies of individual schools are sub-committees of the TET GC.

TET:

- 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
- Undertakes executive functions through its Central Office.
- Is the overall employer for all schools
- Monitors the performance of individual schools and holds Headteachers and LGBs to account
- Provides support services to its schools

### **Local Governing Bodies**

Whilst the GC is the legal governing body for each of the Free Schools, it is an important principle of the Tauheedul model that all schools are firmly embedded within, and responsive to, their local communities. Each school will have a Local Governing Body which will operate as a sub-committee of the GC. There will be one TET representative on each LGB. Parent and staff governors will be elected after the schools open.

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 Headteacher 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 Governance Framework and handbook

All LGBs operate according to the Tauheedul Governance Framework and 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, annual calendar of meetings and termly reporting cycles for the Governing Body and its sub-committees. It also sets out clear expectations on matters such as attendance, conduct and declarations of interest.

LGB meetings would be clerked by the school Business Managers. The LGBs would have a series of sub-committees, broadly based on the successful model applied in other Tauheedul schools, ie

- Business
- Education
- Other sub-committees established on a task and finish basis according to need (eg for the Headteacher's appraisal)

### **Headteacher**

- Provides strategic leadership and overall management of the school
- Prepares the school plan and is accountable to the LGB for its delivery
- Ensures effective financial management and budgetary control and reports to the LGB
- Manages the SLT
- Appoints and manages teaching and other staff
- Implements the agreed curriculum policy and curriculum
- Maintains standards of teaching
- Ensures safeguarding, health and safety and other regulatory standards are met

### **Tauheedul Education Ltd**

Tauheedul Education Ltd is TET's wholly-owned trading arm.

### **Conflicts of interest**

At all levels – via the Memorandum and Articles of TG, the Articles of Association of TET, 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.

TG, TET GC and LGB members are all required to complete annual declarations of interest. These are 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.

We have appointed both External and Internal Auditors and instructed them specifically to check our policies, processes and procedures for any potential conflicts of interest. In addition, we will commission a periodic external review of the full group to provide

independent challenge to the Central Office and to our overall governance arrangements.

### **Escalation and intervention**

The accountability framework and performance management systems are designed to ensure probity, effective performance management and oversight at all levels. The whole performance framework is designed to identify any schools causing concern, or any other parts of the system showing strain, at the earliest possible opportunity in order to trigger timely, tailored intervention.

#### ***School Improvement Framework***

Our comprehensive School Improvement Framework is set out in some detail in the approved Olive bids and summarised in Section D2. It consists of a number of interlocking systems, sensitive enough to track achievement and performance at every level – individual pupil, group of pupils, class, cohort, teacher or subject area – and to enable swift intervention wherever it is needed. The Tauheedul Quality Assurance Framework provides a set of 17 rigorously monitored quality standards which define excellence in school leadership, managing school systems, teaching and learning.

#### ***Tauheedul Quality Assurers (TQA)***

The Tauheedul Quality Assurers have an important monitoring role. They visit each school termly as a minimum to assess the delivery of the Tauheedul Quality Standards, including discussing targets, performance and progress, quality assuring the school's self-evaluation and brokering additional internal or external support where needed. The TQA's report card on each school provides the foundation for group-wide monitoring of each school's performance.

#### ***Executive Headteachers***

The Headteachers of each of our primary schools will have a dotted line responsibility to Executive Headteachers, Primary (acting on behalf of TET Chief Executive). The Executive Head has an important role in coaching, building capacity and providing professional development support, ensuring prompt, tailored support is available to address any emerging performance issues or development needs.

#### ***Local Governing Bodies***

The LGBs have a crucial role in the overall performance management and intervention framework, supporting and challenging the Headteacher and SLT. All LGBs are specifically required to report termly to the GC. The GC representative member provides an important conduit between the LGB and TET, ensuring that the LGB is operating effectively, that appropriate systems and processes are being implemented and that performance is high.

