



Department  
for Education

# Free school application form

Mainstream, studio, and 16 to 19  
schools

**Published: July 2016**

Insert the name of your free school(s) below using BLOCK CAPITALS

THE OLIVE SCHOOL, MANCHESTER

[REDACTED]

[REDACTED]

EDEN BOYS' LEADERSHIP ACADEMY II, BIRMINGHAM

EDEN BOYS' LEADERSHIP ACADEMY, BRADFORD

## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	✓	
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	✓	
<b>Section B:</b> Outline of the school	✓	
<b>Section C:</b> Education vision	✓	
<b>Section D:</b> Education plan (See Wave 10 submission)	✓	
<b>Section E:</b> Evidence of need (See Wave 10 submission and additional information contained herein)	✓	
<b>Section F:</b> Capacity and capability (See Wave 10 submission and additional information contained herein)	✓	
<b>Section G:</b> Budget planning and affordability (See Wave 10 submission)	✓	
<b>Section H:</b> Premises	✓	
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	✓	
4. Have you fully completed the appropriate budget plan(s) where necessary? (See Wave 10 submission)	✓	
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria? (See previous submissions and additional information contained herein)	✓	
6. <b>Independent schools only*:</b> Have you provided a copy of the last two years' audited financial statements or equivalent?	N/A	

7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	N/A	
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	N/A	
9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	N/A	
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	✓	
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	N/A	
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?  Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	✓	

\* 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	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	✓	

## Declaration

**\*\*This must be signed by a company member on behalf of the company/trust\*\***

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 to set up a free school 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:** 

**Position:**  (please delete as appropriate)

**Print name:** 

**Date:** 27 September 2016

## Section C – vision

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

#### Background

Tauheedul believes that communities can be transformed through education. We are keen to enable young people in areas of social and economic deprivation to raise their aspirations and achieve their potential. Our overarching aim continues to be to create high quality, educational experiences for children and young people in some of the most deprived parts of the country.

We believe that in order to conclusively break cycles of disadvantage, sustainable improvement is best embedded when excellence is experienced by children at an early age and consolidated consistently throughout their school career, right through to sixth form for those pupils who choose to take this route.

Under Wave 10, we submitted a proposal for 11 free schools. Six of these were put “on hold” to be reintroduced in future waves of the free schools programme as part of the Trust’s strategic development plan. This document contains the first set of resubmissions. These are in line with the prioritisation principles in our strategic development plan, namely:

1. The degree of basic need, standards and demand
2. The level of maturity of existing TET projects in a particular area
3. The impact upon our phased growth model in the town or region
4. The need to maintain a realistic pace of growth for the Trust
5. The opportunity to maximise the use of our people – capacity, skills, networks etc

This document contains proposals for two primary schools and three secondary schools with sixth forms, all with a preferred opening date of 2018. Full details of the proposals were set out in our Wave 10 submission and this document highlights key developments since the Wave 10 submission only. One proposal is new - a boys’ secondary school in Bradford. This has been developed in response to significant local need and demand.

The proposed schools will join developing clusters (known as Tauheedul Education Partnerships) in Greater Manchester, London, the Midlands and West Yorkshire. They will help create coherent progression pathways from early years to sixth form and deliver the added value of local school-to-school collaboration.

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

### **The proposed schools**

#### **Primary schools**

The primary school proposals in this document - The Olive School, Manchester and [REDACTED] – were both described in some detail in the Wave 10 submission should more detail be required.

#### **Secondary schools**

The proposals for Eden Boys' Leadership Academy II, Birmingham and [REDACTED] were described in some detail in the Wave 10 submission. At that stage, the schools were referred to as Eden Boys' School, Birmingham II and [REDACTED] respectively.

We are also submitting a new proposal for an 800 place, four form entry, Muslim faith designated boys' secondary school in Bradford – Eden Boys' Leadership Academy, Bradford. This will follow exactly the same template as all our other Tauheedul Muslim faith designated secondary free schools. This means that it will have a specialism in Leadership and will adopt the Trust's corporate policies, curriculum, performance management and staffing arrangements.

### **Greater Manchester TEP**

#### **The Olive School, Manchester**

The Olive School, Manchester would be a 3 form entry, 630 place, co-educational 4-11 school with a Muslim faith designation, with a preferred opening date of September 2018. The school would have an intake of 90 pupils in Reception and 90 pupils in Year 1 in September 2018. It would continue to recruit a new intake of Reception pupils in successive years. On the basis of current planned numbers, the school would be financially viable from opening in 2018.

We are proposing that the Olive School, Manchester should be based in the Cheetham Hill area of north Manchester, close to the site of the two TET secondary schools that are currently in the pre-opening phase.

There is a compelling case for a new primary free school to be established in Manchester based on both need and demand.

Our rationale arises from:

- Exceptionally high and growing basic need for primary places
- The demand from parents to access outstanding standards and educational outcomes for their children
- The moral imperative for children from deprived backgrounds to have outstanding educational opportunity

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

- The demand for a Muslim faith ethos school in the context of equality of access to an outstanding faith-based education

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

### **Midlands TEP**

#### **Eden Boy's Leadership Academy II, Birmingham**

The Eden Boys' Leadership Academy II, Birmingham would be a 4 form entry, 800 place boys 11-19 school with a Muslim faith designation, with a preferred opening date of September 2018. The school would have an intake of 120 pupils in Year 7 and 60 pupils in Year 8 in September 2018 and would continue to recruit a new intake of 120 Year 7 students in successive years. On the basis of current planned numbers, the school would be financially viable from opening in 2018.

There is a compelling case for a new secondary boys' free school to be established south east of Birmingham city centre based on both need and demand.

Our rationale arises from:

- The basic and growing need for secondary school places
- The imperative to raise standards of performance and the quality of education in Birmingham's secondary phase
- Very high levels of deprivation and inequality of opportunity arising from this
- The demand for a Muslim faith school in the context of equality of access to a faith-based education

### **West Yorkshire TEP**

#### **Eden Boys' Leadership Academy, Bradford**

Eden Boys' Leadership Academy, Bradford would be a 4 form entry, 800 place, boys' 11-19 school with a Muslim faith designation, with a preferred opening date of September 2018. The school would have an intake of 120 pupils in Year 7 and 60 pupils in Year 8 in September 2018 and would continue to recruit a new intake of 120 Year 7 students in successive years. On the basis of current planned numbers, the school would be financially viable right through from opening in 2018.

There is a compelling case for a new secondary boys' free school to be established north of Bradford city centre based on both need and demand.

Our rationale arises from:

- The basic and growing need for secondary school places
- The imperative to raise standards of performance and the quality of education in Bradford's secondary phase
- Very high levels of deprivation and inequality of opportunity arising from this

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

- The demand for a Muslim faith school in the context of equality of access to an outstanding faith-based education

### Tauheedul's overarching vision and values

#### *Nurturing today's young people, inspiring tomorrow's leaders*

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

We aim to:

- Transform the educational achievement of the nation's young people, schools and academies.
- Elevate the life chances of young people in areas of social and economic deprivation - from all backgrounds - to help them succeed at the highest levels of education, employment and the professions.
- Lead a national drive based on rigour and high expectations designed to improve school standards.
- Provide more choice for parents by offering them the chance to send their children to an inspirational school.
- Ensure ambition and high aspirations are rewarded through all our schools.
- Make a demonstrable impact on social mobility and equality in communities that have called out for change for so long.
- Create a diverse network of faith and non-faith schools, ensuring every child has access to a first-rate education that embodies opportunity for all.

Whilst each of the proposed schools will reflect their local context, they will each share this common vision. They will also demonstrate the core **STAR values** that underpin everything we do as a Trust:

- **Service:** Taking responsibility for our community
- **Teamwork:** Working together for excellence
- **Ambition:** Aspiring to be our best
- **Respect:** Treating others as we wish to be treated

#### **The Tauheedul Pledge of Excellence**

The Trust makes a pledge of excellence to every parent or carer who chooses to send their child to a Tauheedul school. The pledge includes

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

- High expectations
- A high-powered, knowledge-based academic curriculum
- Carefully focused traditional teaching, rigorous tracking and personalised intervention
- Highly qualified staff that are motivated, well-trained and using cutting edge research
- A rich and diverse leadership programme that grows character and inspires charitable and social action

### **Building on success**

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

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

### **Developing our chain**

The Tauheedul Education Trust (TET) is a rapidly expanding not for profit Multi-Academy Trust. TET is a mixed MAT that runs both faith-based and non-faith schools. It is a strongly values-based organisation that works to improve the life chances of young people in areas of social and economic deprivation to help them succeed at the highest levels of education, employment and the professions.

