



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

HUJJAT PRIMARY SCHOOL

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Completing and submitting your application

Sections A to H, ie the completed word AND excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget excel template and excel application form are excluded from the page limit.

Please include the name of your school in the file name for all word and excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, ie the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	Yes	
2. Have you provided information on all of the following areas:	Yes	
Section A: Applicant details		
Section B: Outline of the school		
Section C: Education vision		
Section D: Education plan		
Section E: Evidence of need		
Section F: Capacity and capability		
Section G: Budget planning and affordability		
Section H: Premises		
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	Yes	
4. Have you fully completed the budget plans?	Yes	
5. Independent schools only*: have you provided all the financial information requested for in the criteria?		
6. 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 and a governance self-assessment form		
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	Yes	

<p>8. 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: mainstream.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).</p>	Yes	
<p>9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	Yes	

**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*

Section I of your application		
<p>10. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the excel template); and ▪ 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 ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	Yes	

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 (eg. 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:

[Redacted signature]

Position:

[Redacted position]

Print name:

[Redacted print name]

Date:

[Redacted date]

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.

Section A: Applicant details

Completed on Excel Spreadsheet

Section B: Outline of the school

Completed on Excel Spreadsheet

Section C: Education vision

Section C1

Islam in a multi-faith environment

In response to the need for more good primary school places in the North East Planning Area of Harrow and demand for a high performing school which can support integration, foster community cohesion and promote a better understanding of the Islamic faith and practice across the community, Hujjat Primary will be a Muslim faith designated, co-educational school for children of all abilities aged 4-11 (Reception to Y6). Starting with two Reception classes in September 2017, the school will welcome children from all faiths and none, and have capacity for 420 children across seven year groups by 2023.

Rationale

Basic Need - Why does Harrow need another school?

Harrow's population is currently at the highest level since records began in 1901. The 0-4 age-group increased by 45% between 2001 and 2014. Harrow's neighbouring borough of Barnet is projected to have the highest population growth between 2012 and 2022 (16%) and this may also contribute to Harrow's growth with an overspill of children attending Harrow schools¹. In January 2015, Harrow reported 59 classes for 4 – 7 year olds which were over 30 places, the highest number in London.

Central government figures² show that by 2018/19, Harrow will have 24,540 children of primary school age, an increase of 27% from 2013/14³. Harrow also has 7 LSOAs in the 10% most deprived nationally for barriers to housing and services (including primary schools), most notably in the wards across the North of the borough including Stanmore Park. To cope with increasing demand, the Local Authority has been using temporary 'bulge' classes since 2009 amounting to 50 classes over 6 years. Harrow's permanent expansion plans involved the creation of 23 additional

¹ School Roll Projection 2015-2023 Report for Harrow

² SFR 2014 tables

³ LGS report on school place demand: http://www.local.gov.uk/media-releases/-/journal_content/56/10180/6012834/NEWS

classes at existing schools between 2013 and 2015⁴. Even with the permanent expansions, current reports show a deficit of 381 places for 2015/16. This deficit is projected to increase year on year and by 2024/25 will have grown to 2,439⁵. Of those, 342 will be for Reception places.

The recent approvals of three new primary free schools in Harrow will go some way towards filling the gap. However, one of the schools will be on a site earmarked for the creation of almost 1000 new homes and is intended to cater for the new demand that will be created as a result⁶. Given the projected deficit of places, Harrow LA has identified the need to continue the use of bulge classes to meet the demand.

Schools in the North East Planning Area of Harrow (including Stanmore)⁷

Bulge Classes	2010/11	2011/12	2012/13	2013/14	2014/15
Aylward				1	
Stanburn		1	1		
Weald	1	1			
Whitchurch					1

In 2010 and 2011, Weald (now called Weald Rise) primary school in the North East Planning Area of Harrow took on bulge classes and at the school's next Ofsted inspection, it was downgraded from 'Good' to 'Requires Improvement'. Similarly, Stanburn School in the same Planning Area, took bulge classes in 2011 and 2012 and its Ofsted inspection in 2013 found the school to have dropped from Outstanding to Good. Whitchurch, the only Outstanding school in this area, received 573 applications for 120 places (90 + a bulge class) in 2014, and has an additional permanent class from 2015/16.

The issue with expanding existing sites is that there is a natural physical limit and the encroachment on existing facilities such as playgrounds and car parks, as well as consideration of the impact on neighbours in relation to traffic flow and access at peak times. Whilst there is no published evidence explicitly linking bulge classes and Ofsted ratings, questions must be asked about the impact of bulge classes on school infrastructure and on the pupils themselves, and whether bulge classes and large schools are in the best interests of the young children we are seeking to educate.

Hujjat Primary School will ease the pressure on local schools by providing outstanding education for 420 children in a caring, supportive, small school setting.

⁴ http://www.harrow.gov.uk/info/200202/school_expansion_programme/1000/school_expansion_programme_overview

⁵ School Roll Projections 2016-2024 Report

⁶ <http://www.westlondon.com/uncategorized/harrows-kodak-site-development-gets-go-ahead/>

⁷ School Roll Projection 2015-2023 Report for Harrow

Standards at local schools

According to the Basic Need Scorecard, 186 of the new places created in Harrow to meet the demand are at schools that 'Require Improvement'. The following table highlights the over capacity at local schools:

Schools in Stanmore (North East Planning Area of Harrow)	Capacity	Number on Roll	over or under	L4+ L5+*	Ofsted
Aylward Primary School	450	491	+ 41	81 12	Requires Improvement
Stanburn Primary School	720	733	+13	86 24	Good
Weald Infant and Nursery School	270	354	+ 84	N/A	Requires Improvement
Weald Junior School**	360	379	+ 19	66 4	Inadequate
Whitchurch First School and Nursery	270	324	+ 54	N/A	Outstanding
Whitchurch Junior School	360	369	+ 9	96 34	Outstanding
St John's CofE School (Voluntary Aided)	420	413	- 7	92 28	Good
Avanti House School (Hindu Free School opened in 2012, not yet at full capacity)	420	286	-134	N/A	Good

*Reading Writing and Maths 2014 as a percentage. National average L4+:78 L5+: 24
LA Average L4+: 83 L5+: 27

**As of September 2015, The Weald Infant and Nursery School and Weald Junior School amalgamated and became Weald Rise Primary School. The school is being expanded for 2016/17 as part of the Harrow expansion plan.

Even schools rated RI or Inadequate are oversubscribed due to the lack of primary school places in the local area and based on the above data, a total of 1,224 children are currently being educated in schools that are not providing at least a Good level of education.

Hujjat Primary School will establish the highest quality of teaching and learning in order to provide an outstanding education and enable pupils to achieve their full potential.

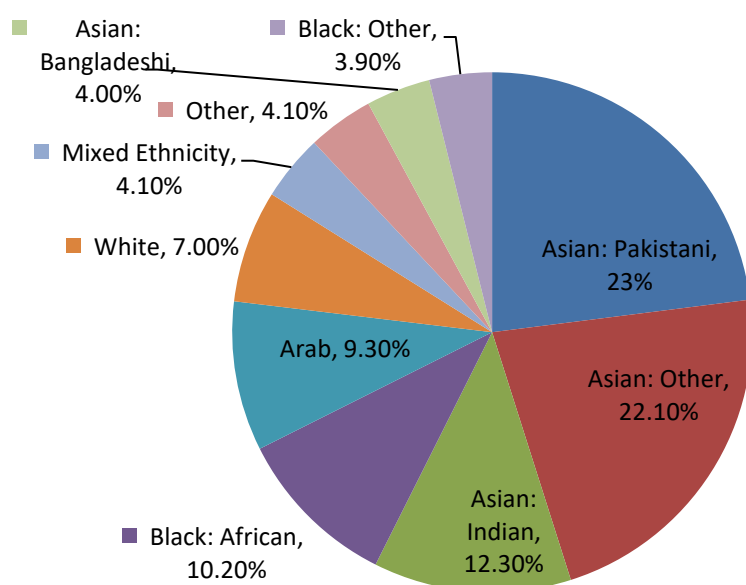
Choice, Diversity and Parental Demand

Religious affiliation in Harrow is high, ranked second only to Newham for residents following a religion (Harrow Vitality Profiles 2011/2013). Parents in Harrow already have the option of selecting a Christian, Jewish or Hindu faith oriented education for their children and based on responses to our survey from across the faith communities, we found there is significant and increasing demand for a school inspired by Islam to support integration, foster cohesion and promote a better understanding of the Islamic faith and practice across the community.

Religion in Harrow as % of population (239,056), 2011⁸

Christian	37.3%
Hindu	25.3%
Muslim	12.5%*
Jewish	4.4%
Other	4.8%

****Ethnic breakdown of the Muslim population:***



Muslims in Harrow numbered almost 30,000, (12.5% of the Harrow population) in 2011, an increase of 100% since 2001. Canons Ward, next to Stanmore Park and within easy commute of

⁸ Harrow Vitality Profiles 2011-2013

our proposed location, saw the largest increase in Muslims with 164% between 2001 and 2011 and Stanmore Park itself saw an increase of over 100%.

A significant number of Muslim respondents to our survey expressed concern for their children, suggesting that they have to live double lives...one to fit their lives outside school and another at school in order to avoid questions, bullying or ridicule. Their fear is that this will eventually lead to the children choosing one over the other if schools, in conjunction with parents and the Muslim community, do not do more to ensure children are secure in their understanding that there is no dichotomy between British and Islamic Values.

We believe that a high-performing, state-maintained and regulated Muslim school which promotes the human values that are the cornerstones of the Islamic faith by referencing Islamic teachings and positive role models, in order to foster a British Muslim identity, national pride and sense of belonging, has the potential to be a significant step towards addressing the current situation⁹¹⁰.

In his paper on 'Faith Schools: Enrichment or Division?' David Conway cites evidence that contrary to popular opinion, faith schools promote community cohesion as well, if not more effectively than community schools. He also suggests that state-funded and regulated Muslim faith schools should be welcomed (as a means of better integrating Muslim pupils and preparing them for life in modern Britain).

We value the Government's recognition that faith schools are popular with parents, make an important contribution to community cohesion and help our country discharge its duty under Article 2 of Protocol 1 of the European Convention on Human Rights: 'to respect the rights of parents to ensure education and teaching in conformity with their own religious and philosophical convictions'. Over 800 respondents to our survey, across a number of faith groups, overwhelmingly believe that parents in Harrow should have the opportunity to select a high performing, state maintained and regulated Muslim school that promotes integration and community cohesion for their children.

The Vision for Hujjat Primary

Mission

Our mission is to create a happy and inclusive school inspired by Islamic values where children can indulge their intellectual curiosity, develop a lifelong love for learning and build the foundation from which they will grow to become ethical, responsible and inspirational members of society and positive ambassadors for Islam.

⁹ Talk to the New Culture Forum in January 2008 entitled 'Not Enough Islam? How mainstream Islam can challenge extremism', Paul Goodman, Shadow Minister for Community Cohesion observed that: 'While there are no easy or guaranteed means of ensuring this, I've come to believe that if young Muslim men know more about their own religion they are less likely to be drawn on to the conveyor belt to terrorism. In other words, one of the problems we face isn't that there is too much mainstream Islam among Britain's Muslim communities, but too little'.

¹⁰ "Attendance at moderate Muslim schools may immunise British-born Muslims against divisive forms of their religion more effectively than other forms of schooling" Disunited Kingdom, David Conway, 2009

Ethos and Values

The ethos at Hujjat Primary School will reflect the true tenets of Islam: peace and progress, freedom of speech and thought, and the development of a knowledge-based society. Acquiring knowledge is not just an intellectual activity but a religious obligation on all Muslims, male and female, throughout their lives, with a view to give meaning to life and enrich it, to instil discipline and preserve human values, ultimately strengthening and advancing societies¹¹.

The Islamic philosophy of education, based on the Quran, emphasises education must be for the holistic development of the individual and of society. It stresses inquiry and reflection, consultation and rational consensus and also creates a space for disagreements in debates¹². Islam as a social code promotes social justice, individual freedom¹³ and social equality, all of which are operational because of the emphasis on tolerance and respect for plurality and diversity¹⁴.

“The good person will be a good citizen but the good citizen will not necessarily also be a good person”¹⁵

At Hujjat Primary School, our commitment to outstanding academic achievement will therefore go hand-in-hand with the nurture of values which underpin the development of good character¹⁶. Our curriculum will adopt a holistic approach ensuring growth of mind, body and character through:

- A broad core curriculum that fosters intellectual curiosity and outstanding academic achievement;
- Regular physical activity, focused time on health, hygiene and nutrition, experiential teaching and enrichment activities that are a feast for the senses; and
- A values curriculum through which we will develop the virtues of good character, and enable our pupils to turn their knowledge into action for the benefit of our school and the wider community.

The Quran invites people to observe, think and reflect, as will the teaching at Hujjat Primary. We will develop our pupils to have an understanding of how best to apply the knowledge that they learn in any given situation to benefit not only themselves but others too.

¹¹ AS evidence of this, during the ‘Islamic Golden Age’ from the 8th to the 11th century, Muslims were studying theology, medicine, astronomy, philosophy and geology at educational institutions which predate European universities by centuries (Halstead 2004). Ibn Sina (Avicenna) c980-1037, a Persian philosopher, was regarded as one of the most significant thinkers and writers of this Islamic Golden Age. His work ‘The Canon of Medicine – a medical encyclopaedia’ became the standard medical text at universities until as late as 1650 (Wikipedia)

¹² Education, Leadership and Islam, Saeeda Shah 2015

¹³ The Quranic verse ‘la ikra ha fi deen’, (there is no compulsion in religion), acknowledges people’s right to freedom of religion and established the principle of non-coercion.

¹⁴ Quran 5:48

¹⁵ Al Attas 1979

¹⁶ I have been sent only to raise the *akhlaq* (‘virtue, morality and manners’ or ‘ethics’) of mankind to its highest station” Prophet Muhammad (peace be upon him).

Our faith designation will therefore be reflected as an inclusive faith ethos that fosters social and community cohesion. We will promote and embed into the fabric of the school, the universally accepted human values and principles that are not only British Values but are also the cornerstones of the Islamic faith, ensuring that everyone at our school, adults and children, of all faiths and none, can identify with and benefit from them.

Through our values-based approach to education, we will create a nurturing and caring environment in which each child feels safe, valued and supported, and therefore confident and motivated to learn. Developing children's self-esteem and sense of belonging and happiness in the classroom will optimise their learning potential and hence performance and ultimately prepare them for a successful life in multi-faith, multi-cultural, modern Britain.

Our Core Values at Hujjat Primary will be Tolerance, Kindness, Respect and Integrity, with an overarching Golden Rule: treat others the way you would like to be treated¹⁷. These values will be expanded over time to incorporate feedback from staff, pupils, families and the community in order to develop the values curriculum as the school grows.

Based on our faith ethos, the ideals which we will seek to develop in all of our pupils are:

- Commitment to excellence - always striving to do and be our best
- Independent thinking - adopting a reflective, reasoned and rational approach to life
- Selflessness - a genuine concern for others and commitment to the 'common good'
- Community service - responsibilities towards others and a passion for serving humanity
- Collaborative learning - understanding that knowledge can only expand when you engage with and learn from one another
- Responsible citizenship - acknowledgement and respect for our planet as an entrusted resource. Understanding democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- Ethics -
 - Morality - Awareness of what it means to be a 'good' human being
 - Virtues - integrity (honest and trustworthy), courtesy, kindness, compassion, respect, responsibility, optimism and perseverance
 - Appreciation - cultivating a culture of thankfulness

Curriculum

We recognise the new National Curriculum (NC) as a national benchmark of excellence for all schools and a reference point for teachers and parents about what children are expected to know. Hujjat Primary will therefore offer a broad, balanced and vibrant curriculum with reference to the

¹⁷ "Make yourself the measure in your dealings with others....desire for others what you desire for yourself and hate for others what you hate for yourself. Do not oppress as you do not like to be oppressed. Do good to others as you would like good to be done to you...accept that treatment from others which you would like others to accept from you...do not say to others what you do not like to be said to you" Ali ibn Abi Talib in a letter to his son, based on the teaching of the Prophet Muhammad (peace be upon him).

NC, which will include sufficient time for children to extend their learning, develop proficiency in their home languages and engage with local, national and international activities which will reflect the diversity in our community both within and outside the school.

Our curriculum will embody high standards and ensure that pupils have the opportunity to acquire a knowledge, skills and understanding in key subject areas and enable them to progress confidently and successfully through to the next stage of their education. We will support and facilitate all children to achieve their full academic potential, providing extension programmes for the more able/gifted and talented children, additional support for children with EAL and specialised support for children with special educational needs and disabilities. We will also pay particular attention to the needs of those children in receipt of Pupil Premium funding ensuring any barriers to learning are addressed and they are given the best possible chance to succeed.

Alongside the core curriculum, we will develop a Values curriculum through which a different value will be introduced each month in assembly, and discussed further in circle/carpet time and dedicated PSHCE curriculum time when the children will have the opportunity to put their knowledge and values into action through pupil-led community service project work. Each value will be supported by a resource pack for all adults at the school and will include example activities and cross-curricular links, discussion topics, literary resources, relevant web sites, behaviour expectations and Islamic teachings to support the planning process and also to ensure that all children (and adults) at the school are aware that these core human values are also central to the Islamic faith.

At Hujjat Primary, we will use the Values-based Education¹⁸ framework created by Dr Neil Hawkes to ensure that our values not only form the foundation of our school's moral code and behaviour expectations, but inform all planning, teaching, learning and school organisation. All staff and pupils will instinctively exercise our values in every thought, decision and action around the school, at home and beyond, and we will work towards the IVET (International Values-based Education Trust) School and Teacher Quality Marks.

Our Aspirations

We firmly believe that every child, irrespective of their background or starting point, has the right to be valued, respected and supported to grow and achieve beyond their expectations. We will guarantee that no child gets left behind and our aim is to close every gap.

We will realise our vision, facilitate the well-being and growth of every pupil's mind, body and character in the best possible way, and prepare them for the opportunities, responsibilities and experiences of later life and specifically for the next stage in their educational journey by:

- Delivering a broad, balanced, challenging and inclusive curriculum underpinned by values, that will put high academic attainment, good character and therefore good citizenship at its core.

