

1. Applicant Details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: An Noor Limited
Company address: [REDACTED] Derby [REDACTED]
Company registration number: 7441986
Main contact
Name: [REDACTED]
Address: [REDACTED] Derby [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors 3 <input type="checkbox"/> and (b) any other members of the Governing Body 3 <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] Position: Director / Chair of Governing Body / Member of Academy Trust
Name: [REDACTED] Position: Director / Governor / Member of Academy Trust
Name: [REDACTED] Position: Director / Governor / Member of Academy Trust
Name: [REDACTED] Position: Member of Limited Company / Member of Academy Trust
Name: [REDACTED] Position: Member of Limited Company / Member of Academy Trust
Name: [REDACTED] Position: Member of Limited Company / Member of Academy Trust
Name: Position:
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial

organisation? No

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

If your organisation is an existing independent school, please provide your six digit unique reference number:

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name: [REDACTED]

Date: 25th May 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

2. Outline of the school

The An Noor School will start with a 2 form Entry in each year group starting with Reception and Year 1. We are hoping to increase 1 year group each year. We are expecting to fill each year to maximum capacity from Sept 2012. We anticipate this as our parental demand section has outstripped our intake numbers.

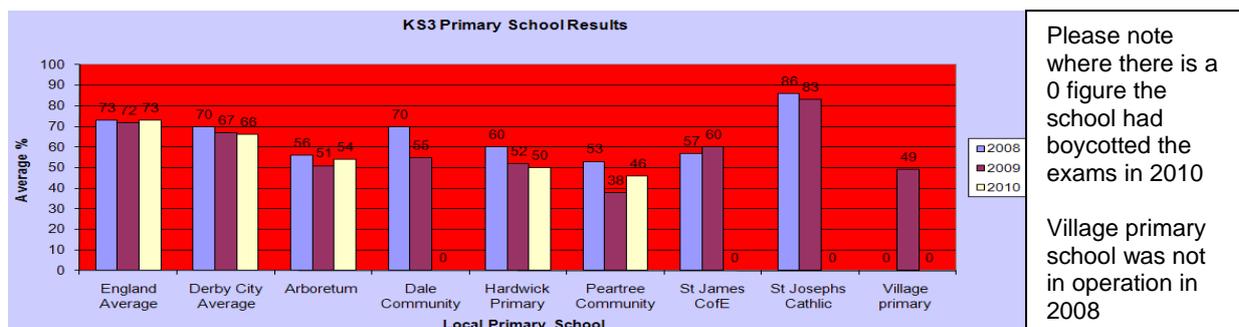
The Secondary School, we are hoping to have a full intake in the first year as our surveys show demand almost matches each place at the school in year 7. We have anticipated that in year 8 we will be able attract 60 pupils in Sept 2012, taking pupils from a catchment school which is the worst performing in the city with exam results less than half of Derby LA average. We will build on this capacity year on year with 120 pupils in each year group.

Proposed school name:	An Noor School							
Age range:	5 to 16							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception	60	60	60	60	60	60	60
	Year 1	60	60	60	60	60	60	60
	Year 2		60	60	60	60	60	60
	Year 3			60	60	60	60	60
	Year 4				60	60	60	60
	Year 5					60	60	60
	Year 6						60	60
	Year 7	120	120	120	120	120	120	120
	Year 8	60	120	120	120	120	120	120
	Year 9		60	120	120	120	120	120
	Year 10			60	120	120	120	120
	Year 11				60	120	120	120
	Year 12							
Year 13								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.								
<p>Will your school have a religious character (i.e. be a faith school)?</p> <p>If Y, please specify which faith. Please see notes below (at the end of this table).</p>	Yes – Muslim Faith							

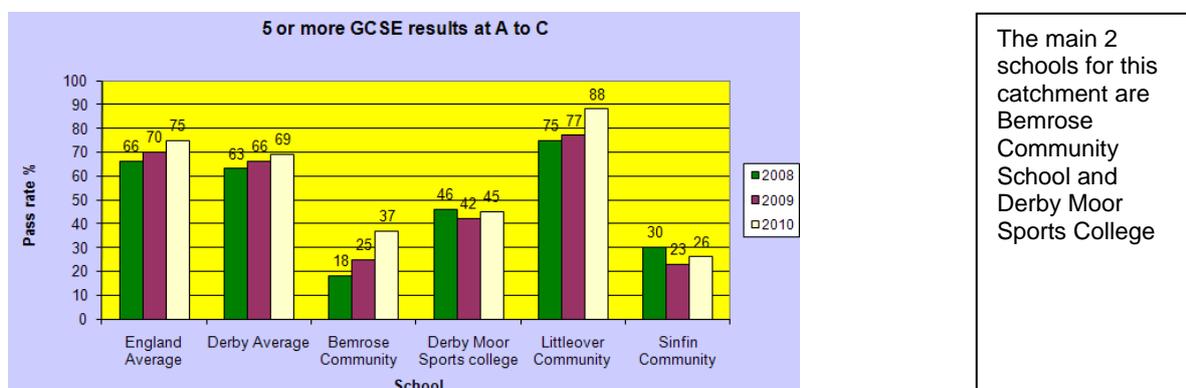
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>No. If Y, please tick one of the following boxes</p> <p><input type="checkbox"/> Boys</p> <p><input type="checkbox"/> Girls</p>
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	<p>Derby City</p>

3. Educational vision

Over the past two decades the level of education standards and attainment levels provided in the local Primary schools in the area of Normanton and Arboretum have not been to local Council or national standards. Year on year the local schools fail to meet the required Key Stage attainment levels appropriate for the different age groups. There are approximately eight Primary schools servicing the local areas. You can see the results of the closest ones to the area we wish to serve. As you can see 7 out of 8 are performing well below the National and Local Average.



This is also echoed in the Secondary level of education for young people in the local area. Approximately 6 years ago the local authority decided to change the catchment areas for secondary schools which put the local people of Normanton and Arboretum at a disadvantage as they could no longer send their children to the more affluent and highly regarded schools whose educational attainment levels were constantly improving. The two main schools serving the area are well below local and national average.



We feel that the educational needs of the young people in these areas are not being fully met and pupils are being let down.

Majority of the people in this area are Muslims, we want to give these people a choice to send their children to a faith based school with excellent teaching. A typical school day for a Muslim child starts at 8:45pm and ends at 6:30pm this includes going to mosque to learn the Quran and Islamic Studies. If the child is involved in extra curriculum activities they are expected to attend mosque at a later time, pupils in this case finish mosque at 7.30pm or 8pm depending on the Mosque they attend. This includes pupils above the age of 5. Many Pupils don't have the opportunity to get involved in any extended services or sports after school because of mosque

commitments. This also reduces the time for children to spend with parents / carers families, inevitably leading to a dysfunctional family. Such long days lead to children not willing to complete homework and parents find it difficult to help children as they are exhausted by the early evening.

Parents are currently very restricted in terms of choosing a good school which is effective for their children. We endeavour to give Muslim and none Muslim parents a real choice to send their children to a school in which teaching is excellent, child centric, promotes the Islamic faith and endeavours to achieve at least the Local Authority average results at Key Stage 2, Key Stage 3 and Key Stage 4. By choosing this school we will be giving majority of the local families the opportunity to spend more time with their families as well as giving Muslim pupils the real opportunity to be involved in extended services rather than rushing home to go to Mosque after school.

Nationally Derby has been at the forefront as an extremist recruitment ground, by having this school in Derby we will teach true Islam which teaches peace, tolerance and respect for all. We also propose to ensure the children who attend the school receive sound and accurate information about the religion in an effective learning manner with qualified teachers and scholars. We will be able to govern what is and is not taught allowing pupils to have a greater understanding of Islam and reducing the risks of children becoming extremists or radicalised.

For pupils who choose the school on grounds of its excellent teaching will have the option not to study the Quran. This will welcome none Muslims into the school, which will have an open door policy for all. Not only are pupils in this area low achievers but they lack the confidence required to be successful in the real world. Families have confined themselves in this area leading to the lack of tolerance of other communities; therefore families find it difficult to contribute to the wider community. Ultimately people in this community are setting a direct route to failure by not associating with anyone outside the area. Social deprivation does not help as parents and carers are unable to take their children on day trips, theatres or conduct other activities. The Vision and ethos of this school is distinctive as it is tailored around the learners of this deprived area and not only around statistics and outcomes of these children. We will ultimately develop the whole person and our vision and ethos clearly states this.

Our school will be distinctive as it will incorporate Quran reading and Islamic Studies in to the school day giving pupils more time for extra curriculum activities (extended services) where pupils can develop an extensive number of skills. We will also be giving opportunity to Muslim families to spend more quality time together. Our school will also be distinctive as families and pupils will be involved in the wider community organising events, trips, making pen pals and so on. We will be giving extensive opportunities to parents to be involved in the school at a level which no school currently offers. Parents will be taught how to teach their children and will also be welcomed into school during independent study times.