The Trust currently has 16 schools, working together as Tauheedul Education Partnerships (TEPs) in five cluster areas – Greater Manchester, Lancashire, London, the Midlands and West Yorkshire. Schools within the TEP areas work together to share expertise and maximise opportunities and experiences for our students. The Trust's learning and development centre – the Tauheedul College for Teaching and Leadership (TCTL) has been established to support and promote school improvement. It aims to build a world class education workforce for the Trust's own schools and for other schools nationally and beyond.

TET's current schools and academies are as follows:

#### **Primary Schools**

- The Olive School, Birmingham (faith-based free school)
- The Olive School, Blackburn (faith-based free school)
- The Olive School, Bolton (faith-based free school)

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

- The Olive School, Hackney (faith-based free school)
- The Olive School, Preston (faith-based free school)

### **Secondary Schools**

- Tauheedul Islam Girls' High School and Sixth Form College (faith-based academy)
- Tauheedul Islam Boys' High School (faith-based free school)
- Eden Boys' School, Birmingham (faith-based free school)
- Eden Boys' School, Bolton (faith-based free school)
- Eden Girls' School, Coventry (faith-based free school)
- Eden Boys' School, Preston (faith-based free school)
- Eden Girls' School, Slough (faith-based free school)
- Eden Girls' School, Waltham Forest (faith-based free school)
  
- Highfield Leadership Academy, Blackpool (community academy)
- Laisterdyke Leadership Academy, Bradford (community academy)
- Tong Leadership Academy, Bradford (community academy)

### **Schools in pre-opening**

- Eden Boys' Leadership Academy, Manchester
- Eden Girls' Leadership Academy, Manchester

### **Our strategy for further expansion**

We strongly believe in the transformational effect of education. A desire to enable young people in areas of social and economic deprivation to raise their aspirations and achieve their potential has always been at the heart of the Trust's mission. It is this which drives our our strategic development plan and our proposals for a phased expansion of our Trust.

The Government's expressed goals of expanding the number of free schools and spreading more widely the opportunity for schools to secure educational excellence through the freedoms and flexibilities offered by academy status have been welcomed by the Trust. We have been keen to seize the opportunity to maximise our contribution to these goals.

We have been delighted to receive approvals for a phased programme of free school openings and to be selected to develop academy hubs in Bradford and Greater Manchester through the Northern Fund. We are continuing to use our best endeavours to ensure that all our schools continue the Tauheedul tradition of excellence and repay the confidence placed in us.

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

We will support the Northern Powerhouse Schools Strategy report and pilot “Achieving Excellence Areas” and will play our part in driving up standards as part of these initiatives too.

Our aim is to establish a cluster-based chain of up to 60 Free Schools and Academies between now and 2022. These will be located in five geographic clusters (to be known as Tauheedul Education Partnerships (TEPs) in West Yorkshire, Greater Manchester, Lancashire, the Midlands and London.

By adopting a cluster based approach and establishing the TEPs, our MAT will still be compact enough to be manageable and locally responsive and to maintain the commitment to personalisation that is one of the hallmarks of the Tauheedul education experience. At the same time, it will be large enough to become a self-improving system in its own right and to make a tangible impact on the development of the self-improving education system more generally. It will also be financially and operationally sustainable, generating considerable economies of scale that can be reinvested into education provision.

## **Section D – education plan: part 1**

Please see Wave 10 submission

## **Section D – education plan: part 2**

Please see Wave 10 submission

### **D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

Please see Wave 10 submission

### **D2 – measuring pupil performance effectively and setting challenging targets**

Please see Wave 10 submission

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

Please see Wave 10 submission

### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

Please see Wave 10 submission

## Section E – evidence of need

### Greater Manchester TEP

#### The Olive School, Manchester

##### Introduction

The Olive School, Manchester would be a 3 form entry, 630 place, co-educational 4-11 school with a Muslim faith designation, with a preferred opening date of September 2018. The school would have an intake of 90 pupils in Reception and 90 pupils in Year 1 in September 2018. It would continue to recruit a new intake of Reception pupils in successive years. On the basis of current planned numbers, the school would be financially viable from opening in 2018.

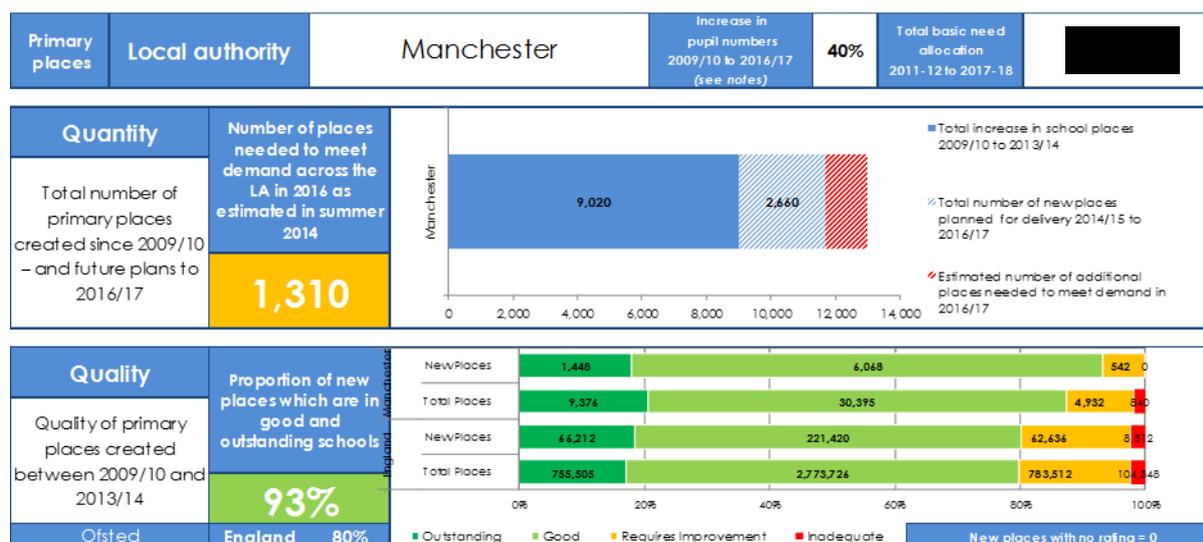
We are proposing that the Olive School, Manchester should be based in the Cheetham Hill area of north Manchester, close to the site of the two TET secondary schools that are currently in the pre-opening phase.

There is a compelling case for a new primary free school to be established in Manchester based on both need and demand.

Our rationale arises from:

- Exceptionally high and growing basic need for primary places
- The demand from parents to access outstanding standards and educational outcomes for their children
- The moral imperative for children from deprived backgrounds to have outstanding educational opportunity
- The demand for a Muslim faith ethos school in the context of equality of access to an outstanding faith-based education

## Basic need



- Manchester has the 4<sup>th</sup> highest percentage increase in primary age pupil numbers nationally (3<sup>rd</sup> if the City of London is excluded because of its low numbers). Between 2010/11–2016/17 it had a 40% increase.
- According to the government’s ‘basic need scorecard’, it is estimated that 1310 additional places would be needed to meet demand in 2016/17. Consequently, Manchester is RAG rated “Amber” for primary school places in terms of basic need.
- The annual school census completed in January 2015 showed 69,353 pupils attending Manchester schools, compared to 66,241 pupils in January 2014. This snapshot shows growth of 3112 pupils across the primary and secondary phases within a year.
- Manchester City Council’s report on School Place Planning to the Young People and Children Scrutiny Committee (7 January 2014) details the acute need for additional primary school places in all wards (apart from Wythenshawe, which is the most distant part of Manchester in relation to the preferred location for the school).