¹⁸ www.valuesbasededucation.com

- Establishing the highest quality of teaching and learning by recruiting qualified teachers with a passion for and commitment to, ensuring the best possible outcomes for their pupils.
- Developing pupils' spiritual, moral, social and cultural understanding through our values which will be the foundation of everything we do at the school.
- Fostering community cohesion and engagement by:
 - Building relationships with local and international schools, charities, businesses and community organisations to enhance enrichment and extracurricular activities and to promote a better understanding of Islam.
 - Referencing Islamic teachings and positive role models to actively promote British values, develop national pride and a sense of belonging.
- Working closely with parents to support their children's learning and our values at home.
- Using the expertise at our partner schools and the Local Authority to support and challenge the quality of teaching and learning.

In order for them to become:

- Successful learners, able to think, question and reflect independently and achieve well above local and national averages for English and Maths.
- Confident, respectful and effective communicators who can express themselves, make informed choices and build positive relationships
- Well rounded and responsible citizens with a respect and appreciation for the rights, views, values and property of others, and who make a positive contribution to the school and the community beyond.

Our key performance indicators and how they will be measured

Indicator	Definition	Data
Attainment and progress	<p>Meeting and exceeding EYFS goals by the end of Reception</p> <p>At KS1 100% achieving Level 2 or above 75% achieving Level 3</p> <p>At KS2 100% achieving Level 4 or above 75% achieving Level 5 or above Children identified as able achieving Level 6</p> <p>Progress that puts children on track to achieve these results</p>	<p>External exams (KS1 and KS2) Phonics screening (Yr1) Internal half-termly assessments Assessed work samples</p> <p>Progress measured against Reception baseline assessment</p>
Quality of teaching	100% of lessons will be judged	<p>Lesson observations Learning walks</p>

	Good or better against Ofsted criteria. 80% of lessons will be judged Outstanding against Ofsted criteria by 2023.	Quality of pupil's work Quality of the learning environment Attainment of the CPD Mark by 2019
Behaviour	Behaviour management approach is working effectively to ensure behaviour is exemplary, embodies the school values and facilitates learning.	Recording of behaviour (reward schemes for upholding values, sanctions for violations). Feedback from parents, visitors, the local community and others on trips. Zero permanent exclusions. Achieving the IVET School Quality Mark (2020) IVET Teacher Quality Mark
Attendance	Attendance rates will average a minimum of 96%, unauthorised absence will be 3% or below, and persistent absence will be less than 1.7% demonstrating parental engagement in learning.	Attendance data including nature of absences and persistent absences.
Staff attitudes towards the school	Staff are loyal to and enthusiastic about the school vision and ethos. 90% of staff will report that professional development has had a positive impact on their teaching and the support they provide to pupils.	High retention (against local benchmarks), word of mouth recruitment referrals, regular staff surveys, engagement with externally accredited CPD, exit interviews.
Parent attitudes towards the school	Parents will be engaged with the school and involved in their children's learning. 90% or more of parents/carers will report that children are happy and well looked after at our school.	Attendance at assemblies and other events organised by the school or PTA Attendance at parent's evenings and workshops, home reading records will be maintained, homework will demonstrate parental support, engagement with class teachers. Parent/carer surveys.
Pupil attitudes to learning	All children will be excited about coming to school and will enjoy their learning experiences.	Pupil surveys, parent/carer surveys, student voice (school council), attendance, visitor feedback, participation in enrichment and extra-curricular activities.
Making successful inroads into fostering community cohesion and promoting a better	More non-Muslim children attending the school than the previous year. Ongoing engagement with and	Pupil profile information, number of applications. Number of opportunities for engagement with

understanding of Islam across the community	development of relationship between pupils of different faiths inside and outside the school.	partner schools, pupil/parent/carers surveys, community coffee mornings, attendance at community events hosted by the school e.g. fairs, theatrical productions.
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We expect an Ofsted first inspection grade of 'Outstanding' in all categories. In our targets and approaches to evaluating whole school performance, we will take particular account of progress made by disadvantaged pupils compared with that made nationally by other pupils with similar starting points, and the extent to which any gaps in this progress, and consequently in attainment, are closing. Our target in this area is that by the end of KS2, there will be no gap between progress of children from disadvantaged backgrounds and other children at the school.

Section D: Education plan – part 1

Proposed number of pupils in each year group from the point of opening in 2017.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

Section D: Education plan – part 2

Section D1: Our expected pupil intake, their characteristics and needs

Profile of pupils attending schools in the North East planning area of Harrow where we are proposing to open our school:

Schools in the North East Planning Area of Harrow	Number of pupils	% of pupils eligible for FSM	% of pupils with EAL	% of pupils with special needs
Avanti House (Hindu Free School)	286	3.1	54.7	5.9
Aylward Primary	491	18.1	57.2	9.0
St Johns C of E School, Stanmore (VA)	413	9.9	20.1	7.1
Stanburn Primary School	733	11.3	86.0	4.4
Weald Infant & Nursery School	354	27.9	67.6	3.7
Weald Junior School	379	28.8	65.4	6.3
Whitchurch First School & Nursery	324	17.6	79.5	4.9
Whitchurch Junior School	369	15.7	78.9	7.6

Based on this information, the average figures which may apply to Hujjat Primary School are:

Hujjat Primary School		16.5	63.7	6.1
Local Authority Average		14.7	62.7	7.2
National average		18.0	18.7	7.7

The averages for FSM and special needs are within national averages but the number of EAL learners is almost 250% above the national average. Harrow is the seventh¹⁹ most ethnically diverse borough in England and Wales, so we expect a rich cultural and social diversity at Hujjat Primary as well as a number of different home languages and children at the early stages of learning English.

Every ward in Harrow has seen an increase in the Muslim population since 2001. Based on 2011 census data and our proposed location, we expect our faith applications will come from Stanmore (the location of our religious authority), Harrow Weald, Canons, Belmont and Wealdstone. However, as Hujjat Primary would be the only Muslim free school in Harrow or surrounding boroughs, responses to our marketing campaign were received from the borders of Hertfordshire, Barnet and Brent as well as the identified catchment. See Section E for further information.

Based on our ethos of promoting universally accepted human values and ensuring all aspects of the curriculum are accessible to children of all faiths and none, we expect our non-faith places to be taken up by children in the locality of the school.

The rationale for our approach to the curriculum

The proposer group for Hujjat Primary recognises the importance of the National Curriculum (NC) as a national benchmark of excellence for all schools and a reference point for teachers and parents about what children are expected to know. Hujjat Primary will therefore offer a broad, balanced and vibrant curriculum with reference to the NC, which will include sufficient time for children to extend their learning, develop proficiency in their home languages and engage with local, national and international activities which will reflect their diverse backgrounds and the ethos of our school. In particular, we will place great emphasis on the early teaching of basic skills in English and Maths and will work towards achieving the Basic Skills Quality Mark.

Based on the profile of our expected pupils and our aspirations for them, our curriculum will be designed to develop:

- Successful learners who enjoy learning and make outstanding progress.
- Confident and effective communicators who can express themselves, make informed choices and build positive relationships

¹⁹ Harrow School Roll Projections Report 2016-2024

- Responsible citizens who respect and appreciate the rights, views, values and property of others and make positive contributions to the school and the wider community.

The key elements of the Hujjat Primary core curriculum are:

- Early Years Foundation Stage (EYFS), based on the statutory framework that sets the standard for the development, learning and care of children from birth to five.
- From KS1, the National Curriculum will provide the basis for the core curriculum, with discrete time given to English, Maths, Science, PE, PSHCE and Foreign Language (from KS2). We will have a specific emphasis on spoken language and communication given the expected high level of EAL learners. Based on the experience of our link school Grimsdyke, we will adopt the Letters and Sounds phonics approach from Primary National Strategy along with other appropriate schemes to ensure consistency, rigour, pace and fun. See English curriculum content for further details.
- Geography, History, Religion Philosophy & Ethics (RPE), Computing, Foreign Language, Art, Music and D&T will be woven into our curriculum through creative and relevant cross-curricular topics to engage both teachers and learners²⁰, and will reinforce and extend core subjects, enabling pupils to apply skills and knowledge acquired in one curriculum area to other areas.
- Action Team initiatives as part of PSHCE to bring together pupils from across year groups to put values into action through project work in the wider community. These will develop leadership skills, promote social responsibility, encourage collaboration and communication through teamwork, and children will learn to positively deal with setbacks and obstacles.
- Citizenship topics such as equality, tolerance, respect, democracy, rule of law, and social responsibility at KS2, all supported by Islamic teachings, to foster integration, and promote cohesion. In RPE, all children will learn about the major faiths and have the opportunity to explore ethical issues, focusing on shared values and common answers to difficult moral questions.
- Extracurricular/enrichment activities to supplement the core curriculum and further develop life skills, promote physical activity, and meet any additional social and cultural development needs of our pupils.
- A longer school day to enable full coverage of the curriculum and extension activities.
- Support for working parents through provision of after school care and a breakfast provision ensuring that every child can start their day with a healthy nutritious breakfast.

²⁰ Pearson Centre for Policy and Learning: Subject-based vs thematic learning

Values Curriculum and British Values

We recognise that that all children have the potential to achieve excellent academic outcomes and become well-rounded, well adjusted, caring, constructive, responsible and compassionate members of society. To realise our vision and build on the Government initiative to embed British values in schools, we will adopt a values-based approach to teaching and learning, creating a positive environment that has been proven to enhance academic attainment and develop lifelong social and relationship skills.

Dr Neil Hawkes founded the International Values Education Trust (IVET) in 2008 to promote the development of values-based organisations around the world. Using his experience as a teacher, deputy head and head teacher of primary schools, he has developed a values philosophy called Values-based Education (VbE), the underlying aim of which is for pupils not only to understand the values but also to reflect them in their attitudes and behaviour, and to contribute to society through good citizenship and ethical practice.

VbE has been a great success and is one of the fastest growing approaches in the world, endorsed by teachers, school leaders and governments²¹. It is based on the soundest principles of pedagogy, educational philosophy, brain research and common sense and helps pupils to develop holistically, nurturing a secure sense of self, respect for self and others and supports the raising of academic standards.

At Hujjat Primary, values will form the basis of our ethos to underpin the acquisition of knowledge, to shape character, to engage pupils, raise attainment, strengthen the barriers to extremism, and ultimately, prepare children for successful life in modern Britain. We therefore want to ensure these values become instinctive in every thought decision and action taken by both adults and pupils at our school and will achieve this by working towards the IVET Quality Marks for Schools and Teachers.

The VbE programme defined by Dr Hawkes involves being appointed a long-term advisor (Head Teacher of a recognised VbE school), training for all adults at the school, and the appointment of a Values Leader (this will initially be our Head Teacher). The result will be “ethical intelligence” across the school: not just knowing what is right, but having the courage to *do* what is right. Through the training, we will develop:

- A list of values, incorporating our core values and the British Values, that the school will explore during the year
- A values vocabulary for the children so they can relate to each of the values
- A consistent understanding of the values across the school in terms of behaviour expectations (governors, all staff (including midday supervisors and catering assistants), pupils and their families)

²¹ <http://www.thepositiveapproach.global/neil-hawkes-and-values-based-education-in-schools/>

- Development of relevant policies, procedures and communications, workshops for parents and a regular newsletter to let parents know how each value is being explored in school and how they can reinforce them at home.

At our school, values education will be seen at three levels, all of which will interact:

- **Classroom:** Pupils will engage in a variety of activities designed to make them more aware of our core values and how they apply to everyday life in and out of school. Activities will link to curriculum subjects and range from development of the class rules and discussions based on moral dilemmas, to analysing media and communication to reveal underlying value messages in English.
- **School:** At this level, pupils will be taught directly and indirectly e.g. through collective worship, assemblies, whole school behaviour policy and expectations - in the classroom, around the school, in the playground, in the local community - and the reward schemes for upholding school values.
- **Community:** At this level, values will be explored as a result of interaction with parents/carers, families, other schools and the wider community. We will have dedicated PSHCE time on the curriculum, part of which will be to foster social responsibility through Action Team initiatives comprising groups of pupils across year groups who will team up to adopt a community issue or need, research it, decide what needs to be changed or improved and take action to achieve their goals. These initiatives will have the capacity to connect to one or more of the school values as well as incorporate cross-curricular links with core and foundation subjects.

Reflection is integral to values education, and to spiritual development both from a secular and Islamic perspective: teachers will constantly ask children to examine their ideas, reflect on their actions and consider the position of others. Reflection time will be allocated at the beginning of the day and include a daily act of collective worship²², before children leave their classes for lunch when they will give thanks and spend a quiet moment to remember those less fortunate than themselves, and at the end of each day to discuss what they have learnt and enjoyed, reflecting on the progress they have achieved as a class.

Positive modelling of our values by adults across the school will be crucial to the learning process. In addition to religious and cultural teachings on 'actions speak louder than words', there is also strong scientific evidence to suggest that children's behaviour is far more influenced by the behaviour of adults they regularly interact with than by their words. To this end, all adults at the school will receive appropriate training in relation to the school values, lesson planning, classroom management, and general behaviour management with VbE in mind.

²² Example prayer: Dear Lord, increase for me my knowledge. Help me to understand what I am taught today so it can help me in my life. Let my tongue always be filled with Your remembrance and my heart with Your love. Ameen.

To further embed British Values across the school, pupils from KS2 will explore citizenship topics such as equality, tolerance, respect, democracy, rule of law and social responsibility in more detail using tailored modules from the Islam & Citizenship Education (ICE) project²³, and the UK Race and Europe Network (UKREN) pack entitled Young, Muslim & Citizen²⁴. Our citizenship curriculum will be supplemented with activities such as elections for the school council, visits to seats of democracy, visits to places of cultural interest e.g. Museums, Royal palaces, guest speakers such as emergency service professionals, local councillors/MP and representatives from local, national and international charities.

We have also spoken to Floreat Education about the Infant phase character curriculum they are developing with support from a DfE grant. The vision of this programme - which aims to develop character virtue literacy in pupils and to provide children with opportunities to serve their communities - is closely aligned with our plans for Hujjat. We will continue to monitor the development of the programme, which is now being piloted in Floreat's own schools, and explore the possibility of introducing elements of it into our own schools once it has been finalised.

Approach to Teaching and Learning

Teaching will reflect clear assessments of each pupil's learning needs, unique personality and skills. Creative and experiential teaching techniques will ensure that learning is fun, active and exploratory so that all pupils enjoy learning, are fully engaged and motivated to achieve all learning outcomes based on clear objectives from the NC.

Our school will facilitate maximum partner and group work, interaction and activities as opportunities not only for subject learning but also to nurture cooperation, consideration for others and respect for different opinions and ideas. All staff will create a learning and behavioural environment in classrooms based on mutual respect and consideration. Within this setting, each child will be accorded the freedom to express his/her thoughts and feelings within ethical boundaries without fear of disparagement or discrimination. Small group work will ensure that each child can be challenged with graded learning questions and that understanding and progress is monitored effectively.

Hujjat Primary will promote community cohesion by educating responsible and tolerant British citizens who understand that being educated and socially responsible is an integral part of the Islamic faith. We will encourage them to explore and share ideas of how they can help others around them and then incorporate their ideas into the tasks/projects set. We will provide them with a diverse range of opportunities for involvement in community and charity projects with our link schools (See Section E) and other local organisations, both on a curricular and extracurricular basis, working alongside local community groups such as the Stanmore Society and local library, to host regular events inviting families and members of our local community to exhibitions of the

²³ Developed and coordinated by the School Development Support Agency, jointly funded by the Department for Children, Schools and Families and the Department for Communities and Local Government

²⁴ Also funded by the CLG

children's work and celebration of cultural and religious events. Children will learn that education extends beyond academics and involves positively interacting with and contributing to wider society.

Across the curriculum, there will also be an emphasis on caring for the natural world and the local environment. Guided by the Islamic understanding that human beings are guardians of the natural world, we will incorporate teaching about the environment, how important it is and how it can be protected. Hearing from experts, children will learn and see how their actions and choices affect the natural world they live in through activities focusing on recycling, collecting litter, planting trees, conserving water, etc. They will grow more aware, appreciative and responsible in their attitude and behaviour towards their natural environment and will be given the opportunity to undertake their own self sufficiency projects within the school.

More specifically, our approach will be categorised by:

- Teaching that encourage questioning, debate, experimentation, presentation and reflection on ideas and outcomes to encourage confident communication
- A focus on experiential learning (Kolb 1984), supported by indoor and outdoor learning environments where knowledge, understanding and skills can be developed through practical experience and application
- Cross-curricular links that allow scope for independent enquiry
- Use of scenarios and discussion to encourage increasing levels of moral reasoning²⁵
- A broad and accessible enrichment programme to supplement the curriculum.

School Organisation

Hujjat Primary school will recruit 60 children into each new reception year group and be organised into two classes of mixed ability, each with a dedicated class teacher and classroom support assistant. Additional support will be allocated to meet the needs of individual pupils in line with our guarantees that no child will be left behind.

The curriculum will allow many opportunities for cross year group activities, particularly year group-led assemblies, enrichment and playtimes. For the core subjects of English and Maths, we will use a small group, carousel method of teaching where, for example, guided reading across a particular year group would incorporate four different small group activities: phonics, handwriting, spelling and reading which will not only ensure that each child is engaged, but also ensure that understanding and progress is monitored effectively. The Action Team projects will bring together pupils from different year groups, broaden relationships, create mentoring opportunities and foster a sense of community across the school.

²⁵ Lawrence Kohlberg's model of moral development. Example: adhering to school values. At the lowest level of thinking, it is done to avoid punishment. At the highest level, it is done because the child is considerate of others and has an awareness of a larger system in place and the impact of their actions on others around them.

The School Year

Hujjat Primary will operate a standard 190 day school year across three terms and generally follow the Harrow schedule for terms and holidays to minimise disruption for parents and staff who have children in other schools. We will consult with our religious authority and school community each year to ensure appropriate provision for religious observance, particularly where it will impact a majority of the pupils.