Based on the community for which this school is aimed, our school will be based on the true peaceful Islamic principles with a strong ethos as:

“We will seek to inculcate in our pupils the core universal principles of equality, fairness, peace, tolerance and respect for all people”

Our vision:

“We endeavour to nurture our Pupils to be confident individuals, responsible citizens, successful learners and contributors to the wider society”

- Children in this area generally lack confidence and feel they have failed before they have even tried. The perception that they will attend schools with low achievements gives no sense of hope to these Children. The daily routines can become demanding for Children in which they are learning from 8:45 to almost 8pm this can lead to children being demoralised. We hope to turn this around for children making them “*confident individuals*” by giving them hope and scope for success.
- Children in this area because of the lack of confidence and a sense of being let down by the system no longer feel part of the system. “Nothing to look forward to” attitude and low self esteem has led a lot of youth, especially boys towards crime, anti social behaviour and drugs. With the system we are proposing we endeavour to make these children “*responsible citizens*” who respect the system and contribute towards it rather than contribute against it.
- Unfortunately the immense pressure on the children in this area, contributed by low self esteem, lack of confidence, school targets below LA average and religious pressures on the majority of pupils has regrettably made the children victims of underachievement. We want the children in the community to become “*successful learners*” for this reason we are proposing to teach Islamic Studies and Quran reading parallel to the education system.
- Families in this area normally confine themselves into Normanton, almost unaware there is more than just this area, this has led to people not feeling part of the British way of life and struggle to contribute to the wider British Society. By providing opportunities and allowing families and children to become involved in the wider society or “*contributors to the wider Society*” they will see the wider picture or even role models to aspire to become. At the school we hope to bridge the gap and work towards a cohesive community. We feel this is an important element to making any child or family successful and tolerant.

We feel, as part of the community we need to take responsibility in ensuring a good and sound education for the local children and for this reason we feel that opening a new school will ensure our children receive an excellent standard of education. We would like to point out here that it is not about Faith or having a hard-line approach, but bringing in Faith to achieve the best for the majority of pupils in this community. Unfortunately majority of the pupils in this community have immense unrealistic pressures of achieving academically and religiously with such long days with changing systems from a school setting to a religious setting, we hope to bring this under one system to give pupils a realist opportunity of succeeding.

4. Educational plan

Admissions

The An Noor School will abide by the admissions code, the school admission appeals code and the admissions law with arrangements for over subscription. We will also consult with the Local Authority on our admission arrangements.

Any child with a statement of special educational need who names our school will automatically be admitted to it, under Section 324 of the Education Act 1996.

We will be using the 50% faith based admissions process and for over subscriptions we will be using the following criteria.

Primary Admissions -

The admission number for Reception will be 60 pupils in September 2012

The Admissions number for Year 1 will be 60 pupils in September 2012

For September 2013 onwards

Admissions numbers for reception will be 60

Secondary Admissions -

The Admissions number for Year 7 will be 120 pupils in September 2012

The Admissions number for Year 8 will be 60 pupils in September 2012

For September 2013 onwards

Admissions numbers for year 7 will be 120

Until the school is over subscribed all pupils will be admitted.

In the case of an oversubscription where the number of applications is greater than the published number above, the criteria below will be used. The applications will be based upon to distinct criteria.

The following priority admissions will be applied before any other criteria are applied.

1. Children with a **statement of Special Educational Needs** where An Noor School is named on the statement
2. Children who are in the care of a Local Authority as per section 22 of the Children Act 1989
3. Children with a sibling on the roll at the time of proposed admission.

“Sibling” includes adopted siblings, step- or half-siblings, and other children who are living as permanent members of the household. Where necessary, preference will be given to multiple-birth children to avoid them being split into separate schools.

After places have been allocated as above the following criteria will be applied:

Category 1

50 percent of the remaining places will be offered to children of the Muslim faith. Simple criteria will be to include families and children who believe in Allah (God) and Mohammed (Peace and blessings upon him – 786). This will need to be verified with a letter from a local Mosque.

If there is an oversubscription in this category all applications in this category will be subject to the following

- Proximity: children who live nearest to the school when measured in a straight line from the front door of the home to the School’s front entrance

To ensure fairness, in the case of oversubscription above the following tie breaks will be applied in order:

- 1. Children from multiple births (when applying at the same time)
- 2. Random allocation

Category 2 - Open Places

50% of places will be offered to children who do not qualify under Category 1. After the priority admissions and allocation of category 1 places, any remaining applications will be allocated as follows:

- Random selection

To ensure fairness, the following tie-breaks will be applied in order:

1. Children from multiple births (when applying at the same time)

The An Noor School will not be based on a defined catchment area.

Since we are planning to admit a proportion of pupils on the basis of faith we will endeavour to encourage pupils of other faiths or none by publicising some of the following our marketing and our marketing material:

- Opt-out of the Quran Reading and Islamic Studies
- Excellent teaching
- Holidays for various religious festivals other than Islamic Festivals
- A program of Extended Services to suit everyone
- Teachers will be of all backgrounds

We will also hold stalls at various community centres, religious institutions and areas in

which communities other than Muslims reside or have strong links. It is important for us to promote our school to families other than Muslims if we are to make our ethos work effectively.

Waiting list

The School will operate a waiting list for each year group. Where in any year the An Noor School receives more applications for places than there are places available, a waiting list will operate until the end of the first term after the beginning of the school year.

Places on the waiting list will be prioritised and allocated in the same order as the admissions oversubscription criteria

We will work in coordination with the local authority for the admissions process and look at appeals process which will be fair, people not associated with the school will be on the appeals panel to make it a fair and balanced process.

A consultation will take place prior to the opening in September 2012

Curriculum and organisation of learning

Expectations around the length of the school day, term and year

Primary School will start at 8:25am and finish at 3:35pm, the day will consist of a 20 minute break in the morning, 40 minutes lunch time and a 20 minute afternoon break. **(Please note: the primary school will have 6 lessons a day unlike the secondary school which will have 7)**

Sample of a school day below:

	Start	End	Total Minutes
Reg / Assembly	08:25:00	08:45:00	00:20:00
Lesson 1	08:45:00	09:40:00	00:55:00
Lesson 2	09:40:00	10:35:00	00:55:00
Break	10:35:00	10:55:00	00:20:00
Lesson 3	10:55:00	11:50:00	00:55:00
Lunch	11:50:00	12:30:00	00:40:00
Lesson 4	12:30:00	13:25:00	00:55:00
Lesson 5	13:25:00	14:20:00	00:55:00
Break	14:20:00	14:40:00	00:20:00
Lesson 6	14:40:00	15:35:00	00:55:00

The day will consist of 6 lessons with a total of 5 hours and 30 minutes teaching time a day in addition to tutorial time. In certain cases lessons will be prolonged to make it more efficient, for example PE lessons will be 2 lessons long as they will be done off site as well as onsite.

Secondary School will start at 8:25am till 4:15pm – This will consist of a break in the

morning, lunch, early afternoon prayers (Zohr), break and mid/late afternoon prayers (Asr). **(Please note: the primary school will have 6 lessons a day unlike the secondary school which will have 7)**

Each day will consist of 7 lessons out of which one will be tutorial time / independent time to allow pupils to complete homework, arrange events, social days, charity events and being involved in charity work, thus underpinning the ethos of allowing our pupils to become confident and successful learners as well as becoming contributors to the wider community. In this time parents will also have the opportunity to come into school and help their child with homework and other education related topics; this will be supported by the school staff and governors.

The secondary school day will be approximately 1 hour and 10 minutes longer each day compared to a standard secondary school. The additional 1 hour and 10 minutes will mean over a period of 1 week there will be a gain of 5 hours and 50 minutes, in normal mainstream school day terms this is slightly over an additional day a week.

The area in which we are proposing this school is deprived and education and learning is not given priority. By allowing pupils to stay in school longer and inviting parents to help pupils at school will create more awareness amongst pupils and parents about the importance of education. This can lead to pupils becoming successful and confident learners, again underpinning the school vision and forming strong parent partnerships.

Proposed Timetable for An Noor Secondary school:

	Start	End	Total Minutes
Lesson 1	08:25:00	09:20:00	00:55:00
Lesson 2	09:20:00	10:15:00	00:55:00
Break	10:15:00	10:30:00	00:15:00
Lesson 3	10:30:00	11:25:00	00:55:00
Lesson 4	11:25:00	12:20:00	00:55:00
Lunch / Zohr	12:20:00	13:10:00	00:50:00
Lesson 5	13:10:00	14:05:00	00:55:00
Lesson 6	14:05:00	15:00:00	00:55:00
Break / Asr	15:00:00	15:20:00	00:20:00
Lesson 7	15:20:00	16:15:00	00:55:00

Holidays will be the same for the Primary and Secondary School – There will be a total of 9 weeks holidays in the year and 2 weeks of religious observance holiday's dependant on Pupil intake and religious festivals. For example if there are a number of Muslims, Jews, Christians, Sikhs and Hindus in the school, it will be closed for their religious leave. The benefits of this include, creating awareness amongst the pupils, raising the prospect of questioning from them and the school will be seen as a welcoming school to all rather than just Muslims. This will also underpin our universal principles of equality, fairness, tolerance and respect for all. This system will also allow attendance levels to remain higher as pupils are more likely to take religious observance days off schools during term time.