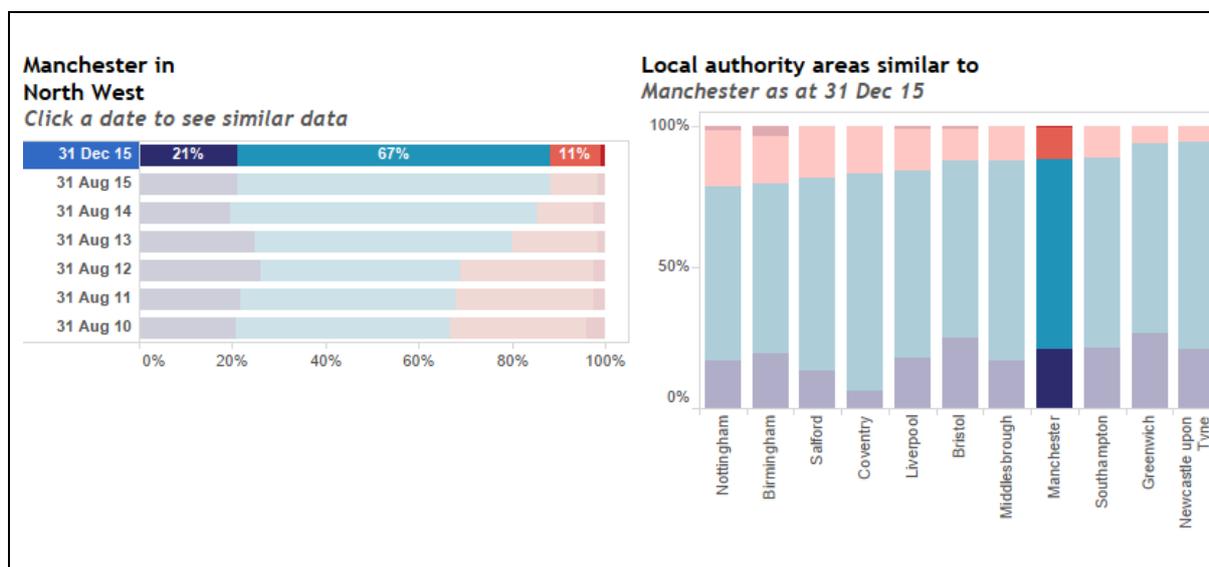
The report summarises the following need for reception places:

SRF Area	Estimated Extra Rec Places Needed Between Sept 2014 and Sept 2016	
	From	Up To
North	192	250
East	110	168
Central	197	267
South	204	262
<b>Totals</b>	<b>703</b>	<b>947</b>

The report identifies “working with strategic partners to establish free schools where this is an option” as one element of its strategic response. This is confirmed further in the report on School Place Planning and Admissions to the Young People and Children Scrutiny Committee (7 October 2015).

- TET is committed to working with Manchester City Council to agree school admissions criteria: for example, by agreeing criteria based on nodal arrangements in order to target areas with the greatest basic need. Discussions with the local authority to date have proved positive and provide a strong basis for effective partnership working.

## Standards and educational outcomes: Primary Schools

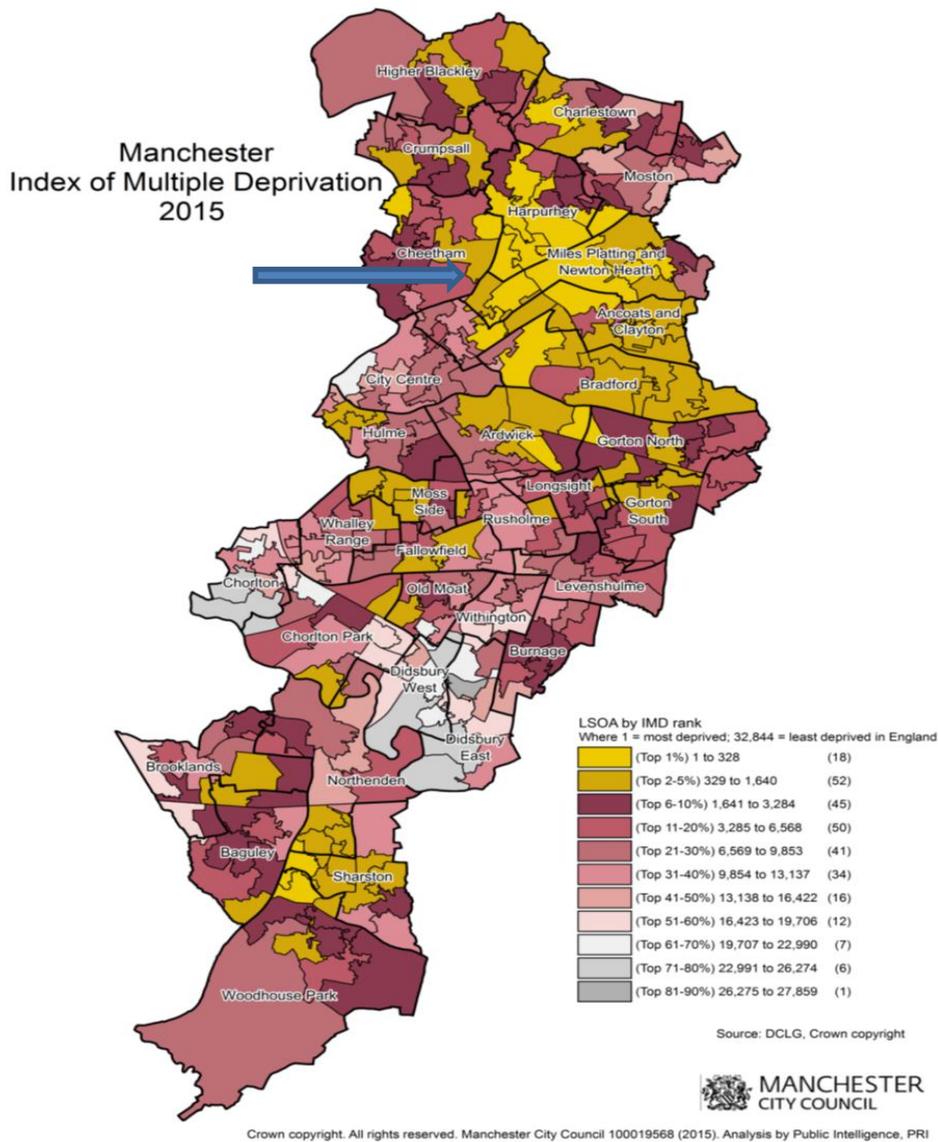


- In terms of Ofsted ratings, Manchester primary schools compare favourably with similar local authorities in England and with the national and regional averages. However, Manchester is 16<sup>th</sup> out of 23 local authorities in the North West in relation to primary school performance.
- The proportion of outstanding schools has declined from 2013. Equally, the proportion of inadequate and schools requiring improvement has also declined. The high proportion of “good” schools - 67% - suggests a significant amount of latent capacity which TET would seek to nurture.
- DfE “top line” attainment and progress measures indicate that Manchester primary schools are broadly in line with national averages. However, within a 3 mile radius of the proposed location of the school (Cheetham Hill), there are a significant number (42%) of schools with standards below the national average against the measure of Level 4 or above in reading, writing and mathematics. Given the shortage of school places, this means that a considerable proportion of parents will not have the option of sending their son or daughter to a high performing primary school.

## Significant social and economic deprivation

The Index of Multiple Deprivation 2015 ranks Manchester as England's fifth most deprived local authority (rank of average scores). 40.8% of Manchester's Lower Super Output Areas (LSOAs) are in the most deprived 10% of LSOAs nationally. The Cheetham Hill area includes a concentration of these highly deprived LSOAs.

Map showing the levels of deprivation in LSOAs in Manchester (based on 2015 data)



TET is committed to improving the educational opportunities and life chances of children and young people from the most deprived backgrounds. It therefore wishes to secure a school location and admissions arrangements to serve local communities in this highly deprived area of Manchester.

## The demand for a Muslim faith school - equality of access to an outstanding faith based education

15.8% of Manchester's population is Muslim. This is the 16<sup>th</sup> highest proportion nationally. In the Cheetham ward, 74.1% of the population identified themselves as Muslim in the 2011 Census. Whilst TET remains committed to securing school populations that comprise all faiths and none, the majority of the demand for the school is from parents who are Muslim. The Trust is committed to making opportunities for an outstanding Muslim faith-based education available to families and communities as has traditionally been available to other faiths in the UK.

Following consultation with Manchester City Council, our preferred location for The Olive School, Manchester, is therefore in the Cheetham Hill area.