The School Week

The school week will consist of 5 days, Monday to Friday, starting at 8am with supervised breakfast provision until 8:30am. Classroom doors will open at 8:30am for Reception and KS1 with teachers greeting²⁶ children and parents at classroom doors. The KS2 bell/whistle will ring at 8.35am with children lining up in the playground in their classroom groups to be greeted individually by the teacher and then led to their class. Breakfast club supervisors will ensure children are delivered to their class teachers in Reception and KS1. KS2 pupils will be allowed into the playground to line up with their classes. The playground area will be secure and the gates supervised to ensure all pupils stay on the school premises during this time.

The School Day

Morning tutor group will begin at 8.40am with registration. Daily classroom responsibilities (e.g. fruit monitor to help hand out fruit at snack time, end-of day monitor to hand out letters, class library monitor etc.) will be allocated and then the class will reflect on a quote for the day selected by the teacher to support the value focus of that month. The discussion will include examples of behaviour that upholds the value. The tutor group will end at 9am with an act of collective worship (see note 22). Twice a week, pupils will go straight to a whole school assembly (EYFS/KS1 and KS2 on different days) after registration. As per our ethos, assemblies will focus on values that all pupils can relate to as well as celebrating their achievements in this area. Assemblies will be led by either the Head Teacher or Values Leader (Deputy Head), who may invite guest speakers such as church or synagogue leaders to share their teachings, stories and experiences in relation to the particular value or religious celebration. There will also be an opportunity once a term for each class or year group to lead an assembly.

The last 15 minutes of the day will be dedicated to reflecting on what the children have learnt and enjoyed, and the progress they have achieved as a class, finishing the day with another short prayer.

²⁶ The importance and cultural etiquette of greetings will be discussed in the PSHCE.

Hours, Timetables and Curriculum Content

Early Years Foundation Stage (EYFS)

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Communication & Language	10	Mandatory	
Physical Development	6	Mandatory	
Personal, Social & Emotional Development	6	Mandatory	
Total Hours	24		

These hours are approximate and will be adjusted to meet children's learning and development needs. There will also be additional time for tutor groups, assemblies, playtimes and lunchtime.

Our EYFS programme will be based on the statutory framework and delivered where possible through cross-curricular topics:

- 3 prime areas of learning: communication and language, physical development, personal, social & emotional development
- 4 specific areas of learning are: literacy, mathematics, understanding the world, expressive arts & design

Children in the Reception classes will learn through play individually and co-operatively including taking turns with others, knowing when to ask for help, and sharing ideas about organising their activity within a framework that secures their safety and encourages resilience and independence. Our positive approach to behaviour through values will support learning and personal development, and will also support these children in forming positive relationships with teachers, support staff and other children.

Reception class teachers will read stories to cultivate listening skills in children who will be encouraged to respond to what they hear with relevant comments, questions or actions including answering teachers' questions and listening to the views of other children. Children will be given opportunities and support to generate their own narratives including those connecting ideas or events.

Through opportunities for indoor and outdoor play, Reception class children will develop gross and fine motor skills including pen, pencil and computer mouse use as well as balance and coordination. They will be taught about health and hygiene including lifestyles and diet.

We will use a synthetic phonics based approach to teach reading as part of our programme to create free readers who go on to read books for pleasure as well as purpose. Children's reading and writing skills will be developed through regular and irregular words which will contribute to preparation for the Year 1 phonics test which our children will take. Our ethos of high expectations

and focus on core learning in terms of English and Maths will enable our Reception children to count to 50 and carry out basic operations with one and two digit numbers. Children will also learn to talk confidently and accurately about size, mass, volume (capacity), position, distance, time and money, including recognition of patterns, to make comparisons and solve problems.

Our cross-curricular approach to teaching and learning will develop children's knowledge and understanding of the world, with a particular emphasis on science which will include observations and measurements of animals and plants, simple experiments involving forces (push, pull) and toys, and explore the application of science in a range of technologies as found and used in places such as schools and at home.

Children in the Reception classes will take part in creative activities including music making and will explore colour, design, texture, and form through art. There will be also be group activities including productions relating to seasons and festivals representing a diverse range of cultures.

Reception children will be offered a rich experience of ICT/computing in various forms including devices for writing, editing, displaying and communication, also via floor robots and digital cameras for example. We will use ICT resources to help meet the needs of all our children, and we will place a strong emphasis on both digital literacy and e-safety from day one so that children understand how to remain safe online at school and at home.

We will use the transition document provided by nurseries as well as our own Baseline Assessment and the Profile Handbook to help teachers make accurate assessments about each child's attainment, including effective moderation of assessments. We will set high expectation with regard to closing any gaps for Reception children.

KS1 Proposed Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30/35 – 9:00	Tutor Group/Assembly				
9:00 – 10:30	Language & Literacy				
10:30 – 10:45	Break Time				
10:45 – 12:15	Maths				
12:15 – 1:00	Lunch				
1:00 – 2:10	Science	Topic-based work: History, Geography, Art, Design, Music, Computing, Foreign Language, RPE			PSHCE
2:10 – 3:20	PE	Science	Topic-based work		PE
3:20 – 3:30	Reflection and preparation to go home				
3:30 – 4:30	Extra-Curricular				
4:30 – 6:00	Child Care				

Subject	Hours per week	Mandatory/ Voluntary	Comments
English	7.5	Mandatory	
Mathematics	7.5	Mandatory	
Science	2	Mandatory	
PE	2	Mandatory	
PSHCE	1	Mandatory	
Geography, History, Computing, RPE, Foreign Language, Art & Design, Design Technology, Music		Mandatory	These subjects will be taught through cross curricular topics and projects over the course of each year, linking to the core curriculum where appropriate

KS2 Proposed Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30/35 – 9:00	Tutor Group/Assembly				
9:00 – 10:30	English				
10:30 – 10:45	Break Time				
10:45 – 12:15	Maths				
12:15 – 1:00	Lunch and Prayers				
1:00 – 2:10	Science	Topic based work: History, Geography, Art, Design, Music, Computing, RPE			PSHCE
2:10 – 3:20	Foreign Language	Science	PE	PE	
3:20 – 3:30	Reflection and preparation to go home				
3:30 – 4:30	Extra Curricular, KS2 Booster				
4:30 – 6:00	Child Care				

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	7.5	Mandatory	
Mathematics	7.5	Mandatory	
Science	2	Mandatory	
PE	2	Mandatory	
PSHCE	2	Mandatory	
Foreign Language	1	Mandatory	
Geography, History, Computing, RPE, Art &		Mandatory	These subjects will be taught through cross curricular topics and projects over the

Design, Design Technology, Music			course of each year, linking to the core curriculum where appropriate
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KS1 and KS2 Content

English (including Literacy)

As identified in Section C, the North East Planning Area of Harrow is culturally diverse and all but the CofE school in the area have significantly high levels of children with EAL. In response to the DfE feedback, our approach at Hujjat Primary will therefore be to embed provision for children at the early stages of learning English into all teaching by ensuring that all Class Teachers and Teaching Assistants are trained and equipped with specific skills to address the daily needs of pupils and see the benefit to all the children in the class.

The National Curriculum will form the core of our English curriculum in relation to the learning objectives from Years 1 to 6 and 1.5 hours have been dedicated each day to ensure ample opportunity for cross curricular work relating to language, literacy and communication.

Spoken language. This will be a fundamental feature of our approach to literacy because the quality and variety of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing. We will ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Reading. Building on the focus on spoken language, we will begin teaching children to read and write during Reception with the aim that they will reach or exceed all targets by the end of the year.

Teaching and learning will focus on developing pupils' competences in both decoding and comprehension skills (spoken and written). A variety of approaches will be used e.g. class teaching and the interactive whiteboard. Skilled decoding involves both the speedy working out of the pronunciation of unfamiliar printed words and the speedy recognition of familiar printed words. Younger children will be taught that letters on the page represent the sounds in spoken words. This will be reinforced through the teaching of phonics which will be emphasised in the teaching of reading to beginners when they start school. This will also support the development of writing skills in younger children. All pupils will be encouraged to read widely across a range of genres including fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading and to gain knowledge across the curriculum. In Reception and Y1, the emphasis will be on Individual Reading together with whole class teaching of specific skills e.g. word patterns, heavy duty words and tricky words. As the children become more proficient in reading, Guided Reading will be used to further develop their decoding and comprehension skills. We will provide opportunities every day for children to read independently, together and be read to.

Writing. Pupils will develop their competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Writing down ideas fluently will depend on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. In addition, pupils will be taught editing skills e.g. how to plan, revise and evaluate their writing.

There will be specific time allocated each week for handwriting, which will be taught and modelled regularly by the class teacher and provide an opportunity for children to copy and practice new letters and joins as they progress through the Foundation stage. In following years or as children are ready to progress, this will become dedicated time for free writing on pupil-chosen topics, with an emphasis on grammar, spelling and punctuation.

Visual literacy. As part of our overall approach to literacy, we will help pupils to develop visual literacy skills such as extracting and then evaluating information from art, photographs, videos and other visual media. Pupils will learn to recognise that these media all communicate messages in various ways and that their critical evaluation of these messages will help them to develop their own communication skills through visual media as well as through writing, reading, speaking and listening.

Numeracy and Mathematics

We understand that the acquisition of mathematical skills are critical to the development of children's thinking, reasoning and problem solving ability and will set challenging targets accordingly. Our maths teaching will be exciting, creative and enjoyable, ensuring that our pupils achieve the highest standards possible and are given the opportunity to apply their skills across the curriculum.

There will be a strong focus on acquisition of calculation and processing skills and mastery of content. All pupils will therefore:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Solve problems by applying their mathematics to a variety of routine and non-routine real life problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

During KS1, pupils will explore the world around them and raise their own questions based on their observations. They will experience different types of scientific enquiries including varied, safe practical activities, and begin to recognise how to answer scientific questions experimentally. Pupils will use features to compare objects, materials and living things and decide how to classify them.

Pupils will observe changes over time, for example by creating an animation from a sequence of still digital images (e.g. plant growth and flowering) and use their growing scientific knowledge and understanding to notice and explain patterns and relationships. Older pupils in KS2 will build on what they have learned about fossils and rocks and gain an understanding of how living things on earth have evolved over time.

Through investigations, pupils will be taught that it is important to collect evidence by making observations and measurements when trying to answer a scientific question. They will be given opportunities to plan and carry out practical work to test their ideas, which will include the concept of a fair test. They will gather and present data and evidence, consider the evidence gained, and evaluate outcomes against expectations where they will be encouraged to explain results in terms of their scientific knowledge and understanding, sharing their ideas using scientific language and via drawings, charts and tables.

Our pupils will learn about the characteristics of living, non-living and never-lived things, the needs of living organisms, and consider human senses. They will study green plants, classify living things, and learn about the interactions between organisms and their environment. Opportunities will be provided to investigate the properties (nature and characteristics) of materials and use information from this study to classify them, also linking a material's uses to its properties.

Practical work will include looking at the physical effects of forces on objects in terms of pushing, squashing, spinning, speeding up or slowing down and changing direction, and the chemical impacts of heating on selected materials. Pupils will also study common appliances that use electricity, and investigate light and sound as physical phenomena that can be measured and analysed. Where appropriate, pupils will use technology including sensors to take and store data, and as a means of presenting and communicating scientific information.

In line with our ethos at Hujjat Primary, creationism, intelligent design and similar ideas will not be taught as valid scientific theories.

Art and design

During Key stage 1 pupils will be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

During Key stage 2 pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

In particular, pupils will be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- About great artists, architects and designers in history.

Computing

During Key Stage 1 pupils will be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

During Key Stage 2 Pupils will be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design and technology

During Key Stage 1 and key Stage 2, through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of relevant contexts.

Foreign Language (Arabic/Spanish)

Our chosen Foreign Language options will be Spanish or Arabic based on the British Council's Languages for the Future report 2013 ranking these languages as the two most vital to the UK over the next 20 years. The Arabic language also plays a central role in Islam so in most homes, children will be taught to read Arabic but very few understand the language and will rely on translations and interpretations of religious texts as they grow older. We believe that beginning the journey of understanding the language of the Quran, prayers and other religious literature, will

encourage children to study the language further and protect them from being swayed by extremist interpretations of these texts.

The teaching will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at Key Stage 3. It will enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Geography

During Key Stage 1 pupils will develop knowledge about the world, the United Kingdom and Stanmore/Harrow. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

During Key Stage 2 pupils will extend their knowledge and understanding beyond the local area including the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

History

During Key Stage 1 pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

During Key Stage 2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Music

During Key Stage 1, pupils will be taught to:

- Use their voices expressively and creatively through songs and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of musical genres
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

During Key Stage 2 pupils will be taught to:

- Sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Physical Education

We will foster fitness through daily opportunities for physical activity, extracurricular sports, and regular interschool sports meetings. We will provide opportunities, encouragement and training for children to develop the skills and enthusiasm to enjoy and try new sports.

During Key Stage 1 pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

During Key Stage 2, pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Throughout Key Stage 1 and Key Stage 2 pupils will learn the importance of a healthy lifestyle that includes exercise and will be introduced to the principles of competition and positive behaviour around winning and losing.

As the school grows, we have budgeted for specialist sports/fitness coaches to provide activities such as gymnastics (providers in Harrow include Fit for Sport, The Elms Sport in Schools, Northwood Gymnastics and School Sport Harrow which is The Harrow School Improvement Partnership's offer of PE and support to schools). Depending on our eventual site, there are a number of swimming pools in Harrow which can host swimming lessons to ensure all of our pupils are able to swim competently.

Religion, Philosophy and Ethics

In our judgement, no child can be considered educated for life in modern Britain without an understanding of the major faiths and cultures that form the fabric of the society they are part of. In RPE, children across the school will learn about all the major faiths from the SACRE syllabus, enriched with guest speakers, shared celebrations and activities e.g. Mitzvah Day and Harvest Festival, with our faith school partners (See Sections E for further details). Children will be encouraged to share their religious and cultural celebrations, creating opportunities for them to learn from one-another and develop an appreciation for the diversity of the world in which they live.

We understand the centrality of faith in the lives of those who have faith so at Hujjat Primary we will go beyond the delivery of the syllabus to nurture whatever faith commitment our pupils bring with them. In particular, we believe that every human being has a spiritual dimension which needs to be allowed to flourish, experience and explore within the safety of a school environment and will

seek to develop this further through reflection on themselves and the natural world around them. To support our values-led approach to education and our aim of community cohesion, children will also have the opportunity to explore ethical issues, focusing on shared values and common answers to difficult moral questions. This subject will link closely with PSHCE.

Personal, Social, Health, Citizenship and Economic (PSHCE) Education

To support the VbE approach at Hujjat Primary, PSHCE will be given dedicated time each week as well as coverage across core and foundation subjects as appropriate. Broadly based on the PSHE Association programme for KS1 and KS2, our PSHCE programme will equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.

Using the core themes of Health and Wellbeing, Relationships and Living in the Wider World, our pupils will develop the qualities and attributes they need to thrive as individuals, family members and members of society. We will specifically teach about manners and etiquette including greeting, eating, visiting the toilet, talking and conversation, learning (classroom/school rules), rights²⁷ and responsibilities²⁸:

- **Moral Responsibility** to other people, animals, and the earth. This means caring, defending, helping, building, protecting, preserving, and sustaining. Each individual is accountable for treating other people justly and fairly, for honouring other living things, and for being environmentally aware.
- **Legal Responsibility** to the laws and regulations of the community, state, and country. If there is a law which may be out-dated, discriminatory, or unfair, steps can be taken to change, improve, or eliminate it. It is not right simply to disobey it.
- **Family Responsibility** means treating parents, siblings, and other relatives with love and respect, following parents' rules, and helping out at home.
- **Social Responsibility**. As a part of the community, there is a responsibility for treating others as you want to be treated, for participating in community activities and decisions, and for being an active, contributing citizen.
- **Personal Responsibility**. It's up to each individual to become a person of good character. Parents, teachers, religious leaders and other caring adults are there for guidance, however it is up each one of us to determine the kind of person we are and ultimately become.

To foster social responsibility, part of the dedicated time will be for project work by Action Teams comprising of pupils across year groups (excluding Reception who will work on projects within their own classes), who will team up to adopt a community issue or need, research it, decide what needs to be done, changed or improved and take action to achieve their goals. These initiatives will have the capacity to connect to one or more of the school values as well as incorporate cross-curricular links with core and foundation subjects. Example projects may include: campaigning to save a local amenity e.g. library, supporting the local foodbank, fundraising to send aid to areas hit

²⁷ Rights of a child as outlined in the UNCRC

²⁸ QFatima online Islamic resources "Because it is our duty to understand and be understood".

by a natural disaster, planning a celebratory event to raise awareness of our school and inviting guests from the local community.

During KS2, to further promote shared British and Islamic values, children will explore citizenship topics such as equality, tolerance, respect, democracy, rule of law and social responsibility in more detail using tailored modules from the Islam & Citizenship Education (ICE) project²⁹, and the UK Race and Europe Network (UKREN) pack entitled Young, Muslim & Citizen³⁰. Our citizenship curriculum will be supplemented with Action Team projects and activities such as elections for the school council, visits to places of cultural interest and guest speakers e.g. Museums, Royal palaces, Local law courts, Houses of Parliament, law enforcement professionals, local councillors/MP, local, national and international charities.

Enrichment and Extra-Curricular Activities

A comprehensive programme of extended and extra-curricular activities aimed at further developing personal skills, nurturing interests and talents, and developing cultural capital will enrich our curriculum and ensure that all children have the opportunity to expand their horizons through experiences that they may not otherwise be exposed to. Although enrichment activities will not be mandatory, many of them will be integral to the ethos of the school and we will strongly encourage all pupils to take part in them (this will be set out in our Home School agreement). For Reception children, enrichment activities will primarily take place during the school day and will include visiting storytellers, cultural celebrations involving parents/carers e.g. an International day for children to wear their national dress and parents to share their experiences. KS2 children will benefit from booster sessions for individuals or small groups in need of additional support in literacy or numeracy (attendance to be decided by the class teacher in conjunction with the curriculum leader and parents to ensure that every child is able to achieve their full potential).

Other activities will include experiencing the richness and diversity of local cultural venues, trips to sites of historical importance, exploring the local nature trails, and visits to other schools for celebrations e.g. our Jewish faith school partner for Rosh Hashanah and Christian faith school partner for Christmas, interfaith fund raising activities and sports events.