#### ***Governing Council***

A series of scorecards give the GC an oversight of the performance of individual schools and are used to draw together a list of schools causing concern. These schools – and their intervention plans – are kept under regular review by the GC.



### **Holding the Central Office to account**

Our governance systems also include mechanisms to hold Central Office to account for the effective delivery of its services to individual schools. The Central Office's SLA with schools sets out the expected outcomes and outputs, performance standards and Key Performance Indicators (KPIs) for each of the services to be delivered. As part of the Group Performance Management Framework, the Chief Executive of TET reports regularly to the GC on the performance of Central Office against the requirements of the SLA (including LGB feedback).

## **F3 – Experience, track record and commitment to driving improvement in our schools and to managing our Trust effectively**

### **Background**

As we have outlined in Section F1, we have considerable experience of successfully running high performing schools.

Our first school, TIGHS became a national success story – achieving “outstanding” designation from OFSTED three times, becoming a trusted partner in school improvement and gaining respect and recognition from parents, employers and other schools. TIGHS has recently achieved designation as a Teaching School. We have recently submitted an application to establish a SCITT.

We have also had considerable experience of supporting schools in difficulty and supporting them back to success. Blackburn Central High School and The Hawthorns Junior School in Blackburn were judged by SSAT to be the most improved schools in the country for the improvements made over the three years of Tauheedul's involvement. We have a number of other support partnership arrangements in place with other underperforming schools.

Our experience in running successful schools falls under four main headings:

- TET Governing Council
- Central Office staff and Associates
- Effective frameworks, standards, processes and toolkits
- LGB members

### **TET Governing Council**

All members of the Governing Council have considerable experience relevant to running successful schools. Our GC includes experienced education professionals who have operated at the highest levels. Several members are also experienced governors elsewhere, including some with experience of driving rapid performance improvement in turn around roles. There will be a member of GC linked with each LGB.

We operate according to continuous improvement principles. We keep the GC membership under regular review and have established a development programme for GC members, including bespoke training and development as necessary.

The GC local lead (supported by Central Office staff) 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 TET link with the LGB however. This might or might not be the local lead depending on the skill mix of the LGB.

### **Central Office**

Central Office is charged with supporting and challenging our schools to deliver consistency and excellence across the growing network. It also provides central office functions and school improvement support.

During the development phase of our network, each member of the Central Office team is committing 2.5 days per week to supporting existing schools, including commissioning Associates and procuring external expertise as needed.

Of particular note in the context of driving school improvement are the roles of the Executive Headteacher, Head of School Improvement and Tauheedul Quality Assurers.

The Executive Headteacher's role is summarised in Section F4.

The role of the **Head of School Improvement** is to:

- Provide bespoke school improvement support to respond to identified needs of individual schools
- Support schools in the implementation of the Tauheedul Quality Standards
- Facilitate opportunities for professional development and good practice across the network of Tauheedul schools

The role of the **Tauheedul Quality Assurers** is to:

- Discuss the school's targets, ensuring they are ambitious but realistic and focused on all pupils, including specific groups, making good progress and fulfilling their potential
- Induct staff in the accurate interpretation and effective use of Tauheedul Quality Standards so that they can inform improvement
- Quality assure the school's self-evaluation and the school development plan
- Evaluate and report on the progress the school is making with its priorities
- Participate in an Annual External Review, commissioned by the Central Office, for each school
- Broker and deploy additional school improvement support from other Tauheedul schools, from the central team and, where necessary, from other sources

- Deliver training to senior and middle leaders so that there is a consistent view of 'outstanding' teaching, behaviour and safety, leadership and management and how to achieve these
- Provide advice to the local governing body on the head teacher's performance management objectives
- Attend Local Governing Body meetings annually to present their report

### **Effective frameworks, standards, processes and toolkits**

We have a range of frameworks, processes and toolkits in place to support the drive for continuous improvement in each of our schools. The School Improvement Framework and Tauheedul Quality Standards (described elsewhere in this submission) are fundamental. School staff and LGBs are fully inducted from the outset into the Trust's requirements for local implementation and monitoring. The governance framework (described in Section F2) describes how the monitoring, escalation and intervention processes apply.