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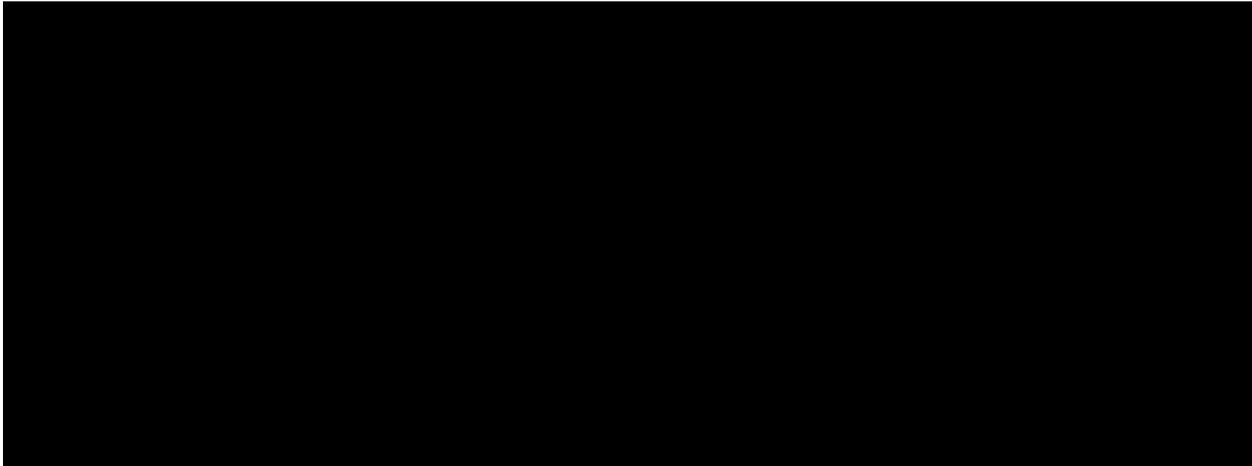
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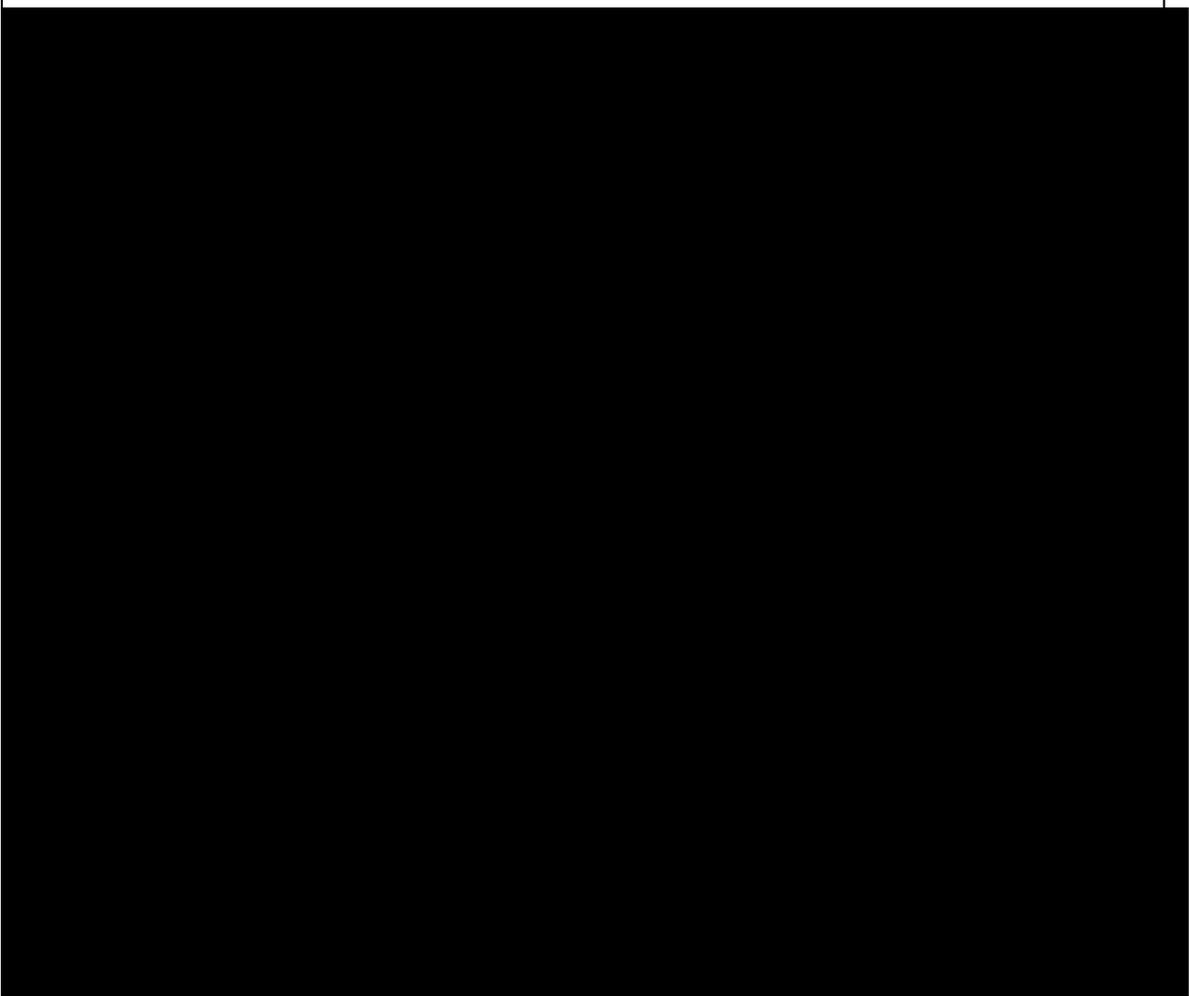
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## Midlands TEP

### Eden Boys' Leadership Academy II, Birmingham

#### Introduction

The Eden Boys' Leadership Academy II, Birmingham would be a 4 form entry, 800 place boys 11-19 school with a Muslim faith designation, with a preferred opening date of September 2018. The school would have an intake of 120 pupils in Year 7 and 60 pupils in Year 8 in September 2018 and would continue to recruit a new intake of 120 Year 7 students in successive years. On the basis of current planned numbers, the school would be financially viable from opening in 2018.

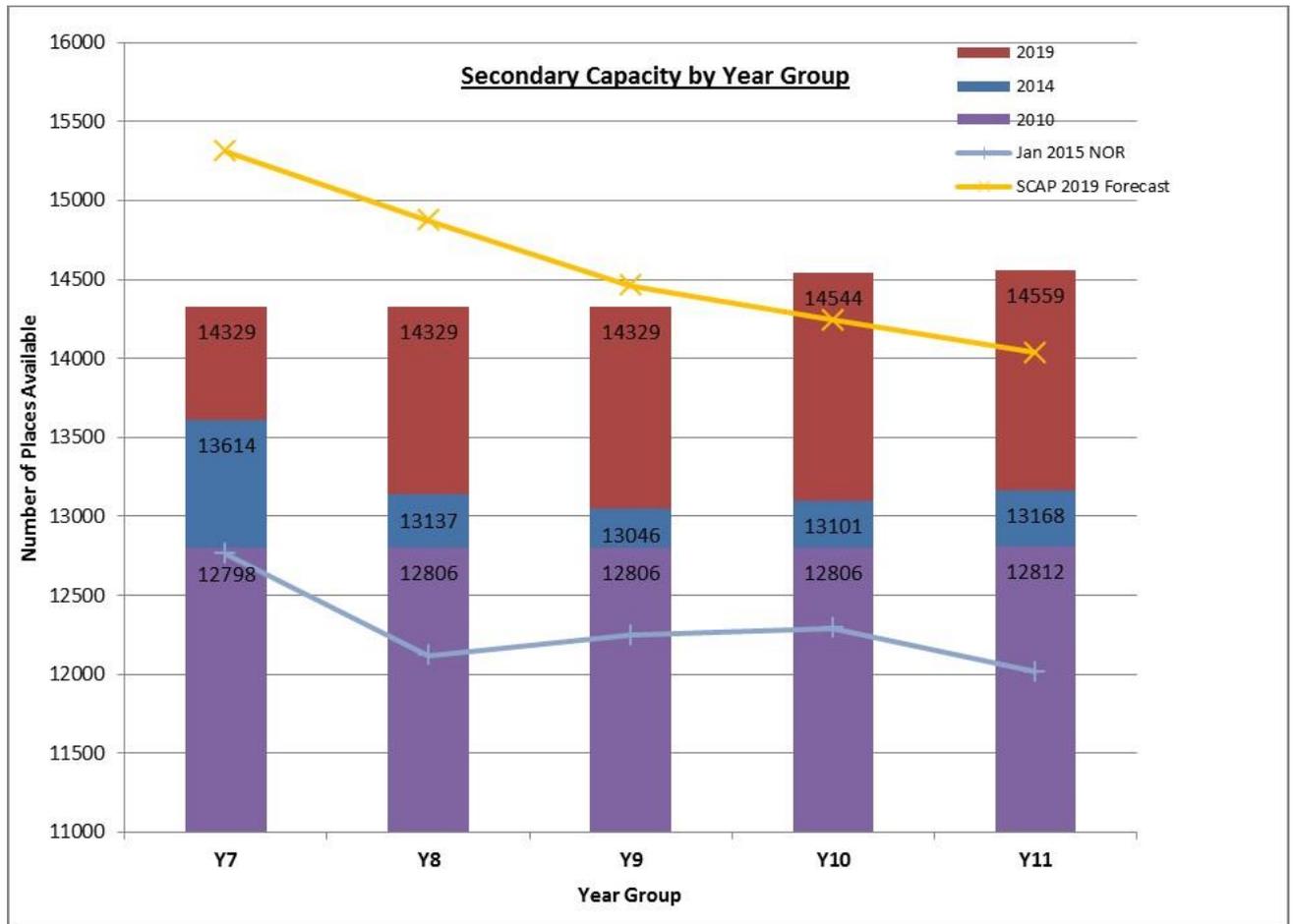
There is a compelling case for a new secondary boys' free school to be established south east of Birmingham city centre based on both need and demand.