There will be compulsory holidays during Christmas and Easter. Staff training days will be built in during pupil holidays allowing a gain of 1 week a year compared to normal mainstream schools.

Giving fewer holidays will allow pupils to be in school for an extra 3 weeks a year, over a period of 12 years, starting from Reception to year 11, there will be a gain of approximately 1 year, this is additional academic time compared to the current mainstream teaching days per year. This gain is in addition to the longer school day, which is almost 6 hours more a week, giving just over a day a week extra, comparatively to mainstream school. The holidays will be shorter and not have an impact on the momentum of learning during longer school holidays. The school will consist of 3 terms with 2 weeks holidays to mark the end of the term; these will be at Christmas time, Easter time and Summer time and 1 week's holiday to mark half terms. We will not have 6 weeks holiday in summer and these will be replaced with just 2 weeks. There are a number of reasons for having less and shorter holidays, these include:

- Allowing pupils maximum time in learning as education at home is not given priority,
- Shorter holidays will allow pupils to maintain momentum in learning.
- Pupils will not get involved in anti social behaviour and criminal activities if they are in school at an increased level (the area is known for high rates of crime, drugs and anti social behaviour.
- Increased potential of becoming successful learners.

The curriculum in detail

We will be working with the current national curriculum and its framework throughout all key stages. We will be following the same teaching methods as currently used in the UK; this will allow Pupils to come from other schools into our school which has adopted the same teaching system with innovative methods tailored to their individual needs.

At Key Stage 1 and 2 pupils will be taught, English, Maths, Art And Design, Science, Geography, Design and Technology, ICT, History, Physical Education, 2 MFL with option to choose 1 (Arabic or French/Spanish), Islamic studies (various options) and independent studies linked to being involved in the local community, organising small events, leading groups of people and school councils. This will help develop pupil confidence and will lead to pupils becoming contributors to the wider society and confident individuals.

At Key stage 3 and 4 pupils will be taught, English, Maths, Art And Design, Science, Geography, History, 2 MFL including Arabic and French/Spanish (choice of one option), Design and Technology, ICT, Cookery, Physical Education, Islamic studies (various options), PHSE, citizenship, Careers and independent studies. Independent studies will be important as people will be given the opportunity to be involved in organising events, setting up small businesses and communicating with the wider community, for example linking with other schools (outside the community) to make pen pals. This will give pupils confidence in leadership skills as well as trying to contribute to the wider society, this will be a strong factor in underpinning our ethos and vision. Diplomas will be available to pupils who demonstrate they are responsible citizens and contributors to

the wider society. Examples of this could include, organising trips for senior citizens, helping at a local charity event, setting up a charity at school for RSCPA, Help the Heroes and so on.

Parents will have a choice to opt-in to Islamic Studies at key stage 4, the benefits of this will be, if pupils and parents wish to focus on academic success they will have the full right to do so, on the other hand pupils and parents may wish to balance academic and religious studies, which they will have a full right to do so. Beyond this pupils will have early careers advice linking their options to what they wish to achieve or become in the future and helping them pave the way for this. We will be forming strong relationships with parents by using out parent partnership officer. Parents will be used as a resource during independent studies, for example, helping organise events and trips with their child as well as facilitating their child with homework.

At key stage 4 pupils will have options to enter for traditional GCSE route as well as the vocational courses that will be on offer; however we will promote a mixture of subjects that will cover Vocational and GCSE paths. **(Please see curriculum model section for list of options)** Each Pupil's prior performance will be analysed and dependant on their ability, courses will be offered to them. For example high achieving Pupils will have all options available to them with a maximum number of GCSE's, were as Pupils struggling to achieve well will be offered a variety of vocational courses to maximum their potential, this will be in addition to core subjects and the English Baccalaureate. Pupils at year 9 will be taught key stage 3 for the first half of the year and the second half of the year pupils will be taught key stage 4, pupils will be given more time for Key stage 4 overall, allowing for opportunity to raise pupil achievement and gaining further qualifications.

We believe by offering a curriculum with options to choose certain activities and learning to become independent will have a direct impact on pupils behaviour as they will feel responsible and part of a system which they would like to see working and becoming successful. By allowing pupils to arrange their own events and trips for the wider community and being involved in raising money for charities they will soon begin to feel part of a wider society, pupils in the community currently feel isolated.

In the curriculum elements of Islamic teachings will be built into the schemes of work, for example in Maths pupils will be taught how to work out elements of Islamic Charity and what percentages are paid in what scenarios. In History, pupils will be taught the normal curriculum but will also be taught the history of Islam in detail. In Science pupils will be taught how to work out prayer times without looking at the time, this is how it was done in early Islam. In English pupils will look at some of the Islamic literature and analyse this, for example elements of the Quran, pupils will be allowed to analyse this in context and out of context to make them aware of how meanings can change without context. Elements of extremism are fuelled by using the Quran out of context; hopefully this will help address some of these issues. All this will be supported by the Islamic Studies department.

We confirm that we understand and accept:

- Arrangements to safeguard and promote the welfare of the children who are pupils at the school, which are set out in parts 3 and 4 of schedule 1 of (Independent School Standards) (England) Regulations 2010

- To Meet the Education (Independent School Standards) (England) Regulations 2010

The curriculum at the An Noor School will:

- Promote the Vision and the Ethos of the An Noor School
- Teach Peace, Tolerance, Respect for all in all subjects based on the characteristics of a “True Muslim”
- Recognise the experience of the Muslim faith in the school, ensuring that our pupils both learn and live the faith and share their religion through excellent and elevated character
- Be based on an understanding that through the curriculum the Muslim Faith will be taught
- Promote the religious, spiritual, moral, cultural, mental and physical development of the pupils
- Prepare the pupils for the opportunities, responsibilities and experiences of adult life
- Welcomes people of all faiths by means of being balanced in its religious teachings
- Implement the National Curriculum as required by the Education Reform Act 1988 and subsequent legislation
- Reflect the outcomes of ‘Every Child Matters’
- Will be broad and balanced, recognising the importance of developing the character of the whole person and the inner self
 1. It will bring pupils into contact with the elements of learning (knowledge, concepts, skills, attitudes) and the areas of learning experience (religious, aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual, noble, and technological)
 2. It will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole, embedding strands of religious teachings through all subjects
- Respond to the needs and aspirations of the pupils:
 1. It will promote differentiation of teaching and learning through setting of pupils according to ability, supporting the least able and stretching and challenging the most able
 2. It will facilitate the development of the talents and interests of the pupils

within the constraints imposed by staffing resources and the timetable structure. To this end, it will seek to provide as broad a choice of options as is possible at KS 1, KS2, KS3 and KS4, ensuring progression to career opportunities and further and higher education

- Ensure equality of opportunity for all:
 1. All pupils will have equal access to all courses and facilities and to guidance and counselling, regardless of creed, gender, colour, national or ethnic origin, or disability
 2. All pupils will have an equal right to fair and unbiased assessment
- Recognise the role of parents as partners in the education of their children, facilitating the involvement of parents in the learning process and ensuring at all times effective communication and reporting about the progress of their children
- Is organised in such a way as to provide value for money, ensuring sensible and economic use of the financial resources of the school.

The Foundation Stage

The curriculum that we will teach in the reception class will meet the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning will focus on the Early Learning Goals and on developing children's skills and experiences. Pupils will have the opportunity to learn about the basic principles of Islam, for example, the 5 pillars of Islam, basic duties of Muslims and stories of Prophet Mohammed (Peace and blessings upon him – 786)

Our school will fully support the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

Curriculum model showing proportion of learning given to each subject or area of learning for each year group:

Primary School - Key Stage 1 and 2 Overview

(Please note the primary school will have a shorter day compared to the secondary school – Lessons at KS1 and KS2 level will total 30)

	Literacy / Hand writing	Science	Numeracy / Mental Maths	MFL Arabic / French or Spanish	Geography	History	RE	PHSE	Design & Tech	ICT	Art and Design / Music	Independent Studies (Tutorial)	PE	Islamic Studies / Quran Reading	Total
Reception	8	2	5	1	1	1	1	1	1	2	1	1	2	2	29
Year 1	7	2	5	1	1	1	1	1	1	1	1	1	2	4	29
Year 2	6	2	5	1	1	1	1	1	1	1	1	1	2	5	29
Year 3	6	2	5	1	1	1	1	1	1	1	1	1	2	5	29
Year 4	6	2	5	1	1	1	1	1	1	1	1	1	2	5	29
Year 5	6	2	5	1	1	1	1	1	1	1	1	1	2	5	29
Year 6	6	2	5	1	1	1	1	1	1	1	1	1	2	5	29

At key stage 1 and 2 pupils will have 1 compulsory lesson of Islamic Studies a week regardless of faith. The advantages of this will be to create awareness amongst Muslims and Non Muslims about Islam and its true peaceful meaning, this will eradicate misconceptions that “Islam is a Bad Religion” amongst all Pupils. In this lesson pupils will be taught about morals, manners, etiquettes based on Islamic Principles. This will clearly underpin the whole ethos and vision of the school. The remaining 3 or 4 lessons of Islamic Studies will remain optional to Pupils who have come through the non-faith based admissions criteria. These Pupils will be accommodated in other subjects based on their needs and abilities.