All Local Governing Bodies operate according to the Tauheedul Governance Framework and 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 as attendance, conduct, declarations of interest and so on. Meetings would be clerked by the Business Manager.

We place great emphasis on effective financial management at all levels and have a range of support mechanisms in place to help our LGBs exercise tight financial control. Members of each LGB will be required to complete a financial competence matrix on an annual basis. This will form a finance training plan for each individual, which will be combined to develop a comprehensive financial training plan for the school.

The LGB's Business Committee is particularly instrumental in ensuring the sound financial health of the school. In accordance with the Tauheedul Governance Framework and handbook, the Business Committee's responsibilities will include five-year financial planning, monthly budget reviews by the Chair and termly reviews by the full Committee. Central Office finance specialists will carry out regular finance health checks.

### **Local Governing Bodies**

#### **Recruiting and establishing the local governing body**

We are keen to build effective teams that will give the schools and the SLTs the best possible mix of challenge and support. We have established a single Search Committee to oversee the search for governors for new schools and to refresh the membership of the local Governing Bodies over time.

In appointing LGB members, we have worked with the GC local leads, Central Office staff and representatives of the local forums that have pushed so hard to get the

schools established. LGB vacancies have been promoted widely, using existing channels and local community networks. The governors were selected by a Panel including a member of TET GC, search committee members and representatives of the local fora.

Parent and staff governors will be elected by the parents and staff respectively. The elections will be managed by the Business Managers, according to common Tauheedul processes. 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.

The current membership of the five LGBs is outlined in the tables below. LGB members are bringing a range of skills and experiences to the proposed schools. They are strongly committed to the schools and their potential to raise the life chances of local young people. All LGBs include at least one non-Muslim governor and we are actively seeking more.

All LGB members have agreed to commit half a day a week to the development of their schools.

### **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. Each new governor will undertake a skills analysis and will undergo a compulsory induction programme (which will include induction into the Trust's faith, values and ethos policy). A bespoke training programme will then be designed to respond to governors' individual strengths and weaknesses. There are also 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. We will also be offering mentoring and coaching support to encourage governors to become National Leaders of Governance and are exploring the opportunities to become a licensed provider for governor training.

### **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 Central Office.

### **F3 (a) Proposed governors (once the school is opened)**

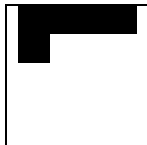

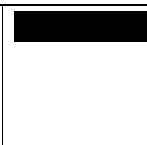
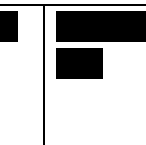
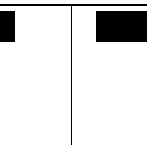
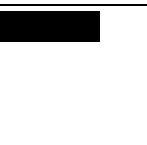
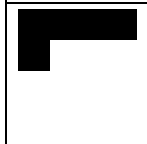
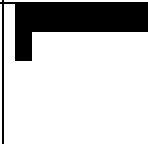


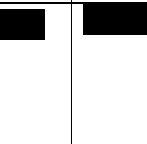


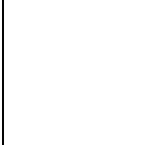
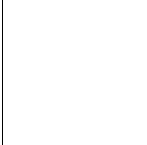
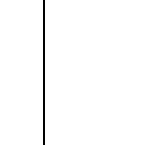
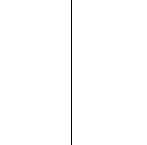


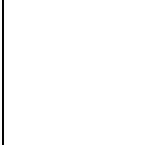
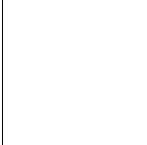
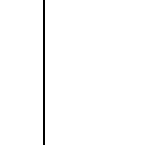
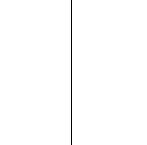