Our rationale arises from:

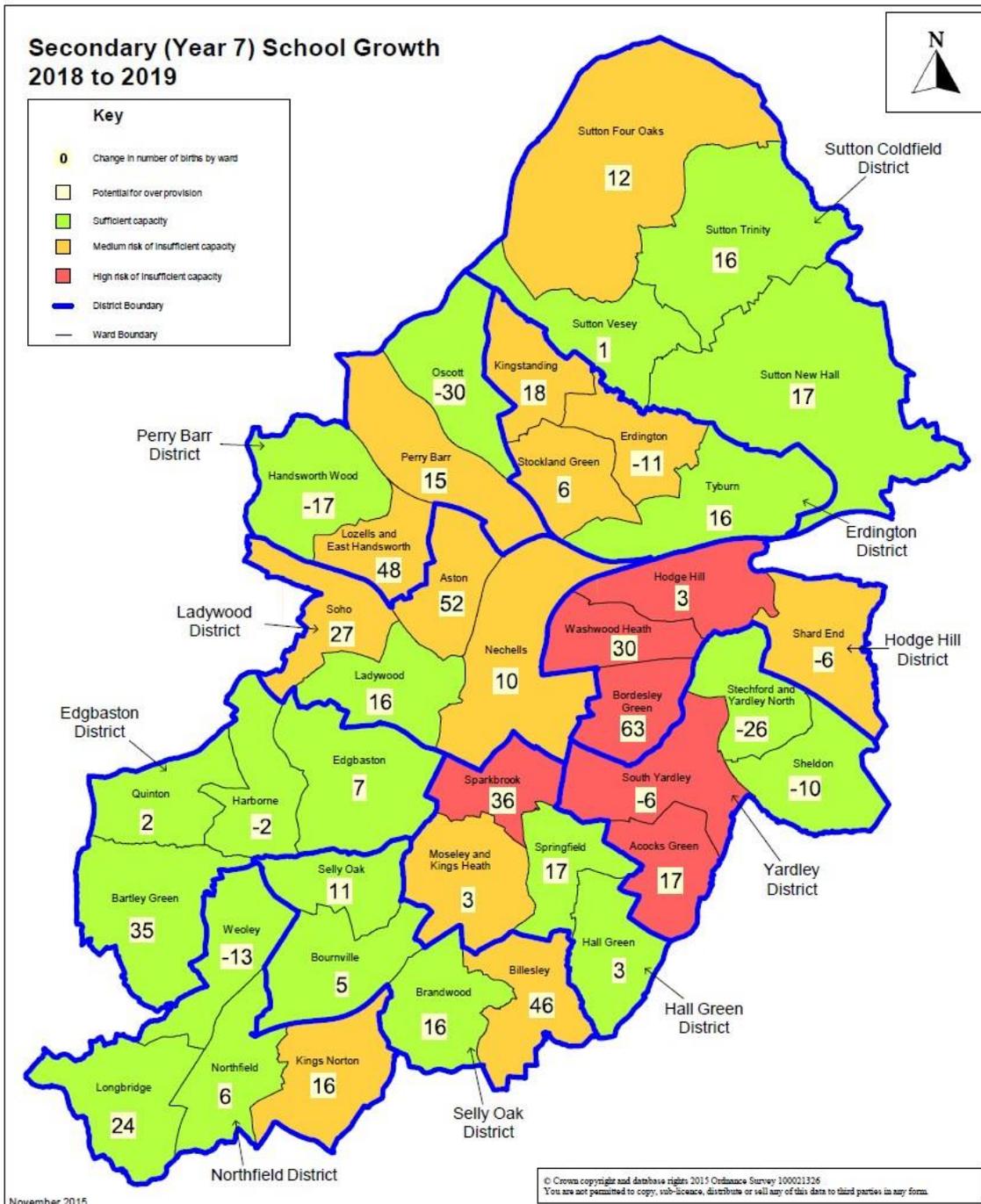
- The basic and growing need for secondary school places
- The imperative to raise standards of performance and the quality of education in Birmingham's secondary phase
- Very high levels of deprivation and inequality of opportunity arising from this
- The demand for a Muslim faith school in the context of equality of access to a faith-based education

## Basic need

Birmingham City Council in its 2016 publication *Birmingham Education Sufficiency Requirements 2015 to 2020/21* provides an analysis of the need for secondary school places in the city. The local authority reports that “Secondary pupils are forecast to increase each year 2016 until a peak is reached in 2023”. The graph below shows the extent of this up to 2019, whilst at the same time factoring in current plans to meet the need for secondary places.