It is important our curriculum remains inclusive and meets the needs of all pupils. If a pupil who has opted for Islamic studies fails to meet his or her targets in other subjects he / she will be taken out of Islamic Studies to facilitate them to achieve their targets in other subjects. Alternatively Pupils will be referred to extended services for additional support after school. If pupils feel left out of other options due to Islamic Studies / Quran reading, they will have the opportunity to take up additional options during extended services. However our assessment and monitoring system will allow us to identify students under performing in subjects, thus allowing for appropriate adjustments to be made to pupil timetables.

It is equally important to address the needs of pupils who do not take up Islamic Studies or Quran reading, to choose from additional options for them to progress in other areas. This could include these pupils taking up performing arts, enterprise events and so on during school time. Again pupils will be assessed and monitored closely to ensure they are not under achieving, if this was the case these pupils will be taken away from these options to concentrate on those subjects or make use of extended services.

Pupils' Academic achievements will be given paramount priority.

The total number of primary school lessons will be 30 per week, we have left one lesson per week out deliberately as this is where assemblies, events and awards and achievement assemblies will take place. We are aware of the statutory obligations with regards to assessment at key stage 2.

Key Stage 3 and 4 Overview

(Please note the Secondary school will have a longer day compared to the Primary school – Lessons at KS3 and KS4 level will total 35)

Key stage 3 & Key stage 4	English	Science	Maths	MFL Arabic / French or Spanish	Geography	History	Careers / Cit / PHSE	RE	Islamic Studies / Quran Reading	Design & Tech/cook	ICT	Art and Design / Music	Independent. Studies (form)	PE	Total
Year 7	5	3	5	2	2	2	1	1	4	1	1	1	5	2	35
Year 8	5	3	5	2	2	2	1	1	4	1	1	1	5	2	35
Year 9 Term 1 and 2	5	3	5	2	2	2	1	1	4	1	1	1	5	2	35
Year 9 term 3	4	3	3	3	2	2	1						5	2	25
Year 10	4	3	3	3	2	2	1						5	2	25
Year 11	4	3	3	3	2	2	1						5	2	25

The Green represents compulsory 6 GCSE's; these subjects will form the basis for all pupils having the opportunity to achieve the English baccalaureate. Pupils will have extended opportunities in achieving the English Baccalaureate as this will start in the 3rd term of year 9. Pupils will also have the opportunity during extended services after school; this will be identified through regular pupil assessment.

The red block represents 4 option blocks totalling 10 hours a week divided into 2 hours and 30 minutes per option block. The options available to pupils will include the following: (These will include GCSE and formal Vocational qualifications for pupils to choose from)

- English Literature
- Triple Science (selected Pupils)
- Statistics (Selected Pupils)
- Religious Studies
- Living Islam course
 - Course encourages students to experience different aspects of being a Muslim in modern Britain and allows them to explore numerous issues, ranging from Hijaab and racism, to careers and poverty. (No Formal qualification)
- Business Studies / Information and Communication Technology
 - These subjects will be integrated as one option - pupils will achieve a GCSE equivalent in each.
- Art
- PE
- Cookery
- Media Studies
- Critical thinking (GCSE short course)
- Child Care
- Sociology
- Psychology
- Design and Technology
- Various Key Skills (less able)
- Numbers and Literacy (less able)

These subjects will be available on the options list however; if the uptake for the option is limited we will have to withdraw an option realising budget and resource constraints which we will need to work with. Triple Science and Statistics will only be offered to Pupils who demonstrate high academic achievements. If pupils are not able enough to do GCSE or Vocational courses we will be offering functional skills in a wide range of courses. This will allow An Noor School to cater for all needs and abilities and challenge pupils of all abilities.

In Year 7, 8 and 9 pupils will have a compulsory lesson of Islamic Studies a week regardless of faith. The advantages of this will be to create awareness amongst Muslims and Non Muslims about Islam and its true peaceful meaning, this will eradicate misconceptions that “Islam is a Bad Religion” amongst all Pupils. Similar to key stage 1 and 2, pupils will be taught about morals, manners and etiquettes based on Islamic Principles. This will clearly underpin the whole ethos and vision of the school. The remaining 3 lessons of Islamic Studies will remain optional to Pupils who have come through the non-faith based admissions criteria. These Pupils will be accommodated in other subjects based on their needs and abilities. As Key stage 1 and 2 if a pupil who has opted to study Islamic studies fails to meet his or her targets they will be taken out of Islamic Studies to facilitate them to achieve their targets on other

core subject areas before they can return to full Islamic Studies lessons. On the other hand pupils who feel left out of another subject area will be able to choose it through extended services.

As the school will be catering for a community in which EAL is very high we will be focusing on Literacy and numeracy. We have increased the total number of hours per week for Maths and English in both, the primary and secondary school by approximately 2 lessons a week, this is to address the desperate need of the community to rapidly increasing literacy and number skills.

Other than this, we will endeavour to have a whole selection of extra curriculum activities (extended services) before and after school, these will include:

- Breakfast clubs in the morning – Will be free to promote pupils coming in on time as punctuality is a major issue in the area where we wish to set the school up.
- Sports clubs
- Reading clubs
- Enterprise clubs
- ICT clubs
- Maths clubs
- Performing Arts
- Parent – Child Support clubs including ESOL and GCSE in English for parents (helping parents help their children) – The area which we wish to set the school up in has a high EAL amongst parents and by involving them into helping their children and giving them an opportunity to learn the language with the help of their children will become the building blocks to successful support for children from their parents.
- Cooking Clubs (To Promote healthy eating, again the area is highest amongst heart diseases due to unhealthy eating – Parents will be welcome to join in at these clubs)
- Subject based clubs will be run to help pupils who need more support this will be in addition to the support available for pupils during school hours.

We will promote extra curriculum activities to all pupils and will expect majority of the pupils to attend at least 1 session of their choice a week. If our budget permits will be promoting at least 2 sessions a week.

Approach to disabled pupils and pupils with Special Educational Needs, who may or may not have a statement, and regard to the SEN Code of Practice:

At the An Noor School we will commit to ensuring equality of education and opportunity for disabled pupils, staff and all those that receive a service from the school. We are fully aware of the equality act 2010 and will adhere to this at all time.

We will aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and Pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that

the school environment is as accessible as possible. At the An Noor School we will build a culture in which everyone believes that diversity is a strength, which should be respected and celebrated by all those who learn and teach.

The An Noor School will have full regard for the following when carrying out our functions

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

The school staff and governors will be responsible for all the following – In operation and day to day running the SENCO will have the responsibility to:

Collect Information on disability with regards to both pupils and staff

- The Principle and the governors will then be responsible to use the information and improve provision of service if need be.

Monitor pupil achievement by disability

- Identify patterns in data, if action is required the SENCO will identify strategies to facilitate and improve achievement or life skills.

Observe lessons, pupil councils, social enterprise events and school events to make sure disabled pupils have been given equal opportunity and encouragement to participate

- If disabled Pupils and staff are not represented this will be seen as devising a plan to increase participation of disabled pupils and staff

Vigorous monitoring of bullying and harassment of disabled and pupils and staff

- This information will be used to address issues and adjustments made accordingly

Portray disability positively across the school using school books, displays, discussions during tutorials and lessons.

Organise or attend events which promote and raise awareness of disability.

Make sure most of the school is accessible by all visitors including disabled staff, disabled pupils and disabled visitors. This includes, making sure open days, open evening and events are accessible and arranged in accessible areas for all. If events are off site the SENCO must make sure suitable transport is available for all.

- If there is a lack of access it will remain the responsibility of the Governors to make reasonable adjustments to make the school accessible as possible for all.

Arrange information available to parents, visitors, pupils and staff in formats which are accessible if required and to make sure all people are aware of this.

Transparent procedures for the election of parent governors open to candidates and voters who are disabled.

At The An Noor School we will consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Consulting with disabled pupils / staff / parents to determine their priorities for the school with regards to disability equality over a period of 3 to 5 years – This will be achieved via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions for disabled pupils / Staff / Parents

We are aware of the SEN code of practise and will adhere to it at all times. An Noor School will ensure the SEN needs of pupils are met by employing a SENCO who is a fully qualified teacher with QTS. The SENCO will use the child's statement, ESAP and LA banding document to identify the areas of pupil need and make appropriate provision. The An Noor School will ensure that support staff is employed to support staff and pupils.