After school clubs will normally run for one hour from 3.30pm to 4.30pm and a separate provision will be made available to support working parents until 6pm. The clubs will be dependent on individual needs and interests, and will include:

Sports clubs including football, cricket, netball, tennis, inline skating, climbing, archery, cycling and bicycle maintenance, and self-defence (Aikido)
Practical science

²⁹ Developed and coordinated by the School Development Support Agency, jointly funded by the Department for Children, Schools and Families and the Department for Communities and Local Government

³⁰ Also funded by the CLG

Language (Given the anticipated cultural diversity of our pupils, we will encourage them to work towards developing proficiency in their home languages so that they are in a position to take a qualification at secondary level to improve their career prospects).

Arts and craft (including calligraphy and model making, in association with groups such as Young Rembrandts and Ahlan Art) and Drama (In association with groups such as Al Khayaal Theatre company)

Life Skills (including making a basic nutritious meal, sewing a button, tying knots etc.), Nature club/Forest school (navigation, survival techniques, nature trails, making use of the abundance of natural woodland around Stanmore) in association with the Scouts Association.

Book club, encouraging reading for pleasure and ensuring access to a range of reading material

Personal development (debating, public speaking, leadership, collaboration)

Tech club (use of personal devices to develop proficiency using suitable learning based app games and app development, ensuring that children who do not have access to such devices at home are able to develop a basic proficiency)

Islamic Studies:

- Quran recitation and memorisation (focus on pronunciation) and Quran appreciation (contextual understanding using appropriate media resources such as Zaky the bear)
- Preparation for Buloogh (similar to Holy Communion, Eucharist or Bar Mitzvah).

Meeting the needs of pupils with SEND and the role of the Inclusion Manager

The SENCo role will be undertaken by our Deputy Head, who will have overall responsibility for inclusion, working with Class Teachers, Teaching Assistants, and pupils directly to ensure that the learning needs of each pupil on the SEND register are met. They will also undertake the organisational and statutory duties required of them in order for the school achieve high standards and best practice. The Inclusion responsibilities will include:

- Ensuring that statutory requirements are met including C&FA 2014, SENDA 2001
- Maintaining the Special Needs register and the gifted and talented register
- Assessing pupils who are causing concern academically, physically or with their behaviour
- Assisting and advising teachers in planning appropriate programmes of work for pupils with SEND
- Disseminating information about specific pupils to relevant staff.
- Monitoring SEND pupil progress and setting up 1:1 interventions and group interventions
- Deploying and directing support staff resources for pupils with SEND
- Allocating teaching resources for use with SEND pupils within the budgetary envelope in order to meet individual learning needs
- Ensuring that relevant staff have the necessary training and support to deliver programmes of work and interventions.
- Communicating with the parents of children being helped.
- Ongoing organisation of the staged assessment in line with the Code of Practice including contributing to and reviewing EHCPs.
- Identifying and organising resources.

- Communication with outside agencies in relationship to the needs of the identified pupils.
- Organising and attending annual consultation meetings.
- Monitoring and reporting on gifted and talented pupils

We will provide appropriate support for pupils with special educational needs. Differentiation within curriculum planning and delivery will normally address the range of ability within a class.

Sometimes, however, pupils' needs either generally throughout their work or in a specific area will be outside the scope of this level of learning support and other interventions are needed.

Extra support from individual pupils will be available when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for action to be taken to meet their specific learning needs. This will normally include the involvement of a Teaching Assistant/HLTA working under the guidance of the class or subject teacher and the Inclusion Manager, and the use of different learning materials and/or a different teaching strategy. This will be detailed in the pupil's Individual Education Plan (IEP).

Where a pupil does not continue to make sufficient progress, extra support will be available which might be delivered in a smaller group outside the classroom, dependent on individual pupils' needs. This may also involve more detailed diagnostic interventions alongside the use of external specialist expertise working in unison with the Inclusion Manager and teaching teams. We will work closely with parents and carers to inform them as well as learn from them. Parents will receive copies of any IEP in operation.

There is also the option for requesting support from external services where colleagues from these services can advise teachers on alternative approaches with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and, in some cases, provide direct support for particular activities.

An individual pupil's educational needs may be recognised as requiring resources in addition to those available at the school in the form of an Education, Health and Care (EHC) plan. Provision for these pupils will be identified in their EHC and the school will work closely with outside agencies to ensure interventions and support are provided as required, under the Inclusion Manager's oversight and with Teaching Assistant support as appropriate.

All statutory requirements in terms of reviews, EHCs and best practice will be met. Pupils with disabilities admitted to the school will have full access to the curriculum as our provision will be fully compliant with the requirements of the Disability Discrimination Act (1995) i.e. 'DDA compliant'. Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001 and the Children and Families Act 2014, for example, in terms of developing and revising an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Equality Act 2010.

Meeting the needs of Looked After Children (LAC) and Previously Looked After Children (PLAC)

We recognise that the lives of LAC are characterised by instability, especially that:

- they spend too much time out of school
- they do not have sufficient help with their education if they fall behind
- primary carers are not expected or equipped to provide sufficient support and encouragement for learning and development
- they have unmet emotional, mental and physical health needs that impact on their education.

We will put in place clear support for any LAC who may be in school. This will include a Personal Education Plan (PEP) which will:

- Be a comprehensive and enduring record of the child's experience, progress and achievement, academic and otherwise
- Be linked to information in other education plans, including EHC plans and IEPs
- Identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- Set short term targets, including progress monitoring against each of the areas identified against development and educational needs
- Set long term plans and educational targets and aspirations (e.g. in relation to public examinations, further and higher education, work experience and career plans and aspirations)
- Document identified actions for specific individuals intended to support the achievement of agreed targets
- Highlight access to one-to-one tuition and how this will make/has made a difference to achievement levels

Meeting the needs of children requiring literacy recovery/intervention, including EAL

The needs of those pupils who require specific literacy recovery/intervention including English as an additional language (EAL) will be met as part of our overall approach to meeting individual needs.

Provision for children at the early stages of learning English will be embedded into all teaching to ensure that they are all able to access the curriculum and realise their potential (See Section D for our approach to Literacy). This will include ensuring that all Teachers and Teaching Assistants are trained and equipped with specific skills to address pupils' needs on a daily basis.

We will begin with a full understanding of each child's language background e.g. previous schooling, languages spoken/read/understood, and any specific contexts. This information will be shared with all relevant staff and will inform the extent of support and interventions. Where intensive intervention is required, we will access high quality EFL teaching to bring the child to a level where they can access the core curriculum. Our intervention strategies will include buddy schemes and using a variety of different media to encourage communication.

With particular reference to those pupils who need extra support with their reading and literacy more generally, we will implement an approach which will be based on the "Reading Recovery"

model. This model was originally designed as a school-based, short-term literacy programme designed for pupils aged five or six, and who are the lowest literary achievers after their first year of school.

We will ensure that any pupils who do not make sufficient progress in reading/literacy by the age of six are supported using an approach based on the “Reading Recovery” model. However, we will also use this approach, if needed, for older pupils who, for whatever reason, begin to fall behind at an older age or for pupils who enter our school after the age of six.

The approach will take the format of intensive one-to one lessons for 30 minutes a day, for between 12 and 20 weeks working with a Teaching Assistant. It will be different for every pupil, assessing what the pupil knows and what he/she needs to learn next. The focus of each lesson will be to comprehend messages in reading and construct messages in writing; learning how to attend to detail without losing focus on meaning. The goal is for pupils to develop into effective readers and writers, able to work within the average band of their class at age-appropriate levels of literacy.

The key features of our approach will be:

- Pupils receiving this support are those who have the most difficulty in reading and writing after one year at school, the lowest six year olds in mainstream class.
- This support will also be available for older pupils who, for whatever reason, begin to fall behind at an older age or for pupils who enter our school after the age of six.
- The approach is different for every pupil. The starting point is the pupil's strengths, and teaching builds upon what the pupil is able, and trying, to do.
- Each pupil has an intensive programme of daily 30 minute lessons which are individually designed and individually delivered. This is supplementary to normal class activities.

We believe creating parental partnerships and encouraging parental involvement in learning will be crucial to the progress of all children, particularly those in the early stages of learning English. To this end, parents will be given an overview for each half term, highlighting the key areas that will be covered and keywords that will be used. Where necessary, we will arrange translation and a buddy system with other parents to ensure that key concepts are understood and can be discussed/researched with the child at home. Teachers will ensure that key concepts are clearly signposted pictorially in the classroom and encourage all children to use the keywords in their learning and recording activities.

In addition, we will work with external agencies to provide family learning courses including learning English (e.g. Family English and Let's Talk English) which will support parents with minimal English to improve their speaking skills, confidence, vocabulary and understanding of English, and for those with intermediate English, will explain the literacy curriculum and enable parents to improve their own skills as well as support their children.

Meeting the needs of children with Emotional and Behavioural Difficulties (EBD)

As noted above, our behaviour policy will be integral to our approach to teaching and learning. Those pupils who have significant emotional and behavioural difficulties (EBD) will be supported by the Inclusion Manager, and the team of Teaching Assistants/HLTAs. TAs remaining attached to a year group will offer additional security and comfort from continuity of contact. In addition, pupil mentors will work alongside their peers as part of the pupil leadership development aspect of the school ethos.

If and where necessary, external professional support will be sought and we will always work closely with parents and carers of SEN pupils including the possibility of a 'parent-in-classroom' where this would be beneficial and feasible following customary checks and preparation. Our curriculum model and quality of teaching will ensure all pupils have an opportunity to discover what they can do well, and excel at it. This includes academic work and social conventions in our learning community.

Meeting the needs of the most able/gifted and talented children

The school will adopt a flexible approach to meeting the needs of the most able/gifted and talented pupils to ensure they progress at an appropriate rate. This will take place via extending work in terms of pace and challenge (breadth and depth).

Pupils will be identified for intervention using a combination of the following information:

- Any valid and relevant information available prior to joining our school
- Teacher formative assessment
- Standard tests in various subjects

Our approach to supporting pupils who are gifted and talented will form part of our ethos of enabling every child to reach his or her full potential. We will ensure that individual pupils' strengths as well as areas for development are identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any pupil's emerging strengths are not missed, and that pupils who may join the school mid-year can be accommodated smoothly.

The diagnosis of gifted and talented pupils will make use of recognised pupil characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

The Inclusion Manager will maintain a register of gifted and talented pupils. We will apply expertise developed at Warwick University around the needs of gifted and talented pupils and through the involvement of external agencies such as the National Association for Able Children in Education (NACE). In particular, for gifted and talented pupils, we will foster higher level skills through independent learning. This will include such higher level skills as synthesis (finding and organising) and evaluation.

We will also nurture academic strengths such as mathematical or linguistic ability alongside performance talent in art or sport through provision which incorporates enrichment and extension

activities (as described above), and the opportunity for pupils to use their strengths for the benefit of others, for example as learning mentors as part of personal development. Our approach to facilitating smaller break-out groups will support gifted and talented pupils and SEN pupils alike given the flexibility of our staffing model.

Transition Strategies

We will put in place the appropriate strategies which will ensure that pupils are successful when they enter and when they leave our school. These strategies will be:

- A member of SLT will coordinate all the activities around transition at various crucial ages and induction of new pupils into the school (Initially, as the school grows, this will be the Head Teacher in conjunction with the EYFS coordinator, and then the Deputy Head).
- We will form very close working arrangements with appropriate local secondary schools and supply them with the following information on transfer:
 - Key Stage 2 SATS results
 - Complete assessment profile of academic and non-academic work of each pupil
 - Attendance and behaviour records
 - Record of enrichment activities
 - Any SEN reports and records

We would also anticipate developing with local secondary schools a secondary school 'passport' based upon moderated work undertaken in Year 6 with colleagues from secondary schools' English, Maths and Science departments working alongside our own staff.

We will therefore expect:

- A cross section of moderated work to be discussed around every Y6 pupil in core subjects.
- Notice to be taken of our school's assessment results and Key Stage 2 SATS test results.
- To comment on any setting or streaming of our own pupils in local schools.
- That our pupils will spend some time in the appropriate local secondary schools in Years 5/6 to help ensure a smooth transition and prevent the traditional Key Stage 3 dip.
- To be partners in a linked, coordinated relationship with local secondary schools.
- Secondary subject specialists to work alongside our own subject specialists on providing valuable staff training and individual or pupil cohort teaching, especially in Year 6.
- To work closely with our parents and provide high quality advice to ensure a successful pupil transition into a local secondary that best suits their needs.

One of the roles of the Deputy Head will be to develop and maintain very good transition and an effective partnership with appropriate local secondary schools. This relationship will be the subject of a regular review to ensure pupils are placed in the correct class, level or set and the Key Stage 3 dip prevented or avoided.

To aid the transition from home or nursery to Reception Class, staff from the EYFS will undertake home visits for all prospective new entrants. The prospective class teacher, accompanied by a teaching assistant, will use information gathered from each child's primary carer about his/her development to plan appropriate activities for the first few weeks. This visit will form the foundation for designing relevant learning experiences for our pupils and for building positive relationships

with families demonstrating that we value children's backgrounds and their early learning experiences. Children entering Reception Class will then have a phased induction over five days following the completion of the home visits. This will take the form of 2 half days for the first two days followed by 2 half days with lunch and then full time. Children will be encouraged to bring a 'transitional toy' from home until they feel settled. In a small minority of cases, parents may be requested to remain with a child for a period if the child is particularly distressed on separation.

When children enter Reception class we will then allow 2 weeks for the children to settle in and for routines to be created. A series of baseline assessments will be undertaken and will include things the child should know such as their name and age. They will also include assessments that will evaluate their writing, vocabulary, speech, manipulation and locomotion. Together they will provide a comprehensive view of individual pupils ability at the start of their school careers. The assessment will become a description of the whole child using six recognised development areas that make up the baseline profile. This will be assessed in a planned and systematic way to help inform the teaching and learning process.

The descriptions of assessed and observed behaviour will be grouped into six development areas which best describe the journey between 'child development and learning outcomes'.

- Personal, Social and Emotional
- Speaking and Listening
- Reading and writing
- Sort, Order and Number
- Approach to learning, thinking and reasoning
- Physical

The assessment that forms the record of the pupil will be undertaken by a mixture of observed behaviour and systematic assessment from which a baseline profile will be created. It will be viewed and reported upon at regular intervals and the information made available online using a virtual platform and appropriate software/programs or in personal consultations between the school and parents. This will form the baseline from which the school will work.

As noted above, we are conscious of the impending changes to baseline assessment associated with the EYFS and will incorporate these into our approaches to assessment.

Section D2

Targets

We have established ambitious and realistic targets for pupil performance, behaviour and attendance (See Section C), which will be suitable to measure the extent to which we will be achieving our education vision. These targets will be linked to national targets for primary schools and will also include more detailed targets which will help us to monitor and review our school's performance and so be accountable to all our stakeholders.

We recognise that the government has introduced reforms to the assessment and accountability policy and practices for primary schools as described in its publication: 'Reforming assessment and accountability for primary schools. Government response to consultation on primary school assessment and accountability' (DfE. March 2014). These reforms will introduce tests that will report a precise scaled score at the end of the Key Stages rather than a level as previously. Therefore, the current system of 'levels' used to report pupils' attainment and progress has been removed from the new National Curriculum from September 2014. Instead, there will be detailed performance descriptors available to inform teacher assessment at the end of Key Stage 1 and Key Stage 2 which will be directly linked to the content of the new curriculum.

During our preopening period, we will develop our own innovative approach to assessment with our academy and community school partners e.g. Grimsdyke School. This will ensure that our teachers develop a real understanding of all our pupils' abilities and how to help them progress. It will be linked to our overall approach to teaching and planning, and will be underpinned by expectations in line with the new national curriculum.

As part of our target setting and approaches to evaluating whole school performance as outlined below, we will take particular account of the progress made by disadvantaged pupils compared with that made nationally by other pupils with similar starting points. We will also evaluate the extent to which any gaps in this progress, and consequently in attainment, are closing.

Reviewing school performance

As part of our approach to monitoring, evaluation and intervention, we will use a specially designed whole school self-evaluation document based on Ofsted criteria and other important factors which will be validated by external support. The self-evaluation document will be based on the current requirements of Ofsted for:

- Attainment and Progress
- Teaching and Learning
- Behaviour and Pastoral Support
- Leadership and Management

We will also further develop the Ofsted inspection criteria to ensure they are linked directly to our vision, ethos, and values. Regular reviews of processes will also be conducted using parent and staff questionnaires. Regular pupil voice activities will be a crucial part of the quality assurance, including the use of technology for quick consultations. There will be opportunities for all

stakeholders including pupils, parents, and staff to express their views as the quality of our provision through the use of confidential means of communication such as 'suggestion boxes'.

We will also have a clear 'whistleblowing' policy in place so that people are encouraged to report any events or instances of individual behaviour about which they have concerns. This policy will provide for an independent reviewer of such reports and a means for these to be discussed by the Governing Body or, where appropriate, by someone external to the school generally.

Generally, we see external support and moderation of all our judgments as crucial to ensuring and developing further the quality of our provision. To this end, we will make full use of an external partner who will be an experienced professional who will have undertaken similar activities in the past such as having been a School Improvement Partner for similar schools and contexts.