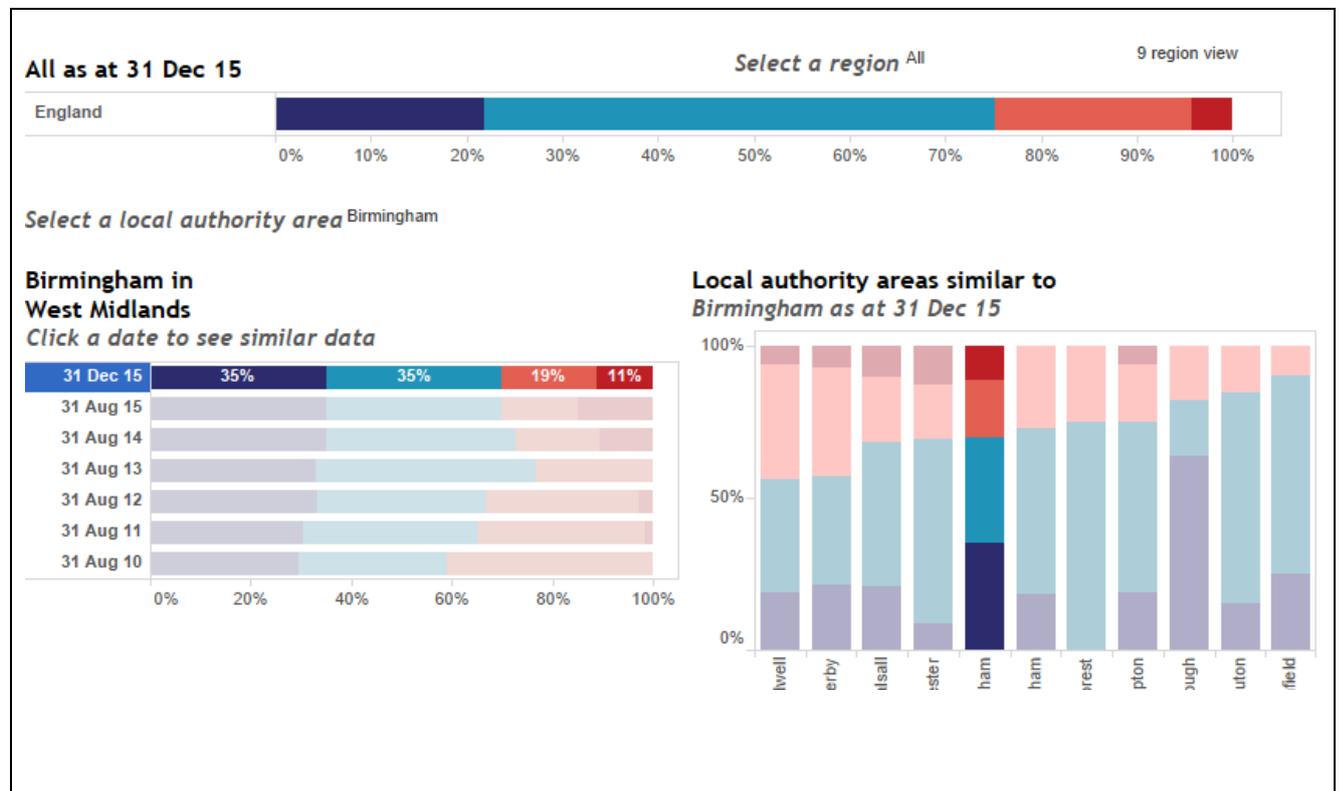


The following map shows the levels of risk for the different areas of the city of having insufficient capacity in existing or new and proposed secondary schools. The wards of Bordesley Green and Washwood Heath, which are preferred locations for the Eden Boys' Leadership Academy II, Birmingham, are identified as being at "high risk" of insufficient capacity by 2018/19.



## Standards and educational outcomes: Secondary Schools

In terms of Ofsted ratings, Birmingham secondary schools lag slightly behind similar local authorities in England. The most significant issue is the number of schools that are currently judged to be inadequate (12 schools in September 2016.). This is, proportionately, nearly four times the national average.



However, the proportion of good and outstanding schools has increased over the last 5 years and there are proportionately more outstanding schools than is nationally the case ie 22% nationally and 35% (27 schools) in Birmingham. Thus, there is good potential for effective system leadership across the city - something to which TET would be keen to contribute,

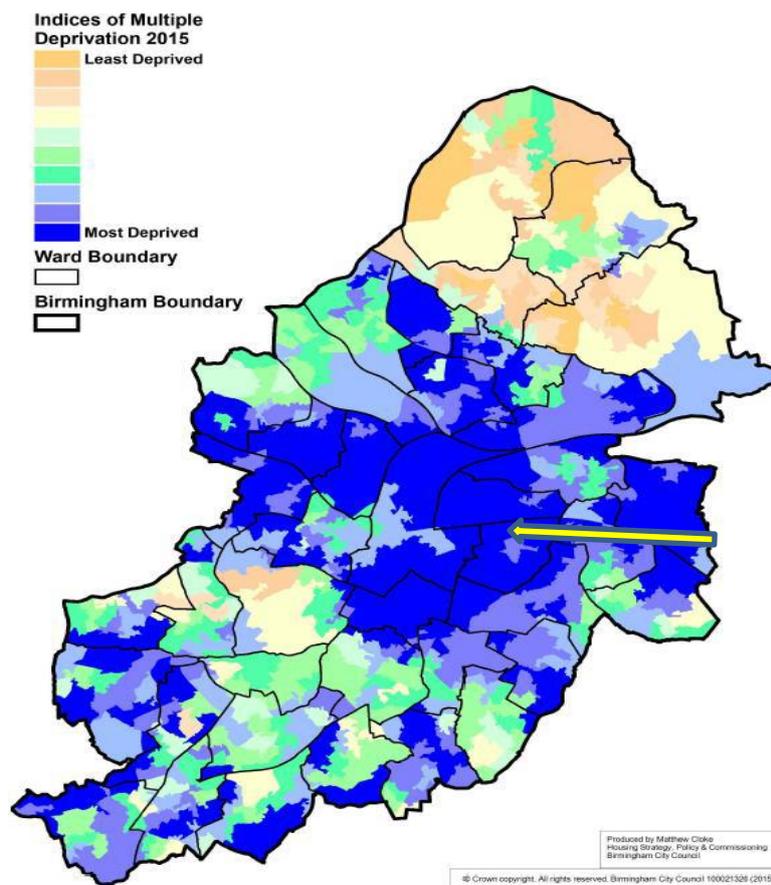
DfE “top line” attainment and progress measures indicate that Birmingham secondary schools, overall, are broadly aligned with national averages, although the proportion achieving the EBacc is below the national figure.

However, one of the notable characteristics of Birmingham secondary schools is the very wide differences in performance, with some grammar schools which are reaching the highest attainment levels nationally. Conversely, there are some very low performing schools. There is therefore considerable inequality of opportunity in accessing quality schooling in many parts of the city.

## Significant social and economic deprivation

According to the 2015 Index of Multiple Deprivation, Birmingham suffers from high levels of deprivation, with 40% of the population living in SOAs in the 10% most deprived in England. The City is ranked the 6th most deprived authority in England by this measure.

Most of the wards which would be served by the Eden Boys' Leadership Academy II, Birmingham are in the top national decile for deprivation. Those that are not are in the second decile. The map below shows the location of the proposed Eden Boys' Leadership Academy II, Birmingham against the map of deprivation in the city.



The preferred site for the Eden Boys School, Birmingham II is in either Bordesley Green or Washwood Heath. These are ranked the 8th and 3rd most deprived wards in Birmingham in the 2015 Index of Multiple Deprivation.

TET is committed to improving the educational opportunities and life chances of children and young people from the most deprived backgrounds. It therefore wishes to secure school locations and/or admissions arrangements to bring a high quality educational experience to these highly deprived communities

## **The demand for a Muslim faith school - equality of access to an outstanding faith based education**

21.8% of Birmingham's population is Muslim. This is the 9<sup>th</sup> highest proportion for a Local Authority nationally. Whilst TET remains committed to securing school populations that comprise all faiths and none, the majority of the demand for the school is from parents who are Muslim. The Trust is committed to making the same opportunities for an outstanding Muslim faith based education available to families and communities as has traditionally been available to other faiths in the UK.

Our preferred locations for the Eden Boys' Leadership Academy II, Birmingham - Bordesly Green or Washwood Heath - are therefore serve catchment areas with a high proportion of families who identify themselves as Muslim.

## **West Yorkshire TEP**

### **Eden Boys' Leadership Academy, Bradford**

#### **Introduction**

Eden Boys' Leadership Academy, Bradford would be a 4 form entry, 800 place, boys' 11-19 school with a Muslim faith designation, with a preferred opening date of September 2018. The school would have an intake of 120 pupils in Year 7 and 60 pupils in Year 8 in September 2018 and would continue to recruit a new intake of 120 Year 7 students in successive years. On the basis of current planned numbers, the school would be financially viable right through from opening in 2018.

There is a compelling case for a new secondary boys' free school to be established north of Bradford city centre based on both need and demand.

Our rationale arises from:

- The basic and growing need for secondary school places
- The imperative to raise standards of performance and the quality of education in Bradford's secondary phase
- Very high levels of deprivation and inequality of opportunity arising from this
- The demand for a Muslim faith school in the context of equality of access to an outstanding faith-based education

## Basic need

### **Bradford Central Secondary School Planning Area**

In its planning document for the Bradford Central Secondary School Planning Area (2016), Bradford City Council states - “by 2019/20, it is predicted that there will be a shortfall of 103 Year 7 places or over 3 forms of entry”. This is illustrated in the following table, which forecasts pressure on surplus places from 2018/19 onwards and factors in existing plans for commissioning new secondary school places.