Pupils with SEN will be fully engaged in the extended Services program of the school, this will include leading and organising events and trips, making Pen Pals, and such activity which takes place that a child with no SEN is involved. We will provide support to SEN children undertake the mentioned activities. This also includes pupils with disabilities; appropriate arrangements will be made to fully include SEN and Disabled pupils and their families. It is important pupils are fully included not only because of the Equality Act and SEN code of practise but also to under pin our ethos.

Time, for example during Preparation, Planning & Assessment, will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

We will ensure that moneys are set aside to develop resources in curriculum areas. In addition, we will ensure that staff are kept fully up to date about SEN issues and undertake training. For example, the schools will use school funds for TA Training and Special Educational Needs Group meetings & any other training related to SEN initiatives will be carried out.

We will ensure there is appropriate levels of differentiation in all areas of the curriculum, including extra-curricular activities (extended services), and ensure lessons are accessible, challenging and inspiring for children with special needs. The TAs will share the differentiated planning notes from teachers so that pupils with SEN are well supported. A focus on further developing the role of the Teaching Assistants to facilitate the pupils with Special Educational Needs and to ensure that all groups within the class receive similar amounts of group and/or individual teaching time.

To increase staff expertise by providing in-house training in writing IEPs or devising

plans for pupils with mild learning difficulties who do not need an IEP

- For the SENCO to feedback information to staff from INSET and meetings
- To use APP to monitor writing of pupils with special educational needs
- To centralise & audit all SEN/intervention resources and to ensure greater efficiency & maximum impact on pupil progress.
- To maintain a centrally operated Chronology of Intervention and Pupil Profile Record updated at every staff meeting to ensure all pupils on SEN register are constantly monitored and are fully engaged in school life.

Organisation of pupils - How pupils will be organised:

Every class will have no more than 30 pupils in it and the groups will be placed in a vertical tutoring system with no more than 20 pupils per tutorial group / independent studies. The tutorial group sizes will remain small to create a supportive network for pupils throughout their school life. The vertical tutoring system will be set as Key stage 1 and 2 together and Key stage 3 and 4 paired together. If the primary and secondary school are set on separate sites this system will still work as all primary school children will be placed together to form the vertical tutoring system and all secondary school children will be placed together to form their vertical tutoring system.

The form tutor will mentor the pupils, monitoring their progress throughout their school life, identify under achievement, SEBD, SEN and gifted and talented pupils and putting into place correct support. The idea behind vertical tutoring is to allow older children to mentor younger children, help them with their homework, advice them on educational matters. This will help us towards our ethos and vision for the school by tolerating each other, being responsible for each other and also increasing confidence in the mentoring pupil and the mentored pupil. This approach will also develop leadership and supportive skills for the older children. Hopefully this will allow an atmosphere of trust amongst all Pupils, allowing pupils to turn to one another for help and advice.

During lessons pupils will be set according to ability in Maths, English and Science based on the year group which they are in and their ability as an individual. Setting will begin at key stage 2 and will continue onto key stage 3 and 4. For the school to be able to set pupils we will conduct regular assessments of pupils to distinguish their ability. Setting at key stage 2 will be based on teacher assessment of pupils at key stage 1. Setting at Key stage 3 will be based on statutory assessment at key stage 2 and cognitive ability tests at key stage 3. The school will also make effective use of RAISE-Online data and FFT date to pass the correct judgement of pupil ability. Once pupils have been set their performance will be continually monitored, leaving room for the pupil to be moved into the correct ability group as the pupil progresses.

At the An Noor School we will have, if finances permit, small Maths and English groups. Because of the area we are hoping to set the school in has a very high number of pupils with English as an additional Language as well as lacking analytical skills. Pupils who are less able will be given more one to one support but will have to think on their own accord rather than relying on the Teacher or Teaching Assistant. Appropriate level of work will be set with relevant help and guide sheets

By giving more focused support, pupils will be able to progress further in other subjects

if they achieve well in Maths and English. By having smaller Maths and English groups we strongly believe we will underpin our vision, if pupils have good command of the English Language and have good analytic skills they will become confident learners. In these subjects it will be critical for the teacher to form a strong relationship with the pupils to continuously motivate and encourage them. Where a pupil is seen to be progressing, they will have the opportunity to move ahead into a more able group. Pupils will be regularly assessed, rather than at the end of a particular key stage to make sure they are progressing well and are set in the correct ability groups.

Pupils who are performing exceptionally well or are Gifted and Talented will have the opportunity to take GCSE's earlier (accelerated learning) for the relevant subject and move onto another option. Teachers will offer them extension activities working at greater depth with increasing complexity and giving opportunity for enrichment, applying skills and understanding to a wide range of problems. G and T pupils will also be recommended to become members of NAGTY and take part in the CREST award. We will endeavour to build into the Curriculum and schemes of work the Blooms Taxonomy of learning domains so pupils are challenged at every level, this includes the less able too.

Even though we will have Gifted and Talented pupils in the school, we are well aware that we will also have pupils with social, emotional and behaviour difficulties. For pupils with these difficulties we will offer support services such as educational psychologists, behaviour support teams, circle times, referral to the Pupil Support unit at the school lead by the SENCO. There will be times when pupils will have to be referred to alternative provisions for a short term to help improve pupils' social, emotional or behaviour problems. We will also through assessment and monitoring identify pupils with SEBD early so appropriate support is offered. The staff will clearly need to be trained to be able to identify SEBD in at the school.

Pupil development and achievement:

The definition of success at the An Noor School will not only be seen as academic success of the number of GCSE's or excellent SAT's results, we are hoping to develop the whole child for this reason we will see success as follows

- Pupils having excellent command of the English Language
 - This will be measured by means of:
 - testing pupils regularly in English,
 - Pupil interaction with other pupils and teachers.
 - Quality of written work by pupils
 - Analysing pupil understanding during questioning and answering sessions in class by way of listening to responses.
- Pupils achieving at least the LA average in SAT's and GCSE's
 - This will be measured by means of:
 - Regular assessment of pupils (This will determine if pupils require additional support)
 - SAT results
 - GSCE results
 - Assignment results (on-going)

- Respect for all is demonstrated through pupil behaviour
 - This will be measured by means of:
 - Number of bullying reports in the school
 - Number of discrimination reports, including racism and disability
 - Fights across the school
 - Low level disruptions in the class
 - Help offered by pupils to other pupils (will be identified in class and tutorial lessons)
 - Evidence through pupil logs
 - Treatment of visitors and guests to the school
 - Do pupils open doors?
 - Do pupils welcome people?
 - Do pupils help if asked?
 - Do pupils give way in corridors?
- Pupils organising and running community based projects
 - This will be measured by means of:
 - The number of pupils involved
 - By outcome
 - The roles pupils play in running the projects
- All Pupils engaging with the wider society by arranging visits, trips, religious outings and helping the wider community
 - This will be measured by means of:
 - Number of trips arranged at the school
 - Types of trips being arranged
 - Links with other schools
 - Pen pals around the world
 - Type of help pupils are providing for the wider community
- 100 percent of the pupils learning to read the Quran should be able to do so fluently
 - This will be measured by means of:
 - Assessing pupils
 - Speed of Recitation
 - Pronunciation of words
- Teachers to deliver good lessons
 - This will be measured by means of:
 - School Self Evaluation
 - Departmental reviews
 - Learning walks
 - Pupil Outcome
 - Pupil voice
- At least 75 percent of pupils make use of the extended services at the school
 - This will be measured by means of:
 - Measuring the number of people attending on a regular basis
 - Identifying impact extended services are having on pupils

- Large number of pupils to move onto further education or apprenticeships
 - This will be measured by means of:
 - Keeping records of what pupils do when they leave school
 - Continuing support when pupils have left school
- Pupils being involved in the CREST award
 - This will be measured by means of:
 - Promoting the award to the more able and talented pupils
 - Keeping a record of pupils who achieve the award
- At least 20 people taking up the duke of Edinburgh Award in the first 2 years
 - This will be measured by means of:
 - Promoting the award to all students
 - Keeping a record of pupils who achieve the award and type achieved
- Pupils becoming confident individuals with high self esteem
 - This will be measured by means of:
 - This will be evident in the pupil involvement in school life and in the wider school spectrum

We believe there are more measures of success but we want to ensure we are able to achieve these mentioned over a period of time. We do understand that some of the successes mentioned above will be difficult but we will use all the resources, strategies and tools at our disposal to achieve these.

The An Noor School will adopt a strict school self-evaluation (SSE) policy which will look at the underlying principles of quality assurance, accountability, support, Religious Education and that the Ethos and Vision of the An Noor School is supported throughout the school. We clearly confirm our commitment to meeting the accountability requirements applicable to all state schools. The accountability will lie with all staff at the school including the governing body.