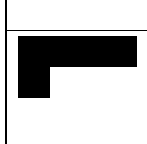
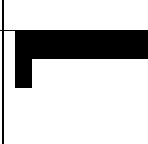

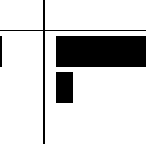
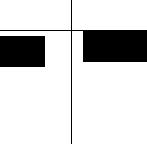
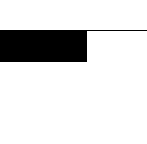

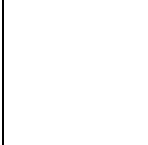
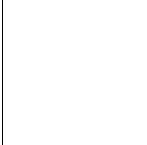
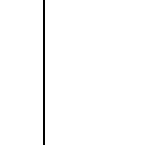
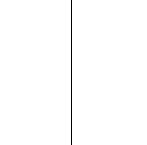

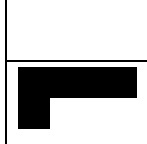
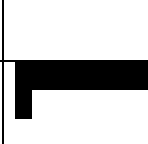
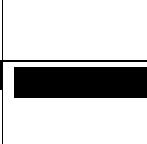
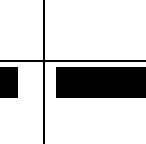
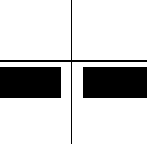




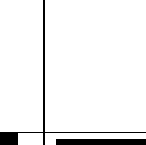
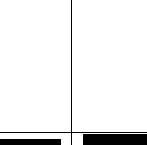

The governing bodies for each of our proposed schools are set out in the tables which follow.

In addition, the expertise of all members of the TET Governing Council (the MAT Board) and of Central Office are available to all our schools once they are open. These are summarised in Section F1 and are not repeated here in the interests of brevity. The GC will receive regular progress reports on each school through our governance and performance frameworks. There will be a representative of the GC linked with each LGB.

CVs for TET GC, Central Office staff and LGB members are included in the CVs annex.

**Proposed governors – Olive School, Coventry (83305)**

Name	Where lives	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

### F3(b) Skills gaps, Coventry governing body

Skills/experience missing	How you plan to fill the gap
Chair of Governing Body	<p>The Chair will be elected by the governing body based on their experience of governance and strategy and in accordance with our job description and person specification within our governance framework and handbook. The candidate will be required to demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>• Ability to chair meetings</li> <li>• Strong commitment to probity and good governance</li> <li>• Strategic thinking</li> <li>• Ability to understand and interpret financial and performance information</li> <li>• Good interpersonal skills, including listening skills</li> <li>• Good communication and skills</li> <li>• Good negotiation skills</li> <li>• Empathy with the vision and ethos of the school and the Trust</li> <li>• A good advocate for the school with the community and stakeholders</li> </ul> <p>All new chairs will be mentored for a year by an experienced chair of governors from the network.</p>
Non-Muslim representation	Applications are being sought for additional governors who do not belong to the Muslim faith.

### F3(a) Proposed governors – Olive School, Birmingham (83306)

Name	Where lives	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)



				████████	████████
████████	████████	████████	████████	████████	████████
████████	████████	████████	████████	████████	████████
████████	████████	████████	████████	████████	████████
████████	████████	████████	████████	████████	████████
████████	████████	████████	████████	████████	████████