#### Year 7

Year	Available Places	Pupils in year 7	Spare year 7 places	Forecast Total NOR	Total capacity 11-19	Surplus places	% Surplus places
2016/17	1318	1378	-60	7475	8245	1036	9.3%
2017/18	1328	1413	-85	7778	8245	467	5.7%
2018/19	1328	1384	-56	8080	8245	165	2.0%
2019/20	1328	1431	-103	8304	8245	-59	-0.7%
2020/21	1328	1417	-89	8506	8245	-261	-3.2%
2021/22	1328	1372	-44	8567	8245	-322	-3.9%
2022/23	1328	1355	-27	8592	8245	-347	-4.2%

### **Bradford City Council area**

Secondary schools forecast at Year 7, 2015 to 2021

LA	Forecast Year 7 demand	Actual Year 7 Places	Surplus / Shortage	Surplus %
2015/16	6,510	6,740	230	3%
2016/17	6,966	6,747	-219	-3%
2017/18	7,212	6,747	-465	-7%
2018/19	7,227	6,747	-480	-7%
2019/20	7,373	6,747	-626	-9%
2020/21	7,350	6,747	-603	-9%
2021/22	7,289	6,747	-542	-8%

The table below is taken from a report to the City Council’s Children and Young People’s Overview and Scrutiny Committee of 9<sup>th</sup> December 2015 entitled “Pupil Place Planning – Update Report”. It sets out basic need for the whole of the local authority area. Demand in Bradford Central makes up a large proportion of this.

### Secondary schools forecast at Year 7, 2015 to 2021

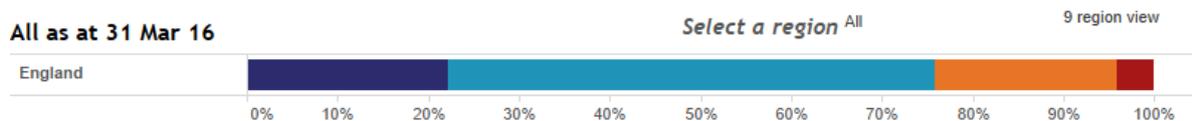
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2020/21	7,350	6,747	<b>-603</b>	-9%
2021/22	7,289	6,747	<b>-542</b>	-8%

The proposed 800 place Eden Boys' Leadership Academy, Bradford – which would be situated in the Central Planning Area - would make a significant contribution to meeting Bradford's evident demand for secondary school places.

The recent approval of the Bradford Girls' Academy Free School will create four forms of entry of additional single sex provision for girls. The proposed Eden Boys' Leadership Academy Bradford would create an equivalent choice for parents of boys in the city.

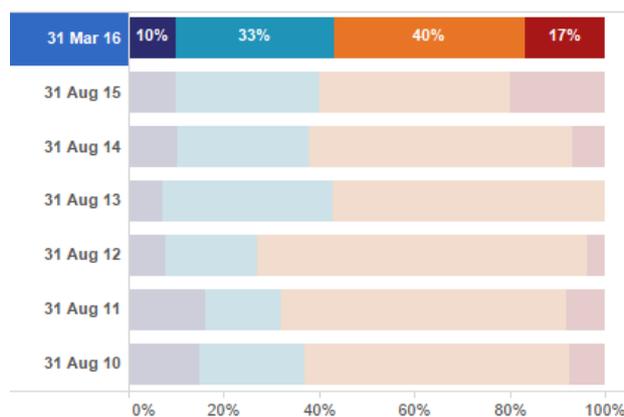
## Standards and educational outcomes: Secondary Schools

In terms of OFSTED ratings, Bradford has fewer good or outstanding secondary schools than nationally (43% as compared with 76% in England as a whole). It also has over four times the national average of schools judged to be inadequate (17% compared with 4%). The proportion of secondary schools in the city judged to be inadequate has increased since 2010, although there was a decrease between August 2015 and March 2016. These figures indicate a lack of capacity in the local system to lead improvement.

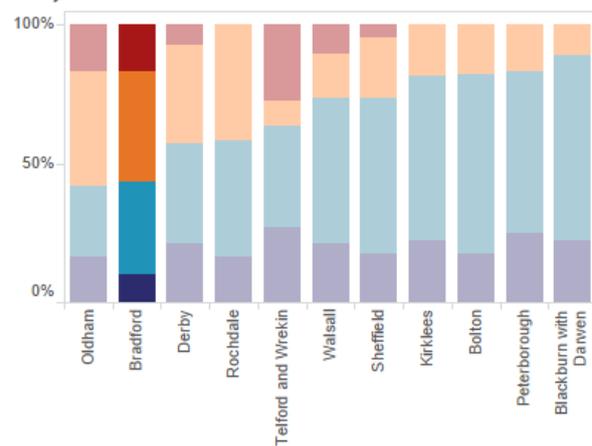


Select a local authority area **Bradford**

**Bradford in Yorkshire and the Humber**  
Click a date to see similar data



**Local authority areas similar to Bradford as at 31 Mar 16**

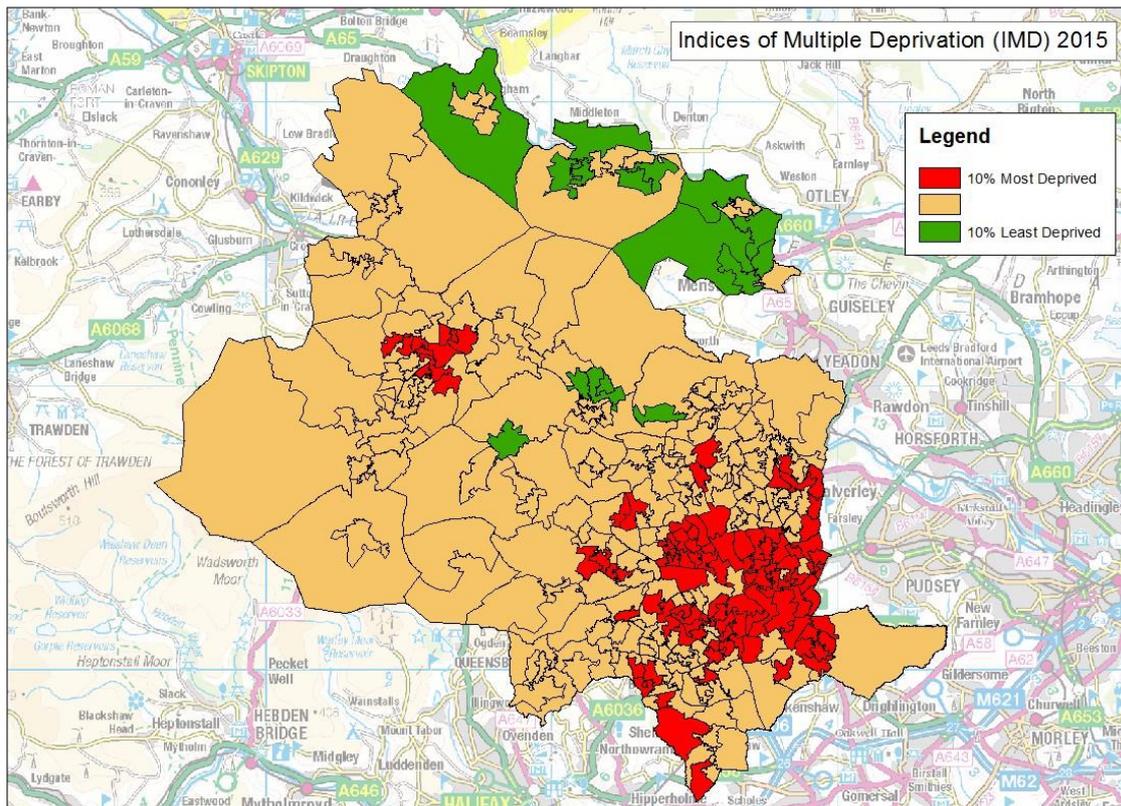


At Key Stage 4, on average, Bradford secondary schools perform significantly below the national average in A\*-C GCSE English and mathematics and in the English Baccalaureate. Progress in English and mathematics is weak.

## Significant social and economic deprivation

According to the 2015 Index of Multiple Deprivation, Bradford ranks as the 19th most deprived local authority in England and the 2nd most deprived in the Yorkshire and Humber region. This compares to the ranking of 26th most deprived local authority for IMD 2010. Bradford's position relative to other English districts has worsened by 7 places since the last index was published in 2010.

34% of Bradford's population live in the most deprived 10% of LSOAs in England and 5% of the District's population live in the least deprived areas.



The most deprived areas are in and around the city centre. They include Manningham ward, which is the preferred location for the Eden Boys' Leadership Academy, Bradford.

TET is committed to improving the educational opportunities and life chances of children and young people from the most deprived backgrounds. It therefore wishes to secure school locations and/or admissions arrangements to serve the local communities in these highly deprived areas of Bradford.