We will also use the following specific approaches to monitoring and evaluating the work of the school:

- Regular lesson observations, based on the criteria as described above and using external consultancy support for verification of school judgements
- Peer observations involving teacher-teacher and SLT- teacher pairs, again based the criteria as described above and using external consultancy support
- Regular work scrutiny from work samples across all year and ability groups; this will include making judgments in relation to various National Curriculum benchmarks derived from those which are in place at any point in time such as an individual pupil's relationship in terms of attainment with her/his peers nationally
- Data analysis from individual pupil to whole-school level, involving direct teacher accountability in the form of pupil progress meetings with individual teachers to evaluate the impact of their teaching; these will be closely related to individual members of staff performance management/appraisal processes, especially those individual staff targets related to pupil attainment
- Governor scrutiny of the outcomes of monitoring pupils' work and assessment outcomes; this will include regular visits by governors to the school including visits to individual classrooms based on clear protocols for such visits so that all governors can perform their 'support and challenge' role i.e. to act as a critical friend.
- Pupil voice opportunities as a way of providing feedback; this will include the establishment of a 'School Council' and an appropriate emphasis on making sure that all pupils know how to respond to any instances of bullying which they see or are involved with
- Parent voice opportunities as a way of providing feedback including the more informal source of parental feedback such as comments made by any parents in online forums
- Community perception surveys as a way of providing feedback; this will include regular meetings with community groups, including those from the local community in Harrow and specific Muslim community groups, to ensure that we take full account of what is happening in the community in our school activities

It is therefore vital that staff, parents, senior leaders and Governors have an accurate knowledge of the school's strengths and weaknesses in all aspects of its provision. Gaps or weaknesses can then be addressed through focused action plans and progress assessed towards these plans. We will have in place various members of staff with responsibility for particular areas of the curriculum.

Individual governors will work closely with these members of staff, then contributing to the Governors' annual report and ongoing scrutiny of data with a particular responsibility for those areas of provision for which they are responsible.

We will establish a clear annual cycle for governors to enable them to review the school's performance and then set whole school targets arising from that review. This annual cycle will include details of various meetings of the full governing body and its committees at which various events associated with review and planning will take place. For example, there will be a meeting of the governing body as soon as possible after the results of the end of KS2 tests are known to identify areas for further improvement.

Assessment and data tracking system

Information and data on pupils will be monitored by each individual teacher on a half-termly basis and analysed by SLT with a particular focus on the attainment of particular groups of pupils. For example, we will have a half termly audit for Year 6 pupils as they are moving towards their end of KS2 assessments so that we can check their progress on an individual basis and also as a group to ensure that we achieve our whole school end of KS2 targets. Summative assessment will match the National Curriculum requirements and will be benchmarked internally, regionally and nationally in pursuit of personal best performance for pupils, and in fostering a climate of continuous improvement in whole-school performance.

We will also track attendance rigorously, using monitoring of registers, attendance and punctuality, stressing the importance of these aspects of commitment to education with pupils and parents/carers. Attendance will be scrutinised daily, weekly and half termly to ensure that we are on track to meet our targets and that it compares favourably with national and local averages. Careful records will also be kept of attendance at extra-curricular activities and these will be scrutinised with reference to such factors as gender, ethnicity, and SEN.

Teachers and other appropriate staff will be able to access information through a management information system (MIS). All pupils will be given next steps to improve their learning in order to support the meeting of our aspirational achievement indicators. Pupils from Year 3 upwards will be involved in knowing their targets in reading, writing and mathematics and all will be very clear about what targets they have, to move their learning to the next level.

We will consider the full range of data available on pupils to track their progress, exploring best practice approaches to tracking including an MIS which is suited to our needs and, in particular, can be used very effectively by members of staff to inform planning and teaching. This data will include pupils' involvement in enrichment activities so that we can evaluate the extent to which this key element of our vision is being achieved.

For monitoring progress towards annual targets, class teachers, Middle and Senior Leaders will be proactive in ensuring that targets are met. As noted above, rigorously monitored termly milestone targets will be set and any individual or group target at risk of being missed will result in a tailored early intervention strategy being devised and implemented, based on a diagnosis of each

individual situation, in order to maintain progress towards the target and ensure it is achieved. More frequent monitoring will then be used to examine the effectiveness of the intervention(s). Such intervention could include an individual pupil receiving small group or one-to-one support such as use of the 'Reading Recovery' approach as described elsewhere in this document. Other recognised interventions for closing the gap such as Precision Teaching will also form an integral part of the curriculum ensuring that no pupil underachieves.

We will have the highest expectations for all who work in our school, particularly our pupils. Appropriate and challenging targets will be set for each pupil and these will be reviewed regularly. In the termly tracking of pupil progress and outcomes, we will use a range of qualitative and quantitative indicators that refer to individual, group, cohort and whole-school performance in both academic and non-academic terms (the latter including aspects of personal development), to ensure each pupil reaches his or her potential. Therefore, our strategy for success will involve the key aspects of developing and sustaining outstanding teaching and securing the wellbeing and confidence of pupils so that they attend well and are happy, safe and secure learners who increasingly understand what it takes to learn and succeed, and at all times want to learn.

Curriculum links to the work place and their next stage of education will help pupils to develop their own aspirations for their future beyond our school. Pupils' attainment will be used by all staff to inform lesson planning, and to frame high expectation targets for all pupils. Pupils' progress will be closely monitored and intervention will be planned in response to regular checks on progress. In this way, we will identify underperforming individuals and groups of pupils at an early stage.

Frequent formative assessment using the principles of Assessment for Learning (AfL) will take place with a comparison of outcomes against high expectation targets, in order to provide the necessary support as quickly and effectively as possible, using flexible short term interventions to ensure all groups and individuals stay on target.

Summative assessment will match the National Curriculum requirements with the programmes of study and will be benchmarked internally, regionally and nationally in pursuit of personal best performance for pupils, and in fostering a climate of continuous improvement in whole-school performance.

Measuring and improving the quality of teaching

Our approaches to the review of school performance and our assessment and data tracking system will produce outcomes which will give an indication as the quality of teaching across the school. As described above, this will include:

- Lesson observations
- Monitoring of pupils' works, including book scrutinies
- Assessment for learning
- Setting and measuring progress towards individual pupil and whole school targets
- Collecting and interrogating data, especially pupil attainment data
- Using pupils and parents as a source of evidence and information as to how the school is performing

- A clear role for governors and other senior leaders

While this data can be used to measure and improve the quality of teaching, our focus will be on measuring and improving the quality of learning across the school. Integral to our use of data and reviewing the performance of our school will be to evaluate the impact on learning of all our actions and activities. For example, our lesson observation proformas will include prompts to evaluate the impact of various elements of teaching observed by all members of staff on pupils' learning including particular groups of pupils such as those who attract the pupil premium.

We will also triangulate data from various sources to assess the impact on learning. For example, during lesson observations, we will assess pupils' progress in a given lesson and then use such data, including aggregated data, to compare and contrast with other evidence such as that from book scrutinies. Any discrepancies can then be investigated.

As well as more formal lesson observations, senior members of staff will also engage in 'learning walks' on a regular basis in order to evaluate constantly the quality of teaching and learning across the school. This will be a part of the senior leaders being very and constantly visible to all members of the school community.

All teachers at Hujjat Primary will be entitled to high quality investment and development. On induction, the specific training they will receive will include VbE to becoming acquainted with the philosophy behind, and value of, ethical intelligence. The training sessions will inspire them to reflect on their own values, understand the values vocabulary of the school and become mindful, positive role models in addition to excellent academic facilitators. Training will also include the 'Philosophy for Children' (P4C), approach which they will be expected to apply across the curriculum to foster an environment of inquiry, exploration and discussion to support learning. There will also be an introduction to Islam and Islamic educational philosophy for all teachers in line with the requirements of our Section 48 inspection.

Behaviour Management

All pupils have the right to a safe, positive and stimulating learning environment in which they can achieve their full potential. We believe that the entire school community – pupils, staff, parents/carers, governors – each have a role to play in achieving this and the Hujjat Primary Behaviour Policy will outline the roles and responsibilities of each group.

The main aim of our policy will be to promote and encourage positive behaviour on the understanding that sanctions *do not* change behaviour, simply limit it long enough to recognise and praise the desired behaviour. Recognition, praise and positive emotional feedback *do* change behaviour. We will therefore:

- Create a culture of mutual respect
- Develop shared ownership of the school's ethos and values
- Have high expectations of behaviour, attendance and punctuality

- Expect positive role modelling of values and associated behaviour by all adults
- Ensure Inspiring and motivating teaching which engages pupils
- Promote the use of positive handling strategies (diversion, diffusion, and de-escalation through modifications of the environment, routines and improved communication)
- Support pupils to take increased responsibility for the choices they make in relation to behaviour.
- Encourage reflection on the impact of actions and use of restorative justice where appropriate.

Working with Parents/Carers

We recognise that parents are a child's first and most enduring educators and can have a significant effect on educational achievement even as far as adolescence and adulthood³¹. They therefore need to be fully involved their children's education and engaged with the school. At Hujjat Primary, there will be ongoing dialogue with parents using their observations of their child to lead to improved cognitive, social and emotional outcomes.

Encouraging parental involvement in learning will be crucial to the progress of all children, particularly those in the early stages of learning English. To this end, parents will be given an overview for each half term, highlighting the key areas that will be covered and keywords that will be used. Where necessary, we will arrange translation and a buddy system with other parents to ensure that key concepts are understood and can be discussed/researched with the child at home. Teachers will ensure that key concepts are clearly signposted pictorially in the classroom and encourage all children to use the keywords in their learning and recording activities.

Parents will also be involved through parent meetings, letters and conversations through an open door policy and visibility of class teachers at the beginning and end of each day. There will be termly reports and parent meetings to discuss their child's progress. Daily reading records will be completed by both the teacher and parent. Parents will receive a regular newsletter including the Values focus for that month with ideas on reinforcing the messages at home. There will be regular letters/emails to parents and updates to the website to share and celebrate successes, and dedicated workshops to introduce the teaching methodologies we are using (e.g. phonics) and how parents can support their children at home.

Our overall approach of establishing good relationships with all parents, especially hard to reach parents, will begin as soon as their children start at our school. Parents will have online access to a snapshot of their child's achievement and attainment, attendance, and behaviour and will receive support in how to do this. Other parent workshops will include introductions to the school's Values approach to teaching and learning, Behaviour Management, Literacy and Maths. We will also work with external providers to provide family learning courses such as English for Beginners, Parenting and Paediatric First Aid.

³¹ 'The Impact of parental involvement on children's education' DCSF 2008

Parents will also be invited to become involved in the day to day working of the school such as in setting up outdoor play, reading with children, sports days, cultural festivals and fairs. There will be a Parent Teacher Association (PTA) the role of which will be to provide support to the school including in the form of fund raising activities.

Section D3

The table below sets out details of the staffing structure from year 1 of operation in 2017, growing incrementally as the school pupil numbers reach full capacity in 2023.

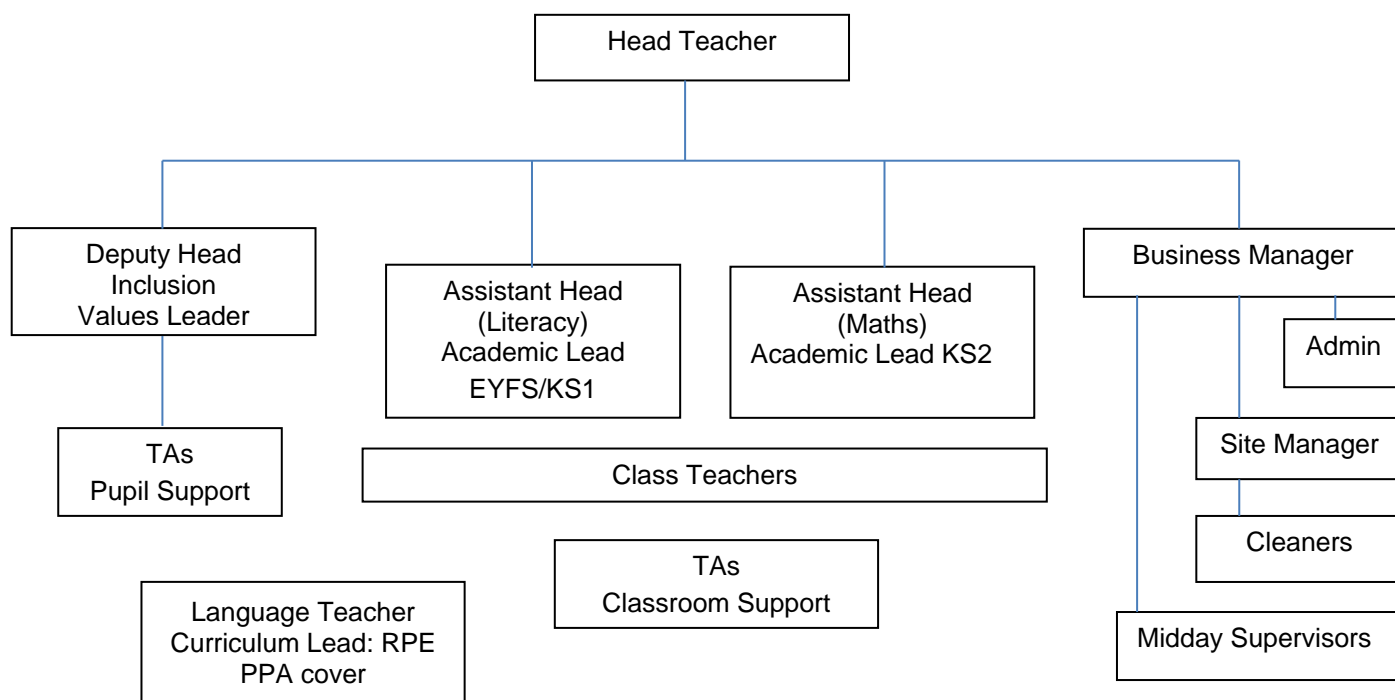
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Year Groups	R	R-Y1	R-Y2	R-Y3	R-Y4	R-Y5	R-Y6
Number of Pupils	60	120	180	240	300	360	420
Leadership Team							
Consultant Head	0.2	0.2					
Head	1	1	1	1	1	1	1
Deputy Head					0.5	1	1
Assistant Head		1	1	2	2	2	2
Business Manager	0.5	0.5	1	1	1	1	1
Teachers							
Classroom teachers	2	4	6	8	10	12	14
Classroom/Pupil Support	2	4	6	7.5	9	10.5	12
Specialist Teachers	1	1	1	1	1	1	1
Support							
Office	1.5	1.5	2	2.5	2.5	2.5	3.5
Site Manager	1	1	1	1	1	1	1
Cleaning	0.2	0.2	0.4	0.6	0.6	0.8	1
Lunchtime supervisors	0.2	0.4	0.6	0.8	1	1.2	1.4
Catering	0.2	0.2	0.4	0.4	0.6	0.8	1

The first appointment will be the Consultant Head (see Section F), who will work as part of the core team through pre-opening and will be involved in recruitment of the Head. The Head will then work with the Consultant Head through the last two terms of pre-opening and have them as mentor during the first two years of operation. This arrangement will enable us to recruit a candidate that has the potential and qualities we are looking for but may not have held a headship. Both the Head and Consultant Head will have 0.2 teaching allocation in the early years, reducing for the Head to 0.1 at full capacity.

During the first year of operation, the Head, supported by the Consultant Head, will take the lead on both academic and Values (incorporating pastoral/faith/wellbeing matters), as well as Inclusion. They will be supported as Values Leader by the specialist teacher who will also be the curriculum lead for RPE, and will be in position for September 2017.

During the second year of operation, our first Assistant Head will take academic lead for EYFS and KS1 (0.5 teaching allocation). By Year 5, both the second Assistant Head, with academic responsibility for KS2 (0.5 teaching allocation), and the Deputy Head (0.2 teaching allocation) will be in place. At this point, the Deputy Head will take over as Values Leader and take on the pastoral/faith/wellbeing and Inclusion roles from the Head.

Staffing Structure at full capacity in Year 7



Commentary on the staffing structure

Key features of the staffing structures are as follows:

- The salary scales have been set with reference to national pay scales and similar posts advertised. With specific regard to teachers' and senior leaders' salaries, these have been set towards the top end of the relevant pay scale to take account of increases in salaries as a result of our performance management/appraisal process.
- When the school is full, the senior leadership team will consist of:
 - The Headteacher

- The Deputy Head
- The 2 Assistant Heads
- The Business Manager

These will meet on a regular basis and will focus upon improving standards and raising the quality of teaching and learning across the curriculum. They will be constantly seeking ways to ensure that all pupils, including SEN pupils and gifted and talented pupils, make outstanding progress. They will support teaching staff and develop training and induction courses for new staff, support NQTs and teaching assistants in their areas and ultimately ensure a highly motivated staff team.

- The Head and Deputy Head will teach to ensure that they:
 - are in touch with day to day concerns
 - are offering a high quality standard of teaching to inspire pupils and other less experienced colleagues
 - they have first-hand experience of the needs of the pupils

This will make the best use of staff resources, especially during the build-up of numbers, and will ensure best value.

As the school starts we will have a flat structure to ensure appropriate resources can be allocated to build up the curriculum offer. The Senior Staff will be interchangeable but in the event of long-term sickness of the Head, the Governors will allocate another member of staff.

The Headteacher

We will appoint a strong leader who believes in the vision and ethos of the school as the platform to support the delivery of high quality education and deliver high standards and so is well respected by colleagues. She/he will be able to inspire staff, parents and pupils; write and implement school policies, school self-evaluation plans and monitor school development plans. She/he must understand the process of work scrutiny measures and implements them in a fair and reasonable manner. We believe she/he should lead, develop and inspire all the elements of the school towards achieving its aims and goals. She/he must have the drive to raise standards and sustain improvements and have the ability to motivate pupils and their parents towards improving their life chances.

She/he will have responsibility for the following specific areas:

- Shaping the future. This will involve working with the governing body/Trust and others to create a shared ethos, vision and strategic plan, which inspires and motivates pupils, staff and all other members of the school community. The Head will need to ensure that all aspects of the school are based upon the core values and principles as defined in our vision.
- Leading learning and teaching. The Head will have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This involves setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.
- Developing self and working with others. The Head will be committed to their own continuous professional development and support all staff to achieve high standards through performance

management/appraisal and effective continuing professional development practice. The Head will be a 'torch bearer' of the ethos of the school and actively seek to develop this ethos to further the principles of the Academy, and improve the experience and outcomes for pupils. She/he will regularly review own practice, set personal targets and take responsibility for managing his/her own workload and that of others.