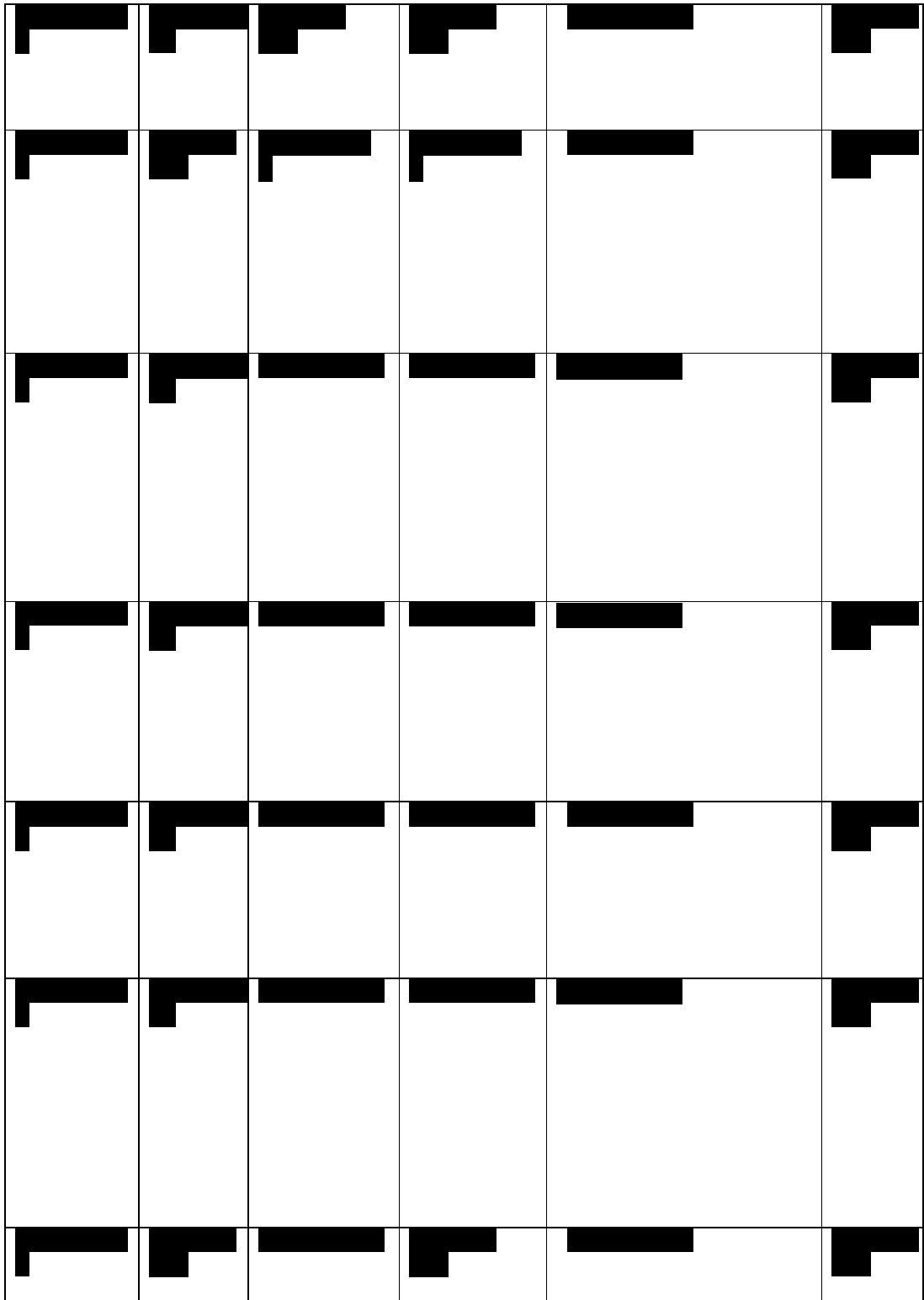

### F3(b) Skills gaps – Birmingham governing body

Skills/experience missing	How you plan to fill the gap
Chair of Governing Body	The Chair will be elected by the governing body based on their experience of governance and strategy and in accordance with our job description and person specification within our governance framework

Skills/experience missing	How you plan to fill the gap
	<p>and handbook. The candidate will be required to demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>• Ability to chair meetings</li> <li>• Strong commitment to probity and good governance</li> <li>• Strategic thinking</li> <li>• Ability to understand and interpret financial and performance information</li> <li>• Good interpersonal skills, including listening skills</li> <li>• Good communication and skills</li> <li>• Good negotiation skills</li> <li>• Empathy with the vision and ethos of the school and the Trust</li> <li>• A good advocate for the school with the community and stakeholders</li> </ul> <p>All new chairs will be mentored for a year by an experienced chair of governors from the network.</p>
Finance and Resources	Applications are being sought from qualified finance professionals to join the governing body
Non-Muslim representation	Applications are being sought for additional governors who do not belong to the Muslim faith.