The SSE will be used for the benefit of our pupils and our school and not for any external requirements. The School Self Evaluation will inform the priorities for the School Development Plan, bearing in mind or strategically planning everything with pupils at the centre. The School Self Evaluation will be evaluative and not descriptive. In order for our school to improve and to achieve all that we can while underpinning our vision and ethos, we will ensure that:

- An annual evaluation cycle is in place and is clearly understood by all stakeholders.
- Clear participation of all staff and accountability for outcomes at all levels as appropriate.
- High quality feedback, guidance and support will be provided at all levels, as part of the evaluation process, we understand that improvement will be a process.
- Self-review procedures will be open and transparent so that all staff understands their roles and the processes involved. (Staff job descriptions will be vigorous and

- give ultimate responsibility for achieving each of the school's goals – This will be specific for each member of staff, including SLT and the Principle. The ethos and the vision of the school will be embedded and underpinned in each job description)
- The Self-evaluation processes and cycles will involve Pupil and parent voice in order that the views of all key stakeholders are taken into account – The views of each stakeholder will be taken into consideration and actions taken were necessary
 - The annual evaluation cycle will include a programme for review of all subjects – This will address the quality of leadership of each department and the outcomes of pupils in each subject area. At this stage work scrutiny will also take place.
 - The annual evaluation cycle will include a series of lesson observations and learning walks / learning trawls so that there is improved reliability of judgements about the quality of teaching and learning. This process will also look at the curriculum being taught to see it's appropriateness for the pupils and if it underpins the vision and ethos of the school.
 - The annual review cycle will take account of performance data. The performance data will include school test results, exam results and end of key stage results, local performance tables and national data.
 - Effective qualitative (this will include looking at the number of pupils on roll, exam results, test scores, attendance, punctuality, exclusions and behaviour) and quantitative evidence (this will include parent and pupil questionnaires and interviews, lesson observations and learning walks and trawls) will be used in all activities which are evaluated. (Sample questions below will give us an idea of the perception of education at the An Noor School as well as helping us identify concerns.
 - Quantitative questions to pupils will include
 - What are you learning in this subject?
 - Do you get enough help from your teacher?
 - Are you aware of your levels you are working at?
 - Do you know what you have to do to progress to the next level?
 - Quantitative questions to parents
 - Are you aware of the progress your child is making at school?
 - Do you get enough support from the school so you can help your child at home?
 - Do you feel your child is progressing at school?
 - Actions that arise from the Self Evaluation will be used in the School Development plan.
 - There will be monitoring of actions to ensure the impact of recommendations arising from the evaluation process and are addressed and strategies are used in a timely fashion.
 - The school and departmental School Evaluation will be integral part of the school system.

The Self-evaluation process will be led by the School Leadership Team. Subject Leaders, acting with their SLT link will take the lead in Department Review Process. The Religious Education review will be facilitated by the lead Islamic Studies teacher who will also be part of the Governing body. The outcomes of reviews will be shared with staff, as appropriate, and with the Governing Body. All recommendations and strategies which will be used to address the SSE will be approved at Governor level. The An Noor School Self Evaluation approach will be an important tool, and it will provide the basis for planning and review processes.

The SSE will be the responsibility of the Principle and SLT, Subject leaders will be responsible for departmental reviews but the overall leads will either be the Principle or SLT. SLT will be responsible and accountable to maintain the files in their specified areas and produce suggestions for additions/revisions to the text of the whole-school SSE to the Principle, as required. The Principle will be responsible for implementing the Self Evaluation and following through the outcomes on a School Development plan which arise from the Self Evaluation.

The SSE will be visited after exam results are published and the SSE will be updated in the light of these results to reflect achievements and developments. If results are good, this will not make us complacent and the Principle will still have the duty to revisit the SSE. The SSE will be shared with the Governing Body, and Subject Leaders will be encouraged to contribute to its updating. Subject Leaders will also maintain and revisit their departmental reviews following Examination result Analysis. Each Subject Leader will be accountable for ensuring that this takes place for all departments in their subject area. It is expected that all members of department teams are involved in the generation of the Department Reviews so that ownership of and accountability for, improvement is strengthened.

Department Review The Department Review process will be followed each term, focussing on a different Key Stage each time. The process will be led by the Subject Leader or KS 1 and 2 coordinators, acting with their SLT Link. The review process will include four main elements:

- Lesson observations
- Pupil Interviews
- Work scrutiny
- Pupil Achievement

The focus for the Review will be agreed by the Subject Leaders and their SLT link. This will be determined by considering the: Department Exam Analysis; feedback from previous reviews, random interviews with parents and pupils and learning walks and trawls by SLT, the Principle and the Governing body. Subject Leaders will discuss the focus of the review with their team prior to the review. At the end of the review process, the Subject Leaders and SLT link will produce a report identifying strengths and areas for improvement. This will be shared with the Department. The Subject Leader is responsible for planning actions to address areas for development identified in the Review. Initially the SLT links will conduct the evaluation due to the size of each

subject area, as the departments group with more teaching staff, the subject leaders will conduct the evaluations.

Lesson Observations - All teachers will be observed each term (as a minimum) as part of the Department Review. If teachers do not teach in the focus Key Stage, a lesson from another Key Stage will be observed. Some lessons will be paired. This is to ensure consistency of judgements and to help develop staff confidence in observing lessons and providing feedback. Relevant members of the Governing will occasionally sit in on lesson observations.

- At least 1 day's notice will be given for observations.
- Feedback should be given within 2 days. The observer should: give grade, general feedback, identify strengths and areas for development.
- Good practice should be identified, with a view to sharing more widely.
- Any unsatisfactory observations should be re-observed within 2 weeks; before the 2nd observation, support should be given and an action plan put in place with relevant subject teacher.

Observers will refer to the OFSTED Guidance for Inspectors on Teaching and Learning as reference points on standards and expectations. They will also take account of any further updated guidance agreed by SLT. All formal lesson observations will use agreed lesson observation record forms and completed copies of relevant forms will be collating in a central record. From these records, a judgement will be made to support the overall quality of teaching and learning within the school and CPD requirements will be determined. The subject leader will pass judgement of the quality of teaching for their subject area. Occasionally SLT team members may sit in on lesson observations to make sure the judgements are correct.

Pupil Achievement – The departmental review will analyse and assess how the teacher is monitoring and keeping records of pupil progress. This element will focus on - are pupils achieving or under-achieving? If pupils are achieving, are they achieving their maximum potential and has the teacher given the pupil the opportunity to do this? If pupils are under-achieving, has opportunity or support been given? The Subject leader will use a wide range of data, including FFT, SAT's results, Raise Online, results from other subject areas to compare against pupil achievement.

The subject teacher will be responsible for pupil achievement, support and intervention. It is important for the subject teacher to aware of every Childs prior achievements as well as their preferred learning and SEN need. Subject teachers will be responsible for making sure the less able, middle ability and more able or gifted and talented pupils' needs are addressed. The teacher will include assessment and questioning followed by an effective recording, reporting, and monitoring and evaluation process.

The class teacher will be responsible for setting differentiated material for all abilities, challenging and stimulating the more able and gifted and talented pupils and supporting the less able pupils. Were necessary the teacher will make appropriate referrals, for example is less able pupil needs support, this needs to be raised with the Subject Leader who will identify appropriate support for the child Via the SENCO.

The Subject Leader will be responsible for making sure subject teachers are using effective monitoring and assessment. The Subject Leader will also make sure under achieving Pupils are supported and gifted and talented Pupils are challenged to enhance their learning experience. Here the subject leaders will provide schemes of work that contain enrichment / extension material for more able pupils whilst offering support material for less able pupils.

Learning walks and Work Trawls will be arranged each term by SLT to focus on each Key Stage dependant on the Key stage being evaluated. SLT and Governors will meet with a cross-section of pupils to discuss their work as part of the work trawl and learning walks. Feedback from the work trawls and learning will be given to Subject Leaders and Subject Leaders / SLT. In addition, Subject Leaders will organise their own work trawls / learning walks and standardisation / moderation meetings as part of the Department Meeting Cycle to ensure consistency of application of marking criteria and to address issues raised in the SLT work trawl and learning walks.

Parents' / Carers' Evenings - At every Parents' Consultation Evening, parents will be given a brief questionnaire to be completed and returned on the same evening.

Homework Trawls - Homework trawls will be done at least once per term by SLT. Teaching staff and Subject Leaders will be informed where practice is exemplary or if frequency of homework setting is unsatisfactory. If frequency of homework is unsatisfactory, this will be followed up during the next trawl.

Self Evaluation Folder - All documentation relating to Department Self Evaluation will be stored in the Department Self Evaluation Folder. This will be kept up to date and be available at any time for discussion with Subject Leaders, SLT, and Principle, Governors or OFSTED.

By using this effective School Self Evaluation we will be able to track weak teachers and subject leaders, allowing for appropriate professional development and performance management and in worst cases staff will be placed on competency reports. By identifying weak and underperforming teachers early the An Noor School will minimise negative impact on pupils learning

The progress of each individual pupil will be monitored across all subjects in a timely fashion setting challenging and appropriate targets by analysing pupils' performance against national benchmarks of attainment to enhance pupil achievement. Each teacher will be aware of Pupil achievement and progress. All teachers will be responsible for differentiating their teaching to meet the abilities of the child.