- Managing the organisation. The school will provide effective organisation and management of the Academy and seek ways of improving organisational structures and functions. People and resources within the school will be organised to provide an efficient, effective and safe learning environment. The Head will create a structure which reflects the mission, ethos, and values of the school and will enable the management systems, structures and processes to work both effectively and legally by producing and implementing clear, evidence based improvement plans and policies for the development of the school and its facilities. He/ will work with the governors to manage the school's financial and human resources effectively and efficiently through recruitment and deploying staff appropriately to achieve the school's vision and goals.
- Securing accountability. The Head will account for the efficiency and effectiveness of the school to all stakeholders, especially the pupils, parents/carers, the Board of Governors, the Trust, and the DfE. She/he will promote collective responsibility within the whole school community and contribute to the education service more widely.
- Strengthening community. The Head will collaborate with other schools and Academies in order to share expertise and bring positive benefits to our own and other schools and Academies. She/he will actively promote the partnership between school, family and community to ensure families are fully engaged in planning and supporting the learning journey of their children.

Leadership is a quality that the proposers expect to see flourish. Distributed leadership will enable staff and pupils to take ownership of the school, especially its vision and ethos. From the outset, the leaders will be expected to find ways to demonstrate the vision in the classroom so that it is obvious to all pupils and parents. In particular, leaders will be expected to review the vision, ethos, and School Development Plan each year.

The Deputy Head

The Deputy Head will assist the Head in the six key areas identified above and deputise in her/his absence. In order to deliver our vision, we will address inclusion as a core expectation of teaching. The Deputy Head will therefore lead Inclusion and take on the role of SENCo, as well as lead on provision for children who speak English as an additional language, those identified as 'Able, Gifted and Talented' and those eligible for Pupil Premium funding. More generally he/she will ensure that the school's inclusion and equality policies and procedures are carried out and monitored with appropriate assessments of their impact and effectiveness, to guide future plans. He/she will also have particular responsibility for transitions, faith and wellbeing, and safeguarding as well as being the Values Leader to drive and monitor the impact and effectiveness of our Values-based education model both internally and externally.

The 2 Assistant Heads

Each of the two Assistants Heads will have responsibility for a cluster of subjects across the school. The exact split of subjects will be finalised taking account of the relative strengths of those

taking up these positions and the priorities of the school at any given point in time. Responsibilities will include monitoring and improving the quality of teaching, learning and attainment/standards. Each of the two Assistant Heads will also take responsibility for key whole school issues such as assessment strategies, including the impending changes in the assessment and accountability policy and practices as described above

Each Assistant Head will focus on leadership and management, continuing professional development of staff, and community links. Working with the Head and the Deputy Head she/he will lead, motivate, support, challenge and develop all staff to secure continual improvement. She/he will lead staff members to achieve high performance through goal setting, providing feedback and evaluation. She/he will look at identifying common areas for improvement in overall teaching delivery and pedagogical strategies. She/he will also research best practices and current trends in curriculum development and will have a 0.5 teaching commitment as the school grows.

They will be responsible for:

- embedding the values, ethos, and culture of the school
- developing the curriculum
- undertaking teaching and learning reviews
- improving standards across the ability range

The Business Manager

The Business Manager will be responsible for five key areas: strategic leadership and management, finance and managing resources, human resources, estate management and marketing. She/he will overlook all strategies relating to risk management, resource management, personnel issues, contracts administration, managing employment contracts, ICT management, health and safety management and promoting the school including developing links with other schools and agencies, the business community and volunteer organisations.

The Middle Leadership Group

Other Middle Leaders will be class teachers with responsibility for particular curriculum areas:

- Literacy
- Mathematics
- Science
- Humanities
- Other foundation subjects

They will:

- Embed the values, ethos and culture of the school
- Improve the quality of teaching and learning in their curriculum areas
- Coach and mentor staff
- Report on pupil outcomes

An allowance for each has been included in the staffing budget.

Specialist teacher

This person will be responsible for development of the language curriculum, supporting teacher in Reception and KS1 to deliver it and then being responsible for delivery in KS2. He/She will have curriculum lead responsibility for RPE and will also be responsible for developing a resource centre and relevant material to support the Values Curriculum. PPA cover as necessary.

Class teachers

Class teachers will take responsibility for planning and delivering the curriculum, including individual pupils' programmes, and assessing pupils' progress against their targets. All class teachers will have Qualified Teacher Status (QTS). They will also work closely with Teaching Assistants ensuring involvement in lesson planning and taking responsibility for teaching outcomes.

Teaching Assistants (TAs)

TAs will be part of a teaching team and will work alongside class teachers in the classroom to support teaching and learning activities. In particular, they will provide general support to the teacher in the organisation and management of pupils and the classroom ensuring the appropriate support for each pupil dependant on their individual planned needs. They will also assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment for all pupils particularly helping to overcome individual pupils' barriers to learning including physical, emotional and behavioural difficulties.

Where necessary and appropriate, they will provide specialist support to staff and pupils dependent on pupils' needs and general circumstances. They will contribute to planning, preparing and delivery of agreed work and support programmes to individual or groups of pupils. Under an agreed system of direction and supervision, they will also work with whole classes where the assigned teacher is not present, including carrying out timetabled PPA cover for teachers within agreed staffing levels and appropriate risk assessments.

Administrative support staff

The administrative support team will have a crucial role in delivering our vision and reaching our pupil and whole-school targets. These colleagues will attend those meetings which specifically address key issues associated with teaching and learning and raising standards so that they can consider their roles in this and what actions they might undertake to make important contributions to these core functions of the school. We will also require the members of this team to be multi-skilled and so very flexible in terms of the tasks they undertake so that, in particular, any staff absence does not lead to a significant reduction in the quality of the service they provide. In order to do this, we will put in place an in-house staffing development programme which will develop these varied skills.

Midday supervisors

Midday supervisors will work in a team to ensure the health and safety of pupils at lunchtimes under the direction of the appropriate person. They will also be responsible for making the experience of lunchtime a positive experience for all and ensuring that the school values are being upheld.

All staff will be responsible for promoting and safeguarding the welfare of all pupils. They will be given the tools, resources and support to realise successful outcomes for their pupils and will be accountable for progress throughout the year.

Section D4

Ensuring the needs of all children are fully provided for within the curriculum

We will meet the needs of all pupils by establishing and maintaining a school which ensures that their spiritual, moral, social, cultural and intellectual development is holistic and helps to prepare them for life in modern Britain.

In the opening to his book 'Short Guide to Understanding Islam', Chris Hoyer (Christian theologian, educator, former interfaith advisor to the Bishop of Birmingham and supporter of our vision), says, "The days of polemics are over...the way forward now must be through understanding one another both in the head and the heart...seek to understand Islam the way you would like a Muslim to understand Christianity".

To aid this understanding across the community, dispel common myths and foster cohesion, Hujjat Primary School's faith designation will be transparent throughout the school and extend into the local community as an ethos that promotes and embeds into curriculum, universally accepted human values and principles that are also the cornerstones of the Islamic faith. This will ensure that everyone at our school, adults and children, of all faiths and none, can identify with them, benefit from them and ultimately become positive ambassadors for the faith and for humanity.

The school will offer a broad, balanced and vibrant core curriculum underpinned by a values-based approach to teaching and learning where respect, kindness, tolerance and integrity are our core values, supported by a Golden Rule: treat others as you would like to be treated. Guided by these values, we will create a school community in which each pupil feels valued, respected and supported to grow and achieve beyond their expectations.

We will use both curriculum and enrichment activities to foster national pride and sense of belonging for all children who attend the school, dispelling any myth of a conflict between British and Muslim, or British and any other ethnic/religious identities.

Harrow is the seventh³² most ethnically diverse borough in England and Wales. Our school will promote tolerance and respect for people of other faiths/world views, cultures and lifestyles by celebrating this diversity and interacting with various faiths and ethnic communities through links with local faith and community schools (See Section E for further details), visits, inter-faith fundraising activities, sports and celebrations.

³² Harrow School Roll Projections Report 2016-2024

More specifically, we will be focusing on the totality of pupils' experiences using Ofsted's guidance on these matters where:

- Pupils' spiritual development is shown by their:
 - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
 - sense of enjoyment and fascination in learning about themselves, others and the world around them
 - use of imagination and creativity in their learning
 - willingness to reflect on their experiences.
- Pupils' moral development is shown by their:
 - ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
 - understanding of the consequences of their behaviour and actions
 - interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.
- Pupils' social development is shown by their:
 - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs so that pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Pupils' cultural development is shown by their:
 - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
 - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
 - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
 - willingness to participate in and respond positively to artistic, sporting and cultural opportunities
 - interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

As described above in Section D2, we will audit and track pupils' experiences across our school to ensure that each pupil has the opportunity to develop the appropriate skills, and knowledge and understanding including as associated with each aspect of their SMSC development.

As set out in D1, Religion, Philosophy and Ethics (RPE) will introduce all the major faiths alongside Islam as agreed by the local SACRE. We believe that every human being has a spiritual dimension which needs to be allowed to flourish, experience and explore within the safety of a school environment and will seek to develop this with the children through reflection on themselves and the natural world around them. To support our values-led approach to education and our aim of community cohesion, children will also have the opportunity to explore ethical issues, focusing on shared values and common answers to difficult moral questions. We will respect the rights of parents to withdraw their children from the religion element of RPE and will provide an alternative faith or spiritual activity as agreed with the parents and supervised by a member of staff.

We will do everything we can to accommodate the faith commitment our pupils bring with them and will encourage parents to discuss particular faith needs as part of their induction. Assemblies will focus on values that all pupils can relate to as well as celebrating their achievements in this area. Daily collective worship will be mainly class based and comprise a short prayer to start the day, giving thanks and remembering those less fortunate before lunch, and another short prayer to end the day. All parents will be advised of the wording of the prayers and we will fully respect the right of parents to withdraw their child or provide alternative wording for them.

Time will be allocated for daily Islamic prayers from Year 4 onwards for 15 minutes during the lunch break. All children will be welcome to attend and use the time for personal prayer or silent reflection. Timings will be staggered within year groups to ensure that children are not separated from their year group during the lunch break if they choose not to attend. As per our ethos of inclusivity, children will be reminded to be mindful of this when they go for prayer and no child will be forced to take part in collective worship or prayers.

Our school uniform will be smart, practical, comfortable, provide value for money and foster a sense of community and common identity across the school. We will allow religious symbols to be worn where they do not compromise the needs of safety and security and will seek to reasonably accommodate religious requirements. However, effective teaching and learning will always be paramount and we accept that this requirement may supersede individual requests under the terms of the Human Rights Act. In cases where there is a dispute, the Head Teacher and Governors will review the case and make an appropriate decision. A hijab (head scarf) will be included as an optional item in the school uniform list for KS2 but will not be mandatory on any pupil.

The essential requirement of our school catering will be that it will promote a variety of healthy eating options for all pupils and staff which will take into account their dietary requirements. We will encourage parents and staff to raise particular dietary requirements, religious or otherwise, during induction and we will accommodate accordingly.

All lessons at the school will be taught in English except for the Foreign Language (Arabic or Spanish). Wherever work from these language classes is displayed around the school, it will be accompanied by English translations.

Our admissions policy will be based equally on faith and non-faith places in the event of oversubscription and this has been clearly highlighted in all of our marketing material and on the website. Our marketing will continue to focus on encouraging applications from across the local community (See Section E).

We have full knowledge and understanding of the government's 'Prevent Strategy' one of the main purposes of which is to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. A crucial part of this will be, where necessary and appropriate, challenging pupils, staff or parents expressing opinions contrary to these fundamental values. This will be the case even when such views originate from outside the school such as from any form of supplementary school. A policy will be established to ensure that any incidents of this nature will be reported immediately to the Head Teacher and then considered by the full Governing body as a matter of urgency.

Taking account of the ages of the pupils in our school, we will exercise the appropriate due diligence. All staff will receive training in how to do this before the school opens. This training will use expertise available nationally including taking full account of ongoing developments in this policy area. As noted previously, Governors will have a key role in ensuring that this due diligence takes place. Hujjat Primary will also adopt a zero tolerance approach to any type of bullying including homophobic bullying.

We will draw on best practice at Iqra Primary in Slough through our consultant chair Zafar Ali, (See Section F for further details). On recruitment, our Deputy Head will have responsibility for pastoral care (faith and wellbeing). This item will therefore be regularly considered at meetings of the SLT and will be a standing agenda item at Governors' meetings.

Section E: Evidence of need – part 1

	2017				2018			
	A	B	C	D	A	B	C	D
Reception	60	110		183	60	74		123
Year 1		136*		226	60	110		183
Totals								

The Year 1 figures for 2017 are based on demand gathered for our previous application submitted in October 2014 for the school to open in September 2016.

Section E: Evidence of need – part 2

Section E1

Evidence of Need

Please see Section C, Rationale p7-9, for evidence supporting the need for primary school places in Harrow, the standards of local schools specifically in the North East planning area of Harrow, and demand for a school inspired by Islam to support integration, foster cohesion and promote a better understanding of Islamic faith and practice across the community.

In brief, there is an urgent basic need case for additional high quality education places for pupils aged 4-11 in Harrow. The information collated in Section C shows that projected shortfalls exist through to the scheduled opening date and beyond and are severe.

As also reported in Section C, standards are variable in the North East planning area of Harrow with Ofsted 'Outstanding' and 'Good' provision (Whitchurch and Stanburn) and underperforming schools that are 'Inadequate' or 'Require Improvement'. For example, Aylward Primary School was judged by Ofsted to Require Improvement. Weald Junior School was placed in Special Measures in March 2014 when inspectors commented that Achievement of Pupils, Quality of Teaching and Leadership & Management were all 'Inadequate'. These two schools have almost three times the number of pupils on roll (1121) than the total number of pupils in school when Hujjat Primary School reaches steady state operations with 420 pupils.

Postcode analysis

We received a total of 117 responses from parents who selected Hujjat Primary as their first choice for September 2017 and 84 responses for September 2018. Of those, we excluded postcodes outside a reasonable commuting distance (including the one parent from Birmingham who is prepared to move to Harrow for the school). The resulting analysis is as follows:

Postcode	2017	2018
HA7	20	14
HA3	13	7
WD	21	17
NW	12	6
HA2	14	7
HA9	8	5
UB	6	1
HA6	5	1
HA0, HA1, HA4, HA5, HA8, W	11	16
	110	74



As can be seen from the above table, demand is centred around the postcodes relevant and closest to the proposed school site. The Evidence of Demand form we used showing the key 'first choice pledge' question, is shown below.

Please register your interest in sending your child this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

Name	Postcode	Child's Date of Birth	I would select Hujjat Primary School as first choice for my child Please sign	Email address

This proforma shows the information asked for as column headings, including the key question posed as a statement of confirmation highlighted by bold including border in the graphic below: “I would select Hujjat Primary School as first choice for my child” after respondents were given specific information about our vision for the new school. All parents responding to this question were spoken to regarding the vision of the school and given an informative flyer (below) derived from the school website which provides details specific to the type of education provision in our school.



Hujjat Primary will be a two-class entry school for boys and girls aged 4 – 11 (Reception to Y6). Planned to open in September 2017 with 2 Reception classes, it will be a free school, set up in response to demand from parents and funded by the government. The School will have a clear vision to nurture children in a safe and caring environment where teaching is guided by the Islamic values of tolerance, kindness, respect and integrity.

RATIONALE

Primary schools in Harrow are struggling to cope with the pressures of overcrowding beyond any other borough in the UK. Harrow is also the second most religiously diverse borough in London and many of the communities associated with these religions have schools that represent and address their educational needs.

Hujjat Primary School will add to choice and diversity in Harrow by offering a real alternative to the key features of local schools through the provision of a high-performing Muslim faith school.

OUR ETHOS

Hujjat Primary School will be the first free Muslim faith school in Harrow. Focusing on Islamic values, it will be truly non-sectarian and appeal to all Muslims as well as children from all faiths and none.

The core values of tolerance, kindness, respect and integrity will guide all teaching, behaviour management, interaction and learning within Hujjat Primary School, providing a nurturing and caring environment that is optimal for learning and development across all faiths and cultures. Each child will be valued and respected as a unique individual and guided to show the same respect and consideration towards those around them.

Hujjat Primary School will promote community cohesion and harmony by educating responsible and tolerant British citizens who believe that being educated and socially responsible is an integral part of faith. To this end, we will provide children with a diverse range of opportunities for involvement in community and charity projects and activities both on a curricular and extracurricular basis so that children understand the importance of integrating within the local community and reaching out to those who are disadvantaged in any way.

Children will learn that education extends beyond academics and involves positively interacting and contributing to the wider society.

ADMISSIONS

Hujjat Primary School will provide a holistic approach to learning that focuses on academic excellence, character development, and social and physical well-being. Our school ethos and admissions policy will be fully inclusive and hence, we will welcome and encourage children of all faiths and none, to apply. If the school is over-subscribed, 50% of places will be determined by reference to faith, whilst the remaining 50% of places will be allocated without reference to faith.



www.hujjatschool.org

WHAT WE WILL OFFER:

- Creative and thematic teaching to engage and motivate every child to strive for excellence
- Teaching underpinned by core Islamic values, to enhance the well-being and growth of every child's mind, body and spirit
- A school community in which children feel valued, respected and supported to grow and excel as decent human beings and responsible citizens
- An imaginative programme of extra-curricular activities to enable children to explore and develop a range of skills and talents
- Opportunities for children to be involved in dynamic community service programmes to foster social responsibility and forge positive links between pupils, home, school and the community

Online Presence

A dedicated website for the proposed Hujjat Primary School in Harrow has been established in the planning phase: www.hujjatschool.org. This website provides information for, and elicits support from, the local community. Interested parents and community members are able to respond online and the responses received have been uniformly positive. We have answered all queries promptly. We also conducted a marketing campaign via text message, WhatsApp, Email and Facebook using the following advert to draw potential parents and other interested residents to the website:

Hujjat Primary School



IMAGINE A SCHOOL WHERE...