**F3(a) Proposed governors – Olive School, Waltham Forest (83307)**

Name	Where lives	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



--	--	--	--	--	--

### F3(b) Skills gaps – Waltham Forest governing body

Skills/experience missing	How you plan to fill the gap
Chair of Governing Body	<p>The Chair will be elected by the governing body based on their experience of governance and strategy and in accordance with our job description and person specification within our governance framework and handbook. The candidate will be required to demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>• Ability to chair meetings</li> <li>• Strong commitment to probity and good governance</li> <li>• Strategic thinking</li> <li>• Ability to understand and interpret financial and performance information</li> <li>• Good interpersonal skills, including listening skills</li> <li>• Good communication and skills</li> <li>• Good negotiation skills</li> <li>• Empathy with the vision and ethos of the school and the Trust</li> <li>• A good advocate for the school with the community and stakeholders</li> </ul> <p>All new chairs will be mentored for a year by an experienced chair of governors from the network.</p>
Finance and Resources	Applications are being sought for governors with a finance background.
Non-Muslim representation	Applications are being sought for further governors who do not belong to the Muslim faith.

### F3(a) Proposed governors – Olive School, Bolton (83308)

Name	Where lives	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)

				████████	
██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████

### F3(b) Skills gaps, Bolton governing body

Skills/experience missing	How you plan to fill the gap
Chair of Governing Body	<p>The Chair will be elected by the governing body based on their experience of governance and strategy and in accordance with our job description and person specification within our governance framework and handbook. The candidate will be required to demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>• Ability to chair meetings</li> <li>• Strong commitment to probity and good governance</li> <li>• Strategic thinking</li> <li>• Ability to understand and interpret financial and performance information</li> <li>• Good interpersonal skills, including listening skills</li> <li>• Good communication and skills</li> <li>• Good negotiation skills</li> <li>• Empathy with the vision and ethos of the school and the Trust</li> <li>• A good advocate for the school with the community and stakeholders</li> </ul> <p>All new chairs will be mentored for a year by an experienced chair of governors from the network.</p>
Non-Muslim representation	Applications are being sought for additional governors who do not belong to the Muslim faith.

**F3(a) Proposed governors – Olive School, Preston (83309)**

Name	Where lives	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]




**F3(b) Skills gaps, Preston governing body**

Skills/experience missing	How you plan to fill the gap
Chair of Governing Body	The Chair will be elected by the governing body based on

Skills/experience missing	How you plan to fill the gap
	<p>their experience of governance and strategy and in accordance with our job description and person specification within our governance framework and handbook. The candidate will be required to demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>• Ability to chair meetings</li> <li>• Strong commitment to probity and good governance</li> <li>• Strategic thinking</li> <li>• Ability to understand and interpret financial and performance information</li> <li>• Good interpersonal skills, including listening skills</li> <li>• Good communication and skills</li> <li>• Good negotiation skills</li> <li>• Empathy with the vision and ethos of the school and the Trust</li> <li>• A good advocate for the school with the community and stakeholders</li> </ul> <p>All new chairs will be mentored for a year by an experienced chair of governors from the network.</p>
Non-Muslim representation	Applications are being sought for additional governors who do not belong to the Muslim faith.

## **F4 – Recruiting a high quality headteacher**

### **Background**

Should the new schools be approved, the most urgent task will be the recruitment of the headteachers and senior leadership teams. However, speed will not take priority over quality and we will only appoint outstanding leaders capable of taking forward our vision. The selection process will be structured to identify individuals with the key qualities of leadership, inspiration, single-minded application and business-sensibility

The Headteachers will report to the Local Governing Bodies for the day to day running of the schools. They will be responsible for all staff in the school and for the school's performance. They will have dotted line accountability to TET Governing Council via the Chief Executive (through the Executive Headteachers).