Attainment and achievement will be discussed with pupils, parents and carers and how the pupil can progress further. It will be critical that all teachers are aware of pupil data, therefore a school-wide pupil record system will be implemented. Effective strategies will be put in place to identify the less able, the able and the more able to facilitate and enhance their learning; this will be done through the form tutor, who will also be the mentor for each child.

The overall judgement of the quality of teaching and learning will be based on the findings of the school evaluation. The SLT and Principle will analyse the data and make a collective decision on the overall effectiveness and quality of teaching and learning at the school.

Behaviour and Attendance

We understand that positive behaviour and full attendance are essential elements of an effective teaching and learning environment therefore we will have a strict approach to promoting positive behaviour and full attendance. We will promote a zero tolerance behaviour and attendance policy with severe sanctions for not adhering to the school policy and an excellent reward mechanism for good behaviour and good attendance.

The An Noor Primary and Secondary School will be committed to the promotion of positive behaviour and full attendance for all pupils and to supporting pupils to develop their social, emotional and behavioural skills. Our policy will provide the framework within which all staff, pupils, parents and carers will be able to contribute to the development and maintenance of an environment where learning will prosper.

Our commitment will be underpinned by the Ethos of the school and also by making sure:

- We meet the needs of all pupils
- Including all pupils, regardless of their ability and background

We will promote self-discipline and respect for others, again underpinned by the school ethos. These values will inform the behaviour of all members of the school community – pupils and adults – and will form the basis upon which the school asks for support and assistance from parents, carers, other members of the community and supporting agencies

Our behaviour, attendance and punctuality policy objectives will be:

- To encourage positive behaviour and full attendance, with all pupils and adults.
- To set expectations that all pupils will be encouraged to learn the social emotional and behavioural skills required for citizenship (underpinned by the ethos of becoming responsible citizens)
- To maintain a school environment where pupils are encouraged to attend and behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.
- To challenge Pupil attendance where it falls below 95%, ensuring appropriate levels of support and intervention are maintained
- To engage with external agencies, including Education Welfare to monitor, support and intervene where behaviour is a cause for concern and attendance is below 85%.

We understand that promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. We will have well-designed and relevant curriculum that helps develop and maintain positive behaviour and full attendance. Pupils clearly learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate individual learning styles and preferences, for this we will have expectations from staff:

- Staff will use the most appropriate method of teaching, which will draw on pupils' experiences and values their contributions.

- Pupils will be received into a classroom where routines will be established and high standards expected.
- Explicit and regular praise will be used for all types of achievement.

These expectations will be continuously evaluated in the School Self Evaluation.

The PHSE, Citizenship curriculum and the tutorial programme will be used to teach and promote the social, emotional and behavioural skills necessary for adult hood. All subject areas will also provide opportunities to develop and teach these skills so that through positive behaviour all pupils can learn and make progress.

Practice and Procedures - Roles and Responsibilities

The promotion of positive behaviour and full attendance will be the responsibility of all members of the school community including parents and carers. It will be the responsibility of the KS Managers to follow-up on none attendance.

The Principle, with the assistance of other members of the Senior Leadership Team, will be responsible for its implementation in ways that maintain the school ethos that encourages positive behaviour.

All staff will have the responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff will have a role to play throughout the school, including providing mutual support to colleagues, and modelling the high standards of behaviour and punctuality expected from pupils.

Pupils will also have a role in shaping and promoting positive behaviour, this will be achieved through the School Council, Tutor time / independent studies, Islamic Studies, PHSE and Citizenship lessons. Pupils will have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer monitoring and peer counselling, this will be directly underpinned by the school ethos of equality, fairness, peace, tolerance and respect for all.

Parents and carers will have a responsibility for their child's attendance and behaviour inside and outside school, which they will discharge by the standards they set and the way they encourage pupils' progress at home. The home and school agreement will make expectations clear to parents and carers of their role and responsibility towards the success of their child with the underlying principles of the code of conduct.

The underlying Code of Conduct will be based on respect for self, for others and for the environment; this will create a positive relationship between pupils and between pupils and staff. It will be designed to encourage pupils to develop responsibility for their own behaviour and attendance.

The key points will be:-

- Treat other people and their property with respect and consideration
- Take responsibility for your own learning, attendance and behaviour
- Take an active part in making sure that the school environment is safe and attractive

The Underlying Code of Conduct will focus on three key areas:-

- Rights and responsibilities
- Taking responsibility for own learning, attendance and behaviour
- Respect for self, others and the school environment.

We understand the success of behaviour and attendance will be linked to the successful implantation to the policy but it will also require praise and rewards as well as sanctions. These will be drawn up with all stake holders involved in the process to make them work effectively. This will include pupils; they will be fully involved in the process allowing positive relationships to build between staff and pupils.

Rewards and praise will include, and not be restricted to:

1. Frequent general praise and recognition used in lessons
2. Merit Stamps or credit points leading to tangible awards
3. Certificates subject and pastoral
4. On occasion senior staff visiting classes to praise pupils' work and effort
5. Recognition in the school newsletter
6. Pupil's work displayed
7. An achievement postcard sent home
8. Principle presentations
9. Awards assemblies
10. Community award schemes

Sanctions will include, and not be restricted to:

1. Detentions
2. Removal from lesson
3. Reports
4. Letters home
5. Meeting with parents
6. Isolation rooms
7. Community service
8. Principle detentions
9. Fixed Term Exclusions
10. Permanent

We will make sure the sanctions remain effective by making them fair, thus strengthening the relationship between pupils and staff - staff will be advised to:

- Make it clear that they are condemning the behaviour not the person.
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent breaches of the Code of Conduct.
- Avoid sanctions for a group that punish the innocent as well as the guilty.
- Take account of individual circumstances. For example, punishing a pupil who is late to school because he or she looks after younger siblings will not be seen as fair by other pupils. In this case, for example, it would be preferable to use the school referral system to ensure the pupil receives the support he or she needs to improve punctuality.

- Encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community.

To further strengthen pupil relationship the School and Staff will be encouraged to:

- Listen to pupils' concerns
- Help pupils to reflect on their personal goals
- Help pupils to arrive at solutions when they experience difficulties
- Support pupils to communicate what they want, need, feel or think to others
- Give pupils choices about their learning
- Ask pupils how they feel about new developments in school
- Negotiate to enable pupils to take part in community-based projects or volunteering
- Support a group of pupils to lead a projects and events

Attendance and Punctuality – staff will ensure that registers are completed in accordance with statutory guidelines. A register of attendance, including attendance in lessons will be maintained. Absence will always be followed up and reasons recorded. Parents, carers and pupils will be made aware of the importance of attending school the consequences which will follow if attendance is low.

Our objectives will be to:

- promote full attendance to the school
- To award Pupils

This will include and not be restricted to:

1. A call home to follow up none attendance
2. Letters home
3. Home visit by Key Stage Managers or EWO
4. Referral to EWO, leading to a possible fine
5. Parents or carers called in to Principles meeting
6. Principle final warnings
7. Attendance agreements
8. Strategies to deal with repeat attendance problems

Parents and carers will be expected to call the school and inform the school every morning of absence for the pupil. The Principle of the An Noor School will decide on which absence is authorised or unauthorised.

Where the attendance of a pupil drops below a certain level meetings will be conducted between the Key stage managers and parents and carers. Issues and concerns will need to be addressed in the meeting and strategies put in place to deal with further absences.

Holidays will not be authorised during term time unless they are for exceptional circumstances. Religious holidays will be built into school holidays, further reducing the chance of low attendance.

Community Engagement

We believe fostering good community relations, involving the community and allowing for the community to influence decisions will be an important factor in allowing the school to underpin its vision and ethos and making the school a success.

Some of the local groups we plan to form strong connections with include:

Education institutions

- University of Derby
- Local Colleges
- All local Primary Schools
- Secondary Schools locally

If we want our pupils to be successful learners it is important to form relationships with other educational institutions to either prepare pupils for further or higher education by understanding what is needed at those levels or what universities expect. The relationship with Primary and secondary schools will be vital in sharing good practise and transition of pupils from one school to another. By forming links with other local schools it will allow all parties to understand we are creating healthy competition for a universal purpose of pupil success. These relationships will also benefit our staff as they can use these establishments for their CPD.

Religious institutions

- Multi Faith Centre (Derby)
- Derby Jamia Mosque
- Islamic Centre (Derby)
- Religious places of worship (including Christian, Jewish, Hindu, Sikh, Atheists)

If the An Noor School is to inculcate its pupils with universal principles of equality, fairness, peace, tolerance and respect for all people it is vital to form strong and lasting relationships with all major faiths locally and hopefully nationally when finances permit. Allowing other religious organisations to discuss and teach pupils their faith, allowing pupils to visit other religious organisations so pupils can teach them about their religion will allow pupils to see many peaceful religions and make them confident tolerant individuals. Working alongside each other, organising events together will create an environment of trust and eradicate misconceptions which have been created.