...every corner is buzzing with creativity, positivity and a passion for learning

...children smile when they greet you because they know it'll brighten your day

...everyone is shown the same respect whether they are the caretaker or the head teacher

...honesty and integrity are the cornerstones of school life, and generosity and charity are second nature

...every child aspires to academic excellence and achieving their full potential

...this is the vision behind
Hujjat Primary School

A beacon of quality education, inclusivity and harmony in Harrow

Further information can be found at:
www.hujjatschool.org

Section E2

Parental Engagement

The team behind Hujjat Primary has undertaken various engagement activities in and around our proposed location in the North East planning area of Harrow, speaking with prospective parents and carers of children in our target age groups. Having a team who mostly live in and around Harrow meant that we were able to identify many relevant activities and ensure that we were able to target our marketing activities. Locations included local parks (Stanmore Recreation Ground, Centenary Park and Byron Park), family events including two local Eid Fairs, the Stanmore Society Village Fete, mother and toddler groups, nurseries, Stanmore Children's Centre, story and rhyme time at Stanmore Library, a presence over three days outside the local Sainsbury's in Stanmore as well as the local Islamic Centre (KSIMCoL).

These demand gathering activities included direct contact with people of all backgrounds and faiths and included introducing the vision of the school, answering questions regarding the school and free schools generally, and handing out information leaflets. We made a point of indicating that the proposal related to a Muslim faith school that would be fully inclusive and have an open, fair, transparent and inclusive admissions policy with a corresponding and holistic approach to education.

The vast majority of those we spoke to were willing to listen and were pleasantly surprised at our focus on integration and inclusion through the admissions policy and the ethos at the school. However, a small number of people expressed particular concerns relating to the faith designation, which were founded on media coverage of Muslim majority schools and the perceived lack of tolerance of those of other faiths and beliefs. Although they liked our vision, and were happy to

support it, they were unwilling to identify the school as their first choice without any tangible evidence. This further highlighted the need for a Muslim faith school which could dispel these myths and educate local children with a focus on shared values to foster community cohesion. We firmly believe that once the school has been established, is tangible, has a developing track record and has created visible links with other local faith and non-faith schools and organisations, we will be able to attract more pupils from the local community.

A majority of respondents to our survey who indicated that Hujjat Primary would be their first choice for 2017 were based on direct contact conversations. Examples of feedback received from the local community as a result of these engagement activities:

"I feel it's a fantastic proposal for a much needed school. There isn't another school of this type in the area. From what I have heard about the proposal I believe students that graduate with an education from this school would be well integrated with a firm moral background"

Mother of three children, HA7

I think it is an excellent idea and will bring people of different faiths together. Integration and promoting good values is incumbent upon every individual...it has become even more important to show the positivity that the different faiths possess and the commonality between them. I feel strongly that a school such as this will be able to deliver an outstanding education for local children.

Mother of a 3 year old, HA5

This is the exact school we need. The fact that it will be government funded is a dream for us. I know the organisers are extremely experienced and immaculately organised and this makes me feel confident in knowing if this school opens it will be an outstanding one.

Mother of 2 children, NW9

I am a local nursery owner and every year witness the turmoil parents go through to find a suitable Reception place for their child. Opening this school is a wonderful idea as it will provide more much-needed Reception places in Harrow as well as provide parents with more choice of where they want to send their child. I totally support the opening of this school

Local nursery owner, HA3

Feedback that we have taken on board from potential parents:

- The name of the school. Some potential parents were extremely positive about the vision and focus on integration but suggested that the name of the school should be more inclusive to ensure that it attracts interest from across the community and doesn't draw negative attention on CVs in the future. We have taken this on board and will ensure that an open discussion around the name will be included in the public consultation after the school has been approved.

Working with the Community

At the heart of our vision is fostering community cohesion. In preparation for achieving this, and in response to the DfE feedback on our last application, we have successfully reached out across the wider community. We intend that Hujjat Primary will quickly become a confident outward-facing member of the local family of schools.

We also expect a number of our pupils will attend classes after school or at the weekends e.g. home language or as part of their religious commitments and will seek to develop relationship with these, particularly to identify opportunities for sharing educational experience.

In terms of all aspects of school operations and wider community activities, all those responsible for the school and working within it will meet their obligations under the Equality Act 2010.

Local Schools:

We have shared the Hujjat Primary vision with the Head Teachers of:

- Grimsdyke School
- St John's C of E School in Stanmore
- Clore Shalom Primary (Jewish VA school in Hertfordshire)
- Whitchurch Junior School

As a result of these very positive meetings, Grimsdyke School will be our link school in Harrow, supporting us through pre-opening and beyond. We have opened the doors to exploring an inter-faith relationship with St John's for the benefit of both staff and pupils, focusing on the common shared values and principles between the faiths, and have also been offered a 'twinning' with Clore Shalom where the schools can again promote shared values through joint events and activities.

At the Local Authority, we have shared our vision with and have the support of:

- Education Professional Lead
- Education Lead, School Organisation
- Service Manager, Cohesion and Engagement
- Portfolio Holder for Children, Schools and Young People
- Others including Cllrs Marilyn Ashton (Stanmore Park), Ameet Jogia (Canons) and ManjiBhai Kara (Belmont)

We received a warm welcome at the LA and had a conversation that began with: "We've been expecting you for 10 years!" The LA have been aware of the demand for a Muslim faith school in Harrow for a number of years and are supportive of the inclusivity that the free school model brings, as well as the professionalism and experience that is supporting our project. Our local MP, Mr Bob Blackman and Labour candidate Ms Uma Kumaran have both expressed their support, as have Mr David Ashton, former Council Leader and Ms Nana Asante, former Mayor of Harrow.

While we have identified the KSIMCoL as our religious authority, as required for a faith designation, we have ensured that our vision of a truly non-denominational and inclusive Muslim faith school is understood and shared by all members of the major Muslim groups in Harrow. To this end, we met with and have the support of the following (and also attended a number of mother and toddler groups to share the vision with prospective parents):

- Harrow Central Mosque, Executive Committee
- HASVO (Harrow Somali Community)
- Sri Lankan Muslim Cultural Centre
- Kuwaiti Muslim Community
- Iraqi Muslim Community
- Afghan Society
- Shia Ithna'asheri Muslim community (North Harrow)
- Shia Ithna'asheri Muslim community (Stanmore)
- Muslim Forum of Middlesex

Members of the Harrow Interfaith Council have also been supportive of our vision, as has The Reverend of St John Church Stanmore (who is also Co-Chair of Governors at St. John's CofE School).

We have engaged with businesses including an approach to the local Barclays Bank team close to our preferred site in view of their expressed corporate intention to support Free Schools. Facilities at the school will be available for community use, and as such we have included site management to oversee premises related activities. When Hujjat Primary School is established we are aiming to disseminate our best practice online in order to influence school development more widely.

We are already oversubscribed for 2017 and 2018 in terms of first choice pledges and if the school is approved to move into pre-opening we will also be focusing future marketing on the 2018 demand, and subsequent years of entry, which we also confidently expect to reach capacity and beyond. A series of further activities are envisaged post-submission of this application, to ensure that the high level of support is sustained and extended. This engagement will take place both online and within the local communities.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

We fully recognise the need to bring together the necessary skills and experience to ensure the successful realisation of our vision. To that end, we have drawn together the following core team, all of whom share the passion, determination and most importantly, the capacity, to realise the Hujjat Primary vision. In response to the DfE feedback, we have ensured that there is sufficient independent challenge in the core team in that there are no family relationships. The role of the KSIMCoL has been detailed in Section A as the religious authority for the school and as such, individuals who attend this Islamic Centre have been a significant source of pro-bono resources. We have minimised potential conflicts by ensuring our pre-opening team includes representatives from other Muslim centres in and out of Harrow as well as non-Muslims.

Name	Core applicant group	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (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]

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* Time allocation is based on availability over the course of the project e.g. ½ day a week is approximately 25 days over a year.

Where we identified gaps in our skills base, we have sought advice and guidance from professionals in their respective fields, both through the NSN and through our local networks to complete the application and fill the gaps on our core team. In particular:

Floreat Education Academies Trust. Floreat and Hujjat are currently exploring the potential of partnering together, with Floreat using its expertise in opening new primary schools to support Hujjat in pre-opening and post-opening. At a minimum this will involve Hujjat contracting with Floreat to provide project management, curriculum development, training and other support. However, subject to the views of trustees of both organisations, the executives of Floreat and Hujjat are keen to explore the possibility of Hujjat becoming a full member of the Floreat Education Academies Trust through a mixed-MAT model.

KSIMCoL will be the religious authority for Hujjat Primary (See Section A) and is a registered nursery provider. The manager of the nursery is a member of our core team in order to share expertise, particularly in relation to EYFS curriculum development and transition strategy (Please see CV for Sajida Rashid for further details). Through [REDACTED], the [REDACTED] on our core team and Member of the Trust, we will have unlimited access to resource libraries, relevant educational materials, training courses and guidance on matters of faith as required. The Association of Muslim Schools (AMS) UK will be the authority for religious inspections.

We have received oversight on the development of our education plan including curriculum guidance, staffing and budget from [REDACTED]. To ensure we are able to deliver the vision through to reality, particularly in the interim period while we recruit a Head Teacher, [REDACTED] will take on the role of [REDACTED] able to give the equivalent of one day per week, effectively [REDACTED] through pre-opening and [REDACTED] once our Head Teacher is in place. [REDACTED] firmly believes that Hujjat Primary will be a welcome and comfortable addition to the education community in Harrow and will be directly involved in the recruitment of our Head Teacher as well as beginning the process of developing our education brief. Having an experienced Head teacher with a proven track record across the Borough for school improvement who is able to give dedicated time per week will ensure that we meet project milestones and enable us to recruit a candidate that has the potential and qualities we are looking for but may not have held a headship. Grimsdyke will be our link school in Harrow ensuring that we have access to local best practice, particularly in relation to monitoring and assessment.

Our Chair of Governors will be supported in role through pre-opening and the first year of operation by [REDACTED], who will take on the role of [REDACTED]. [REDACTED] is based in Slough, has extensive experience of both teaching and governance, and is [REDACTED]. [REDACTED] has considerable experience of administering the creation of a new school with new governors and new staff. [REDACTED] particularly in relation to the faith designation (Please see CV for further details). [REDACTED], providing training and guidance as appropriate.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

We also reached out to the Harrow School Improvement Partnership, Herts for Learning, [REDACTED] a Muslim faith multi-academy trust, and [REDACTED]. [REDACTED] Where necessary, we may seek to include them in public tenders for specific services using our project development grant.


F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Education Finance	We plan to start the recruitment process for a Business Manager to bring education finance and operational expertise to the project soon after approval, and will be able to provide high quality oversight from within our core team.
ICT	We do not have anyone on the team with experience in creating or managing ICT systems for schools. However, given the education, governance and new schools expertise on the team, we are confident that we will be able to recruit expertise to manage this process and be able to provide oversight from within our core team.

F2 Governance structure, roles and responsibilities

The Trust has been established in order to enable the setting up of Hujjat Primary School. The Trust will be the immediate vehicle for the legal framework in which the school will operate during the early stages of the preopening phase.

The following diagram shows the direction of accountability between the various individuals and bodies which might then exist:

<u>Individuals/bodies</u>	<u>Direction of accountability</u>
Trust members	
Governing body consisting of directors/governors	
Headteacher	

The Head Teacher will be accountable to the Governing body consisting of 11 directors/governors as follows:

- 2 parent governors
- 1 staff governor
- 1 Head Teacher
- 7 Member appointed governors including 1 community governor

The Board of Governors will have three key roles:

Role 1: To provide a strategic view.

The Board will have important powers and duties but limited time and resources so it will focus on helping to decide the school's strategies for improvement so that its pupils learn most effectively and achieve the highest standards.

This means the Board will:

- set suitable aims and objectives
- agree policies, targets and priorities
- monitor and review aims, objectives, and whether the policies, targets and priorities are being achieved.

Role 2: To act as a critical friend.

The Board will offer support, constructive advice, be a sounding board for ideas and provide a second opinion on proposals and help where needed. The Board will be 'critical' in the sense of its responsibility for monitoring and evaluating the school's effectiveness, asking challenging questions, and pressing for improvement. It will also seek to arrive at the best solution in the interests of the school and pupils by asking questions, seeking information and leveraging the expertise of Governors.

Role 3: To ensure accountability.

The Board of Governors will be responsible for ensuring an excellent quality of education in the school. The Head teacher and staff will report to the Board on the School's performance and the Board will discuss, question and refine proposals while always respecting the professional roles of the Head and other staff, and their responsibilities for the management of the School. In turn, the Board will be accountable to parents and the wider community for its actions and the School's overall performance. The Board will be responsible for the performance review of the Head Teacher.

Governing Body Structure

The Board of Governors at opening in September 2017 will include people who will have served on the core team (discussed later in this section) to ensure continuity between pre-opening and post-opening and to maintain organisational memory about decisions, policies and plans agreed during pre-opening. All Governors will be required to sign up to the governor charter that will set out expectations for attendance, conduct, responsibilities and participation. The Chair will be responsible for monitoring Governors against the charter.

The Board will have clear terms of reference and a scheme of delegation to ensure clarity over levels of authority between the Board and its committees and the Head Teacher. A consistent, cohesive risk management strategy will be integral with each committee assessing, monitoring and mitigating risk in their sphere and the Board will review and consider critical risks and the associated preventative plans. Also, a dashboard of key performance indicators will be used to monitor progress against educational, operational and financial targets set out in school development plans.

The school business cycle will be used to structure an intelligent timetable of meetings to support appropriate upward/downward cascading of information. For example, the Board will approve the final annual budget each September which will need the finance committee to agree the budget earlier that month. Attainment data such as end of Key Stage results will be considered by the Teaching and Learning committee in September and adjustments to the school development plan presented to the Board in October. So, two meetings will be needed in one half-term but then the Board need not meet again until the following January.

Governors will be expected to focus on the common goal of creating outstanding schools for pupils, staff and the wider community. Each will serve a four year term of office and will be allocated a specific area of responsibility. They will be expected to provide updates on their area at each full Board meeting for which they will organise visits to the school, engage with stakeholders at parents evenings and other events and scrutinise any relevant data.

The Roles and Responsibilities of Members and Trustees

The Trust has been established with the minimum of 3 members and will be increased to 5 post approval in accordance with current guidelines ensuring that, to the extent that members are available to attend meetings, the trust has enough members to take decisions via special resolution (75% of members agree) without requiring unanimity, while minimising circumstances in which a split membership prevents decisions being taken by ordinary resolution (at least 51% of members are in favour). The additional Members will not be linked or associated to the management of the KSiMCoL to ensure independent challenge amongst the group.

The proposers understand that Members of this Trust have rights and powers under company law to change the constitution, remove directors, receive the annual accounts of the company, also to attend and vote at company meetings.

The Governors or Directors of the company are responsible for management and strategic direction. In addition to their legal duties and responsibilities as company directors, they also have duties under charity law as charity Trustees. While the roles of company members and company directors are distinct, they may be occupied by the same people and in order to ensure effective communication and transfer of information between the two bodies, at least one member of the governing body will also be a Member.

Matters within the responsibility of the Head Teacher that can involve the Board of Governors are complaints, appeals over exclusions, and appeals for admissions. Also, Governors may be involved in HR issues relating to potential redundancy, grievance, discipline and performance management where staff have exercised a right of appeal. Furthermore, appointments of senior leadership will involve Governors on recruitment panels. These processes will be managed within the Board's and committees' terms of reference and the overall scheme of delegation. In particular, care will be taken to ensure that Governors, who have had no involvement in the original decision, are available to be allocated to appeals.

Managing Potential Conflicts

Members, Governors and senior leadership will be expected to declare any potential or actual conflict of interest as soon as they become apparent. This type of situation will be managed by means of implementation of a Conflicts of Interest Management Policy to be produced and ratified jointly by Members, Governors and SLT. This will embody principles of openness, transparency and adherence to best practice guidelines where available. In terms of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family or a close friend would benefit in any way.

An individual may still be able to exercise part-functions depending on the nature of the conflict and the duty to be discharged. For example, she/he may be required to withdraw from a meeting when a particular matter is being discussed, as happens with the Head Teacher in the role of Governor when other Governors are reviewing and deciding on the Head Teacher's pay. In a similar way, we will also maintain independent challenge involving those with executive functions. Governors will need to build a relationship of trust with the Head Teacher and staff in order to discharge their duties but this must not be allowed to remove or limit independent challenge where a potential conflict of interest exists, for example if there are family or friendship relations between Governors and SLT, which will be dealt with as specified above.

The school's operations will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy which will draw from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Principals' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'. All meetings will include a declaration of conflicts prior to the discussion of each agenda item.

The company Members will have the following responsibilities:

- Legal responsibility: returns to Companies House and Charity Commission, DfE, EFA
- Funding agreement with Secretary of State
- Overall strategic vision, performance and development
- Establish and hold the Governing Body to account
- Overall financial management and Financial Regulations
- Hold land and assets in Trust
- Legal Employer: set terms and conditions of employment
- Risk management
- Establishing and monitoring of Key Performance Indicators

The Governing Body will have the following responsibilities:

- Finance: set budget with Academy Trust Board and manage delegated budget in line with Finance Regulations, produce monthly monitoring reports etc
- Staffing: recruitment, induction, training, retention, performance management, allocation, line management, quality standards etc
- Curriculum: planning and delivery
- Premises: health and safety etc
- Pupils: wellbeing, safeguarding, progress outcomes etc
- Communications: internal and external
- Key Performance Indicators: to collect data, analyse and report
- Improvement and Development Planning.

We will have 2 committees when the school is operating at near full capacity. Each committee will have clear terms of reference including areas of authority, key performance indicators and spheres of risk:

- Finance & Resources (incorporating Audit, Premises, Staffing, HR, Health & Safety)
- Teaching and Learning (incorporating School and Pupil Performance, Standards, Faith and Wellbeing, Safeguarding, Curriculum).

As mentioned, there will be a link governor for each key area and training will be arranged as appropriate.

Each of the committees will have a majority of Governors but can also have an important minority of specialist or lay members to provide an objective and/or external perspective. For example, if the Board did not include an accountant then an accountant would be sought to sit on the finance committee. Equally, staff will also be able to play a full role in these committees to provide specific expertise or insight. The chairs of each committee will be appointed by the Board who in turn have authority to appoint other committee members including non-governors. All committee papers will be available to all Governors and Trust Members. All decisions will be taken by the full Board which will meet between 4 and 7 times a year as necessary. Recurring items on the Teaching & Learning committee meeting agendas and full Board meeting agendas will be safeguarding, pupil progress, exclusions, complaints and observations (from visits).