### **Responsibilities**

The Headteacher will be responsible for:

- Provision of strategic leadership and overall management of the school.
- Vision, strategy and leading transformation
- Strategic collaboration and communications
- Teaching School strategy
- Staffing strategy
- Strategic performance management and review
- Line management of the SLT

We will be looking to appoint a positive and vibrant Headteacher 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
- Personal resilience
- Sympathy for the faith ethos of the School

### **Career experience**

- Outstanding teachers, practitioners and leaders, showing enthusiasm, dedication and the highest levels of professionalism
- Evidence of a commitment to school-wide continuing professional development,

including experience of delivering effective performance management and challenge

- Leading-edge ICT skills and a passion for the opportunities created by computer science and technological change in today's society

### **Attracting high calibre candidates**

Tauheedul is a growing chain, with a reputation for high achieving schools. We invest heavily in leadership and professional development at all levels. We work closely with leading academic institutions and are lead partner for the North West Leadership Partnership – a licensed provider of the National College's prestigious Modular Curriculum for all three levels of leadership development. Our Teaching School offers all our staff – including our headteachers and principals - opportunities to share expertise, build professional networks and broaden their experience.

We use academy freedoms and flexibilities to ensure that working for a Tauheedul school offers something new and different – a culture and a set of terms and conditions that expect and reward excellence and high performance, a competitive salary and opportunities to innovate and to develop a rewarding and flexible career. We see it as a privilege to be able to create a working environment, culture and set of practices that will help all our staff retain their sense of challenge, their excitement in professional enquiry and the chance to evolve from one role into another as part of the growing Tauheedul family.

### **A high quality recruitment process**

The recruitment process itself will be geared to attracting high quality candidates. First impressions count, and it is important to us that we project a high quality, professional image in all that we do. Advertisements will be placed in national papers, including the *Times Educational Supplement*. We will also use our e-teach portal and 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 process will be led by the Head of HR. We have extensive recruitment experience from our work as a National Support School, including appointing high quality heads. We have made successful appointments to our existing and pre-opening schools.

The appointment will follow a fair, transparent process. 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.

### **Indicative appointment timetable – all schools**

August 2015	Adapt standard Tauheedul primary headteacher job description and person specification as necessary to reflect local priorities
-------------	--

w/c 31.08.2015**	Post advertised and promoted widely
14.09.2015	Closing date for receipt of completed applications
w/c 14+21.09.2015	Shortlisting by TET GC, in consultation with LGBs
w/c 28.09+5.10.2015	Interviews
w/c 12.10.2015	Posts offered to successful applicants
Asap after w/c 12.10.2015	Successful applicants hand in notice to current employers. We would expect some input to the development of the school on a phased basis from January 2016, to be agreed in negotiation with the Headteacher Designate and their current employer.
01.2016	Headteacher Designate takes up post and undergoes induction programme

### Executive Headteacher

■■■■■■■■■■ responsibilities include:

- Developing and implementing a strategic plan that realises and sustains the Trustees' vision for Tauheedul Primary Schools as faith Free Schools
- Developing a culture that promotes inspired teaching and outstanding learning
- Line managing school headteachers
- Continuously monitoring, evaluating and reviewing every aspect of school life to ensure that the experiences and outcomes of pupils are as high as possible
- Working towards quickly achieving and sustaining Ofsted 'Outstanding' status for all Tauheedul primary schools
- With Trustees and Governors, ensuring that all statutory requirements are met
- Leading collaboration with other schools locally and nationally in order to share expertise and bring positive benefits to our own and other schools.

## **Section G: Budget planning and affordability**

### **Section G – Initial costs and financial viability**

#### **G1 – Financial plans and underpinning assumptions**



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



\_\_\_\_\_

\_\_\_\_\_

## G2 - Financial Viability



### G3 Financial resilience to reductions in income

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## **Section H: Premises**

Please see Excel application form.