## The demand for a Muslim faith school - equality of access to an outstanding faith based education

According to the 2011 census, 24.7% of Bradford's population is Muslim. The city has the fourth highest proportion of Muslims for a local authority in England.

The city's Muslim population is predominantly resident in the wards close to the city centre. This includes Manningham ward, where nearly 75% of the population identify themselves as Muslim. Neighbouring wards also have high proportions of Muslim families.

As a whole, Bradford has a higher proportion of children and young people when compared with other local authorities (23.9% compared with 18.4% for England as a whole). This is also reflected in its Muslim population.

Whilst TET remains committed to securing school populations that comprise all faiths and none, the majority of the demand for the school is from parents who are Muslim. The Trust is committed to making opportunities for an outstanding Muslim faith based education available to families and communities as has traditionally been available to other faiths in the UK.

## **E2 – successful engagement with parents and the local community**

Please see Wave 10 submission

## **Section F – capacity and capability**

### **F1 (a) Skills and experience of your team**

Tauheedul has a strong track record of successfully delivering new free schools to opening. Our experience and credentials have been set out in our approved bids under previous waves.

We are never complacent however and are committed to continual improvement. Right at the start of our journey as a Trust, we developed a carefully phased and costed strategic staffing plan and have kept this under regular review as we have grown. We carry out regular gap analyses of our capacity to ensure that our staffing needs are aligned with our strategic development plans as a Trust. We are currently beginning to build our capacity in Alternative Provision (AP), for example, as it is part of our corporate strategy that we should have AP schools in each of our TEPs so that the needs of our most vulnerable children can be met.

We have strengthened our capacity in line with our staffing plan since our Wave 10 bids were submitted in October 2015. An updated version of the table that was submitted at F1 is set out below. CVs for new appointments are contained in the CVs annexe.

Name	Member of core group Y/N	Where live	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<ul style="list-style-type: none"> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> </ul>	<ul style="list-style-type: none"> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> </ul>	<p>[REDACTED]</p>
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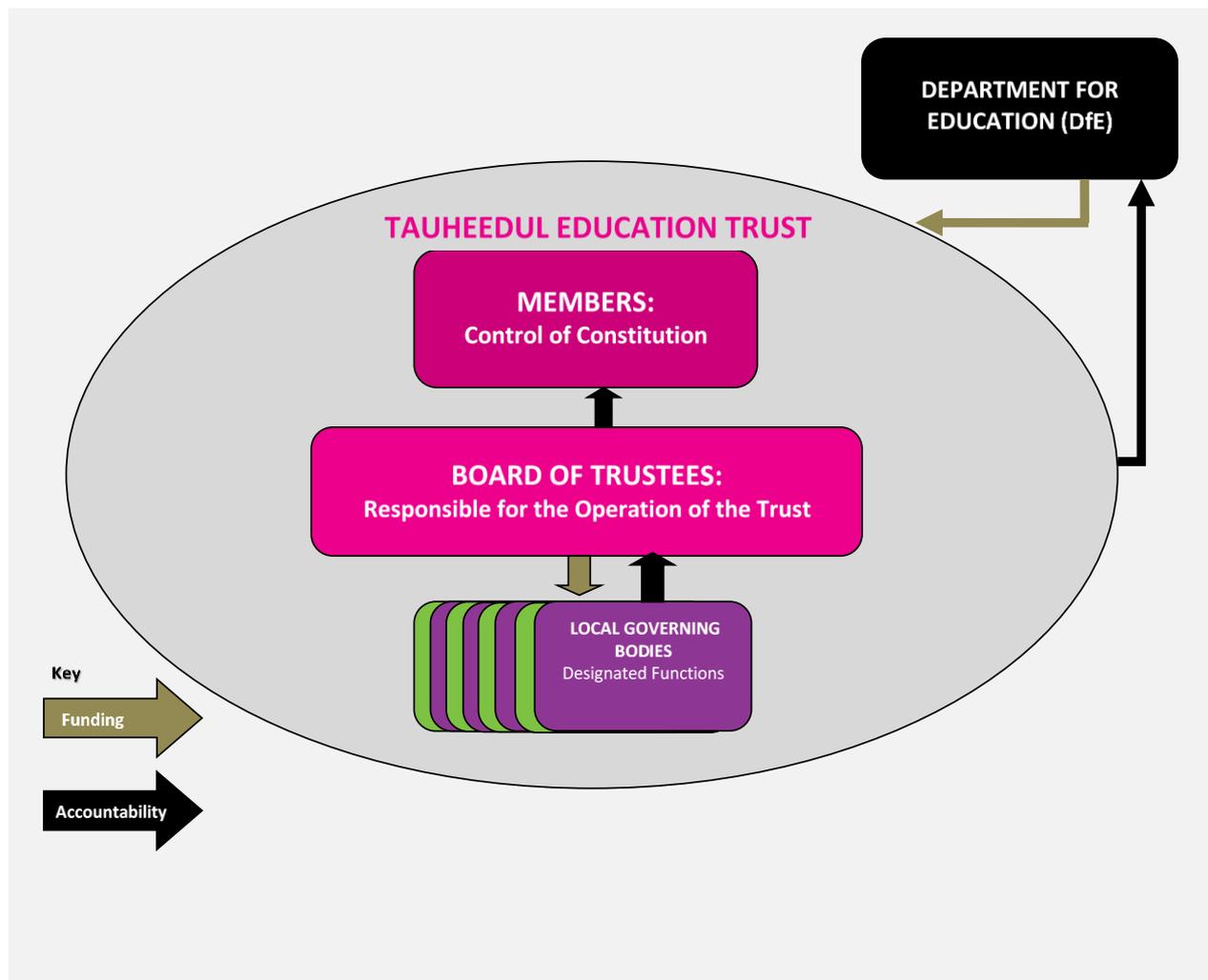
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## F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

### Background

Ensuring good governance and clear accountability have been priorities for the Trust since its inception. The diagram below summaries our governance structure.



Our Governance and Accountability Handbook is probably one of the most important documents we have as an organisation. It is a demonstration of our commitment to probity and integrity in all that we do. It provides clear direction as to our governance arrangements, lines of accountability and performance framework. Our financial regulations and other procedural handbooks are to be read in the context of our Governance and Accountability Handbook.

In February 2016, the Trust agreed revised Articles of Association with the DfE that strengthened our position as a mixed MAT, running both faith and non-faith

schools. Subsequently in March 2016, the Trust agreed an updated Governance and Accountability Handbook that also realigned our Scheme of Delegation.

Working alongside the Board of Trustees is the Trust's Central Team. The Team is responsible for strategy and policy development and for quality assurance and evaluation. Local Governing Bodies (LGBs) and school leaders are responsible for implementation at school level to ensure that each and every Tauheedul student achieves the best they can.

By repositioning appropriate responsibilities to a Trust rather than an individual LGB level, we have increased our ability to ensure consistent application of the Tauheedul model across our schools. We feel that this enables us to secure excellence whilst concentrating our capacity and achieving economies of scale. Our local governors now work under a model of "collaborative autonomy". This enables the delivery of a common vision through the power of a relationship reflecting the value of different perspectives and uniqueness which capitalises on the strength of a LGB that is well-embedded in its local community.

In addition, each LGB is required to make Lead Governor appointments to key roles, including finance and safeguarding. This enables us to target our training and support and assures us that our local lead governors are properly skilled in providing challenge and support to these important areas of LGB business.

We will continue to keep our Handbook and governance framework under regular review to ensure that it is compliant with statutory requirements and the Academies Financial Handbook and that it reflects, if not surpasses, best practice.

### **New governance appointments**

We have made two additional Member appointments since our Wave 10 submissions. The first of these is Jack Straw, former MP for Blackburn, who served in the Cabinet as Home Secretary, Foreign Secretary, Lord Chancellor and Secretary of State for Justice. Our second new Member appointment is [REDACTED]

We have also appointed two new Trustees. The first of these is [REDACTED], whose details are summarised above. The second is [REDACTED]

We have secured additional capacity on our Trust Committees through the appointment of Associate Members. [REDACTED]

CVs for our new Members, Trustees and Associate Members are included in the CVs Annex.

The new Governance and Accountability Handbook can be provided on request.

## **Section G – budget planning and affordability**

Please see Wave 10 submission

## **Section H – premises**

Please see Excel spreadsheets

# Annexes



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