The Head Teacher will have key responsibilities around:

- Appointing non SLT staff
- Performance Management
- Quality Assurance
- Responsibility for the school's target-setting and developmental plans
- School budget and resources. In particular, the Head Teacher will be the designated accounting officer.
- Setting and promoting high standards around pupil progress, attainment, behaviour
- Responsible to the Governing Body for all elements of the school

F3 (a) Proposed trustees

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time 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]

F3 (b) Skills gap for board of trustees

Skills/experience missing	How you plan to fill the gap
Governor able to oversee the faith, wellbeing and pastoral elements of the school curriculum	We are working with our religious authority and have identified a number of suitable candidates who are highly supportive of the vision. We will seek to add this person to the core team as soon as possible.
Community Governor Premises	We have spoken to the LA regarding finding a community governor who has worked with local schools in the same capacity. We will continue to reach out into the community through our local networks, the Association of Harrow Governing Bodies (AHGB) and SGOSS.

Governor Training

■■■■■ is an experienced Chair of Governors who will provide guidance to the Trust during pre-opening. ■■■ will support our proposed Chair to ensure there is an appropriate induction process for new governors and a programme of ongoing training to ensure they remain effective in their roles. Pre-opening training will include Governance, Role of the Chair, Role of Committees, Attainment and Achievement, Ofsted Requirements, Safeguarding and Health & Safety in addition to VbE.

F4 – A credible plan to recruit a high quality principal during pre-opening

Role of Head Teacher

The role of the Head Teacher will be to become quickly engaged with the project, working with proposers on developing and implementing the vision and assisting with the implementation / pre-opening phase regarding education deliverables.

They will also have a significant role in relation to communications with prospective parents and in establishing links within the community. They will contribute to policy formulation and document development, such as the school development plan, also process formulation (e.g. school self-evaluation) together with project milestones following their appointment such as registration as an independent school and evidence collation for the pre-opening Ofsted visit.

When the school is open they will be responsible for the overall direction of the school and accountable for school performance as outlined above.

Timeline

Appointment will be by open competition. We will advertise nationally using online and paper published media to attract an outstanding leader for our school, reflecting the levels of experience and expertise needed to successfully open and then develop a Primary Free School under the high expectations of the proposers and the national level of interest in Free Schools.

The NPQH qualification will be desirable but not an absolute requirement as we are mindful of guidance from DfE which states that NPQH is not mandatory for Free School leaders, and we do not wish to rule out the appointment of an outstanding leader from the independent sector.

The selection process will be mindful of the resignation deadlines for serving Head Teachers and also will take account of the need to advertise when it is generally thought that relevant professionals will be looking to move posts.

The timeline for recruitment will be as follows:

- advertise from early February 2016
- with the aim then of recruiting a suitable candidate for her/him to take up post for the summer term of 2017, one term before opening in September 2017
- This timeline will enable the appointee to hand in her/his resignation before the end of Dec 2016 which will meet the appropriate resignation and serving of notice timelines
- If we are not able to recruit a suitable candidate when we advertise in early February 2016, we can readvertise in June 2017 which will then still be in time for the appointee to hand in her/his resignation before the end of December 2016.
- In the very unlikely situation that we cannot recruit in good time for somebody to take up post in September 2017 when the school opens, we will explore the possibility of having in place an interim Head Teacher.

We will use best practice approaches and go beyond the traditional interview and presentation in order to gain evidence on a wider range of relevant attributes. We intend to use the following menu of selection instruments following advertising nationally online and in hard copy:

- Application form
- References including structured request against selection criteria
- Panel structured interview
- Psychometric test online (SHL OPQ, Manager Plus and Team Types Leadership Styles reports, analysis using Professional and Managerial norm reference group)
- In-tray exercise
- Presentation

In keeping with DfE guidance we will expedite recruitment to be able to appoint a Head Teacher up to two terms in advance of the school's opening date.

Job Description

Hujjat Primary School: Head Teacher

Accountable to: Governors

Main Purpose:

- Devise, agree and implement a post-opening strategic plan that realises and sustains the Trustees' vision for Hujjat Primary School
- Champion and support the development of the values curriculum and the faith ethos, ensuring that they are at the heart of all teaching and learning at the School
- Develop an ethos that promotes inspired teaching and outstanding learning
- Develop school policies and practices that promote effective learning in a safe and secure environment
- Take a strategic role in the development and use of existing and emerging learning resources to ensure continuous improvement in the learning experiences and outcomes of pupils
- Continuously monitor, evaluate and review every aspect of school life
- Take any and all legitimate actions necessary to achieve successful outcomes in keeping with strategies and targets agreed with Governors

Planning and setting expectations

- Adopt, take forward and develop the vision and ethos of the school
- Set the tone of the school in keeping with its character as an all-ability free school

- Lead and manage strategic planning, which identifies priorities and sets targets to ensure that pupils make progress and achieve high standards and that staff work to their maximum potential.
- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Teaching and planning pupil learning

- Create and maintain a climate and code of conduct which promote and secure successful learning through effective teaching.
- Sustain high standards of achievement and promote positive behaviour through whole school behaviour management
- Determine, organise and implement an appropriate curriculum to meet the needs of the twenty first century child in the context of the character of the school
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement
- Monitor and evaluate the quality of teaching and the standards of pupils' learning including those identified as being Gifted and Talented and those with Special Educational Needs, in order to set and meet challenging targets.
- Promote positive practices for developing good race relations and dealing with racial harassment
- Ensure that improvements in literacy, numeracy and computing are priority targets for all pupils, including those identified as being Gifted and Talented and SEN pupils
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence

Assessment and evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary
- Ensure the use of comparative data, which is pupil specific in order to establish benchmarks and set targets for improvement

Pupil achievement

- Make explicit to pupils, parents, teachers and the wider community, the school's high expectations for all children
- Ensure that resourcing and staffing are dedicated to achieve the highest standards for all pupils
- Ensure that effective mentoring and tutorial systems are in place to support pupil achievement

Relations with parents/carers and the wider community

- Account for the efficiency and effectiveness of the school to the governors and others including pupils, parents, staff, and the local community
- Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Take the lead on promoting a better understanding of the Islamic faith within the school and the local community
- Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development
- Maintain liaison with secondary schools, other primary schools, and relevant agencies related to pupil welfare and achievement
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including governors, the LEA, the local community and Ofsted
- Ensure that parents and pupils are well-informed about the curriculum, progress and attainment and about their shared responsibilities

Managing own performance and development

- Participate in arrangements for Performance Management and take responsibility for own professional development
- Prioritise and manage own time effectively
- Work under pressure and to deadlines
- Sustain their own motivation and that of other staff

Managing and developing staff and other adults

- Line manage the Deputy Head, Assistant Heads and Business Manager
- Implement and sustain effective performance management systems
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and pupils
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Lead professional development of staff through example

Managing resources

- Work with governors and senior colleagues to recruit staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided

- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met
- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve pupils' achievements and secure value for money

Strategic Leadership

- Provide direction to secure the highest level of achievement for each pupil; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including secondary schooling
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the DfE, the local community and Ofsted
- Lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents the reality of the school's vision.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement
- Ensure that the management, organisation and administration of the school support its vision and aims
- Provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money

The Head Teacher will also be required to carry out such duties from time to time in keeping with the role of Head Teacher as may reasonably be required by Governors. This job description will be reviewed annually and may be subject to modification or amendment after consultation with the post holder.

Section G: Budget planning and affordability

Sections G1

Our financial plans are consistent with the rest of our application and are based on realistic assumptions about income and expenditure. There are no material errors in these plans. The process we have used to develop these plans has been rigorous with a high degree of internal challenge within the planning team using the expertise of those with a predominantly financial background, those with a predominantly human resources background, and those with a predominantly education background. We have sought and gained support from colleagues outside the team including those with an educational and financial background.

This led to several iterations of the financial plans to arrive at a balance between having in place the required resources (especially staffing resources) to deliver our vision and education plan, especially the pupil achievement targets and whole school targets, while being financially responsible and prudent.

We will therefore deliver exceptional value for money and have in place financial plans which will ensure that we can deliver our vision and education plans, especially our targets.

The key features of our plans and the process we undertook to develop these are:

- We have built into our strategic planning a straightforward and manageable build-up of pupil numbers. This then leads to a predictable level of pupil-driven income.
- Throughout the process, we have been conscious of the fact that we are making use of public money and so need to achieve the highest value for money possible. In particular, we fully understand the need to adhere to the 'Seven Principles of Public Life', also known as the 'Nolan principles'. Clearly, we will continue to adhere to these principles throughout the preopening phase and once the school is established.
- We have included in our staffing budget the cost of employing administrative staff, premises staff, and midday supervisors. During our preopening period, we will consider whether we should establish outsourcing contracts for some or all of the services provided by these staff such as premises management contracts. If or when we do this, we will ensure that we following the required procurement processes and so will meet all statutory requirements. In line with most local schools, we have assumed that catering will be outsourced and budgeted using comparative financial data from local schools.
- With regard to other items of expenditure, we have used all the benchmarking figures as provided within the financial planning spreadsheet for all our pupils. In order to be prudent, we have not replaced any of these benchmarking figures with lower figures, including where we think we can make cost savings without the risk of not being able to deliver our vision and education plan, especially our targets.
- For those items of expenditure where there have not been provided benchmarking figures within the financial planning spreadsheet, we have used the following based on comparative financial data and the experience of similar schools. With particular regard to depreciation, we

have taken account of the lengths of the useful lives of various assets including laptops, and general office furniture and calculated depreciation on a straight line basis (4 years for computing equipment and 5 years for furniture and fittings).

- We have estimated very conservative figures for other income so as not to become reliant on these figures to deliver our vision and education plan, especially our targets.
- We have taken account of the fact that the post-opening grant will be removed when the school is at full capacity and so have adjusted our cost levels (especially our staffing costs) to cater for this.
- Similarly, we took on board the fact that the leadership grant will reduce significantly as we move towards full capacity and have also then adjusted our cost levels (especially our staffing costs) to allow for this.
- We considered potential savings in relation to many aspects of our school costs through the use of working closely with other schools and organisations to 'buy in bulk' services and various goods such as those associated with premises costs. We have consulted with colleagues on other reasonable cost savings and are confident that these can be achieved. However, in order to be prudent, we have not allowed for these potential savings in the financial plans to date.
- After we had drafted out our financial plans, we then reviewed any areas which were 'red flagged' when compared with key financial indicators. We reviewed these by considering how we might reduce these costs without prejudicing the delivery of our vision and education plan, especially the pupil achievement targets and whole school targets. We also used the DfE CFR benchmarking website used for non-payroll costs. Specifically we reviewed:
 - our salary costs and as a result of this, reduced the salary levels of some members of staff but did not reduce the actual numbers of staff to be employed. Given this reduction, we are still confident that we can recruit enough staff of the appropriate calibre to deliver our vision and education plan, especially the targets. However, these are still 'red flagged' and we are comfortable with this because these costs are essential to deliver our vision and education plan
 - the costs associated with the provision of educational resources. After a slight reduction in these, we are still comfortable with this 'red flag' given the centrality of the provision of high quality educational resources to the delivery of our vision and education plan, especially the pupil achievement targets and whole school targets.
 - any annual deficits and resultant cumulative deficits. We then reviewed key costs in order to remove these, especially as related to staff costs. We are confident that this will not prejudice the delivery of our vision and education plan, especially the pupil achievement targets and whole school targets.
 - the level of annual surpluses and resultant cumulative surpluses. We did this in order to arrive at an appropriate level to help us to invest over the years in additional resources (including staffing resources) while not compromising the quality of the education to those cohorts in the years where these surpluses were generated. Given the annual surpluses as a percentage of

total income and the resultant cumulative surpluses, we are comfortable with this. We will ensure that these surpluses are invested wisely over the relevant period of time and will put in place the appropriate mechanisms to do this. This will include an important role for the governors of the school and Trustees so that the monies spent are clearly linked to school improvement priorities over the short, medium and long term.

- We have used the standard national pay scales, with TPS and LGPS employer contributions included. We have set teachers' salaries at appropriate points to help us to recruit staff of the highest quality while at the same time allowing some contingency when we recruit staff who will not be placed at such a high point on this scale. This approach also allows for increases in salaries as a result of our performance management/appraisal process. We do intend to recruit a mix of staff with regard to experience and so do anticipate some teachers who are will be placed towards the top of the Main Pay Scale and into the Upper Pay Scale range. This mix of staff will help us to combine experience with new ideas from those members of staff who will have undergone their initial training relatively recently. We will work closely with various providers of initial teacher training to recruit staff of the highest quality. This will include the local University providers of initial teacher training and Teach First who provide a two-year Leadership Development Programme designed to support participants to become inspirational teachers and leaders in schools. We know that this scheme can be very effective in making available high quality teaching staff in a very cost effective way.
- We have set the salary of the Head Teacher at a level in order to attract a person of sufficient expertise and calibre to ensure that we have in place a colleague who will be able to provide the leadership which the Academy will need in order to achieve the ambitious pupil achievement and whole school targets which we have set. Similarly, we have set salaries for the other senior leaders, including the Deputy Head and Assistant Heads, which will attract persons of sufficient expertise and calibre.
- Colleagues paid on the senior leadership pay scales are the Head Teacher, Deputy Head, and the two Assistant Heads. This is necessary both for the overall development of the Academy and to ensure that leadership of the Academy remains effective in the unavoidable absence of any of these. These colleagues who are paid on the senior leadership pay scales will have a regular teaching commitment commensurate with their leadership responsibilities. This will help to achieve the highest value for money and also help these senior colleagues to stay closely in touch with classroom practice.
- The administrative support team will have a crucial role in delivering our vision and reaching our pupil achievement and whole-school targets. Therefore, these colleagues will attend key meetings of staff which address key issues associated with teaching and learning and raising standards so that they can consider their roles in these core functions of the school and what actions they might undertake to make important contributions to these. We will also require the members of this team to be multi-skilled and so very flexible in terms of the tasks they undertake so that, in particular, any staff reduction does not lead to a significant reduction in the quality of the service they provide. In order to do this, we will put in place an in-house staffing development programme which will develop these varied skills.

Our financial plans will therefore support our vision and education plan by:

- As the school grows, we will introduce increasing flexibility into the way we deploy our teachers and classroom support staff. In particular, we will increasingly ask them to focus on particular areas of curricular specialisms to match with individual members of staff expertise. This will ensure that we can address individual pupils' needs as the school grows while being very clear that we can do this from the moment that the school opens with just the one cohort of pupils in the school.
- We will have in place from the moment the school opens a Head Teacher who will play key roles in driving the systems, policies and procedures which will drive the vision forward. This will then mean there will be a secure foundation on which new members of staff can build as they work in the school. The role of the Head Teacher in the years that the school is building up to full capacity will also be crucial in ensuring that the early cohorts of pupils set the standards for pupils as they enter the school in later years.
- As can be seen from our financial plans, we have in place various responsibility allowances for colleagues who take on extra responsibilities such as coordinating particular curriculum areas. We will review the use of these allowances on an annual basis to ensure that these continue to meet the priorities for our school. Our performance management process will also make individuals accountable for how they address key school priorities in their coordinating role. This may mean that, on occasions, these allowances will move from colleague to colleague to reflect performance and changing school priorities.

Section G2

See our financial plans.

We do not show any deficits in any year and the surpluses we show will be used to continue to develop our overall levels and quality of provision. At steady state, the surplus shown allows for any unforeseen circumstances arising while also ensuring that funding is primarily used for the appropriate cohorts of pupils in any one year of operation of the school.

We have been very prudent in allowing for contingences so that the financial viability of the school is not compromised at any point with the consequent damage to the quality of our provision.

As can be seen, we have anticipated a certain level of third party income from, for example, lettings which is a prudent figure based on experience of other Free Schools. We are not dependent at any point on borrowing or third party income to break even in any one year.

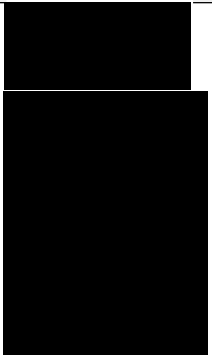
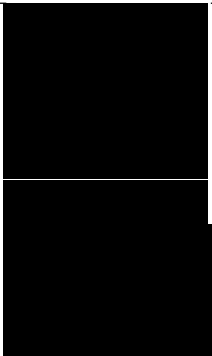

Section G3 Financial resilience to reductions in income

The table below shows income at 70% of capacity and proposed expenditure

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Income								
Expenditure								
Cumulative surplus								

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Staff salary costs	<p>Reduction in staff salary costs by:</p> <ul style="list-style-type: none"> - delaying the recruitment of a Business Manager until year 2 and then recruiting on a part time basis (3 days a week) - hiring one full time and one part time (0.6) reception teacher in the first and second years and then only hiring 1 fte class teacher in year 3 (covered by both assistant heads having 0.5 teaching allocation) - hiring a specialist teacher at 0.4 in the first year, increasing to 0.6 in the second year and then full-time from the third year. - amending classroom support contracts to term time only (0.8) <p>Reducing the overall number of classroom support teachers from 12 to 9 but ensuring adequate cover across all year</p>	All years	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	groups and seconding in specialist staff if necessary. - increasing the teaching commitment on the Head Teacher (0.5) and using the Consultant Head to cover classrooms/PPA in the first 2 years		
Curriculum professional services	Until the school reaches full capacity, the budget for curriculum development services (external PPA cover) to be reduced to 0. We have increased SLT teaching allocations, factored in the specialist teacher on staff and kept the supply staff cover to maintain appropriate pupil/staff ratios.	All years	
Other staff costs	Reduction by 30% every year for supply teachers, expenses and the pupil number element of Development & Training	All years	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Premises costs	Reduction by 30% every year (lower pupil numbers), excluding rates	All years	
Educational resources	Reduction by 30% every year (lower pupil numbers)	All years	
Professional services	Reduction in the marketing budget with the remainder, and 50% of any surplus, to be targeted specifically at increasing pupil numbers	All years	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Other	Reduction by 30% for catering costs based on lower pupil numbers. Contingency calculated at 0.5% of reduced income.	All years	
TOTAL			

Section H: Premises

See Excel Spreadsheet.



Department
for Education

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