**SECTION H: LOCATION AND PREMISES**

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.	The preferred catchment for the school is around the Perry Bar/ Aston residential inner suburbs, north of Birmingham City Centre. Other areas also considered are the Sparkbrook/ Sparkill area, to the immediate south of the City Centre.
--	---

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	B20 <Redacted>
--	----------------

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	630 pupils at 4.1 sqm/ pupil plus 350 sqm = 2,933 sqm
---	---

Any comments on your calculated building space:	
---	--

**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
---	------------

In which local authority is the site?	Birmingham
---------------------------------------	------------

If the preferred site is near to the boundary with another local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a third local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
--	----

Please tell us how you found the site:	Our consultants <Redacted> found the site after making contact with local property agents.
--	--

Please confirm the tenure:	Freehold purchase
----------------------------	-------------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	<Redacted>
---	------------

Who owns the site?	Privately owned
--------------------	-----------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)	Yes
---	-----

Name and contact details of owner:	Contact through appointed agents.
------------------------------------	-----------------------------------

Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Cleared site requiring new build
--------------------------	----------------------------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	<Redacted>
--	------------

Why have you chosen this site? What makes it suitable for your free school?	<Redacted> recently acquired by EFA to accommodate the Tauheedul secondary school site. This site lies immediately to the south of the railway line, so is ideally located to the secondary school.
---	---

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted> The intention would be to acquire 2 acres of the site, which front <Redacted>. Particulars provided separately.
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Cleared brownfield site.
--	--------------------------

**Second choice site**

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
--	------------

In which local authority is the site?	Birmingham
---------------------------------------	------------

If the preferred site is near to the boundary with another local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a third local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
--	----

Please tell us how you found the site:	Our retained consultants, <Redacted> found the site after making contact with local property agents.
--	--

Please confirm the tenure:	Freehold purchase
----------------------------	-------------------

If other, please explain further:	
-----------------------------------	--

Who owns the site?	Privately owned
--------------------	-----------------

Please include information on purchase or lease price if known:	<Redacted>
---	------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Yes
---	-----

Name and contact details of owner:	Contact through appointed agents.
------------------------------------	-----------------------------------

Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	No
---	----

What kind of site is it?	Cleared site requiring new build
--------------------------	----------------------------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	<Redacted>
--	------------

Why have you chosen this site? What makes it suitable for your free school?	The cleared brownfield site is located close to the existing <Redacted>site recently acquired by EFA to accommodate the Tauheedul secondary school site, and is ideally located in terms of pupil catchment.
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
---	------------

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Particulars enclosed separately,
--	----------------------------------

**Third choice site**

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
---	------------

In which local authority is the site?	Birmingham
---------------------------------------	------------

If the preferred site is near to the boundary with another local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a third local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
--	----

Please tell us how you found the site:	Our retained consultants, <Redacted> found the site after making contact with local property agents.
--	--

Please confirm the tenure:	Freehold purchase
----------------------------	-------------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	The site is currently being marketed with an asking price of <Redacted>
---	---

Who owns the site?	Privately owned
--------------------	-----------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Yes
---	-----

Name and contact details of owner:	Contact through appointed agents.
------------------------------------	-----------------------------------

Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	No
---	----

What kind of site is it?	Existing building
--------------------------	-------------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	<Redacted>
--	------------

Why have you chosen this site? What makes it suitable for your free school?	The site is selected as it is fairly close to one of the Trust's preferred catchment areas of Sparkbrook. The size of site and buildings present also provide an opportunity for major reconfiguration to provide suitable premises.
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The site is selected as it is fairly close to one of the Trust's preferred catchment areas of Sparkbrook. The size of site and buildings present also provide an opportunity for major reconfiguration to provide suitable premises.
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The premises have not been inspected, although we understand that the accommodation is in reasonable condition, although major reconfiguration of the site would be required to ensure that there was suitable pick up and drop off space, together with external play area.
--	--

**Fourth choice site**

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--



Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--