Authorities

- Derby City Council (specifically the Education Department)

We will have an open and honest relationship with the local authority so we can share pupil information, get and give advice about good practise, utilise their services where necessary and most importantly they will be handling our admissions.

Businesses

- Mixture of small and large organisations, including local supermarkets, Rolls Royce, Toyota, Bombardier

We are aware of the Equality Act 2010 and we endeavour to address all aspects of this Act, including pupils, staff, parents, governors, potential employees and other

community organisations.

- Disability – We are aware the definition has changed
- Gender reassignment - We are aware the definition has changed
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour and nationality
- Religion or belief
- Sex, and
- Sexual orientation.

It is important to state here that our ethos is a promoter of the Equality Act 2010.

5. Evidence of demand and marketing

Evidence of parental demand

There were a number of ways in which we completed this section:

1. The parental survey forms were distributed in the community via shops, supermarkets, takeaways and community centres.
2. A letter along with parental survey forms were posted to an extensive number of community centres, and religious institutions, for example, churches, temples and mosques. Even though we are applying for a faith based school we do not want to restrict the school to only Muslims. In the letter we asked institutes to display it on the notice board and give the parental survey forms to parents to complete and return to us
3. We devised small teams of people to go into the community and collate parental survey forms
4. Our teams used personal contacts and called friends and relatives to complete the surveys as well.

We had a fantastic response from the community, Muslims and None Muslims

The following questions were asked on the parental survey forms.

These questions were specifically related to our proposed school and its location

1. Name
2. Would you be interested in sending your Child to a New Islamic Primary School or Girls High School in Derby?
answers included:
 - Yes, definitely
 - Maybe, I would need more information
 - No, I am happy with our local education provision
3. How many children do you have?
4. What are their year groups?
5. What is your Postcode?
6. Additional Comments

During this survey we collated 215 parental survey forms, the feedback we got from parents led us to change the questions on the survey form to the following: We removed girls from the High School section as we realised an extensive number of parents wanted to send their boys to these schools too.

1. Name
2. Would you be interested in sending your Child to a New Islamic Primary School or High School in Derby?
answers included:
 - Yes, definitely
 - Maybe, I would need more information
 - No, I am happy with our local education provision
3. How many children do you have?
4. Age of child – Year group in School – Gender

5. What is your Postcode?
6. Additional Comments

We had the following questions on the Parental survey forms –

Would you like the primary school to be for:

Boy and Girls
Boys only
Girls only
Seperate schooling for boys and girls

Would you like the secondary school to be for:

Boy and Girls
Boys only
Girls only
Seperate schooling for boys and girls

WE HAVE VOIDED THE LAST TWO QUESTIONS ABOVE – Simply because an overwhelming majority of the people wanted to see a school that was open to boys and girls.

The overall results for all the Parental Surveys collected is as follows for the question “would you be interested in sending your child to the new Islamic Primary and Secondary School?”

Yes Definitely Responses

Year Group in Sept 2012	>>	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Current AGE >>>>>>>	1	2	3	4	5	6	7	8	9	10	11	12
DE23 Postcode	89	73	97	80	106	110	109	107	81	72	72	63
DE22 - DE24 - DE14	6	4	6	5	8	6	5	4	8	3	0	3
No Postcode stated	0	0	1	0	0	1	0	1	2	1	1	2
Yes Definitely -Total	95	77	104	85	114	117	114	112	91	76	73	68
Maybe Responses												
Year Group in Sept 2012	>>	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Current AGE >>>>>>>	1	2	3	4	5	6	7	8	9	10	11	12
Maybe	12	13	20	19	14	13	13	14	23	10	7	13

The year group in September 2012 row represents which year group the children will be in in that academic year.

The total number of surveys collated to date are: **624** this number includes 85 None Muslims who have ticked "YES – DEFINITELY" to the question - Would you be interested in sending your Child to a New Primary School or High School with an Islamic Ethos in Derby?

From the surveys it has become evident that a demand for the type of school we are proposing exist within the community on a large scale. It also becomes evident how desperate parents in this community are to getting their children in to schools which provide excellent education.

We have also carried out a general petition to analyse if the community would support the new proposed schools. We left the petition at local shops, community centres and also had a team of people who conducted the survey within 1 mile radius, this included local supermarkets and schools. We have now collected a total of 1950 petition signatures from people living in the community who would like to see an Islamic faith school in the community.

Within the locality an independent Islamic Primary School has a waiting list for each year group, this also shows that demand does exist for these types of schools in the local community

We have created awareness amongst the local and wider community by having an

article placed in the local newspapers and we have had a number of interviews on the local community radio station. We gave a clear message that we are proposing a local faith school with the aim of giving parents more choice in the community. We have also created a website on which we regularly post our updates of our progress as well as making the parental survey form available to download, complete and send back to us via post or email. The website address is <http://www.annoorinstitute.org.uk>

How we intend to make the school known and attractive to pupils from deprived or disadvantaged families.

The location of the school is at the heart of a highly deprived area and many families are disadvantaged, were either one or both parents cannot speak English and the English language is an additional language for pupils. Families in this area do not have enough disposable income to take their children away from the community either on a holiday or for a day out, this is not allowing young children to see the wider community, finding it difficult to socially accept people of other communities. Our ethos and vision is underpinned by the demographic facts of deprivation and disadvantaged families. Our innovative curriculum aims to address the needs of these pupils and our survey team is out regularly conducting surveys in this particular area an many parents are aware of the proposed school.

We will be promoting our schools to people of all backgrounds and our advertising will address the fact that our school has built in flexibility to cater for Muslims and none Muslims, gifted and talented pupils, deprived and disadvantaged pupils. We will adhere to the equality act 2010 positively throughout.

All local childcare settings in the area have been sent a letter, on the letter we have explained our vision and ethos and if parents wish to be involved in the early development stages then they should contact us.

We at the An Noor Institute have been operating a nursery in the local area and have been asking for parents views on what they would like to see at the nursery and it has been well promoted amongst the parents there.

Demonstrating how we intend to actively engage with parents of other faiths and none.

During the course of gathering parental demand the whole group has been involved in discussions with parents of other faiths and have listened to the views and opinions of these parents. Because of the views of these parents we have adopted the whole curriculum to make it welcoming for parents of Muslim, none Muslim faiths and no faiths, this includes, parents opting out of Islamic Studies and not learning the Arabic language as well as not being involved in Islamic prayers. We have placed alternative measures to accommodate None Muslim pupils who attend the school. We have also had parents of all faiths asking for the school to have an official holiday during their religious festivals, this has also been built into the system so all faiths will be welcome to the school.

While conducting surveys we have been explaining to parents of all faiths and backgrounds as to what the An Noor School has to offer. We discussed the options which will be available; this drew attention from all parents including Muslims and None

Muslims.

We have also written to many Sikh and Hindu Temples, Churches and various Community centres to explain the ethos and vision of the school. We have also welcomed views from all faiths and our contact details have been passed on to these groups. We have explained, even though the school has an Islamic ethos it welcomes peoples of all backgrounds and they have the option to opt-out of the Islamic studies program. Again we have asked all these centres to display our letter on their notice boards to make people aware of our intentions for the local community.

With every letter we have sent a number of parental survey forms and self addressed envelopes with a stamp for these centres to send back any completed survey forms.

It is important that we welcome people from all backgrounds as this will be vital to underpin our whole ethos otherwise it runs the risk of being floored and not achievable.

It is important to mention here, the majority of the local community is built up of Muslims and the remainder is built up of other faiths or none.

Our current Directors and Members are of various faiths and have come from different communities across Derby. The views of every one are listened too and accordingly we have set out our plans for the school.

Consultation and equality of opportunity

We are fully aware of section 10 of the Academies Act 2010 and will hold a consultation for a minimum of 3 months with various organisations and institutions; this will be on top of consulting with the local community and wider community, parents / carers and stake holders. A summary of some of the organisations that will be involved in the consultation will include;

Education institutions

- University of Derby
- Local Colleges
- local Primary Schools
- Secondary Schools

Religious institutions

- Multi Faith Centre (Derby)
- Derby Jamia Mosque
- Islamic Centre (Derby)
- None Muslim Religious places of worship
 - Diocese of Derby, Church house, Full Street, Derby
 - Derby Cathedral, Iron Gate, Derby
 - St Josephs R C Church, Burton Road, Derby
 - Derby City Church, Curzon Street, Derby
 - Polish Church, Derby, Gordon Road, Derby
 - Siri Guru Singh Sabha Gurdwara, Princes St, Derby

- Normanton Sikh Temple, Stanhope Street, Derby
- Bhawan Temple, Duncan Road, Derby
- Derby Hebrew Congregation, Burton Road, Derby
- Community centres of various backgrounds

Authorities

- Derby City Council (specifically the Education Department)

Businesses

- Mixture of small and large organisations in the local community and the wider community

We will hold an open day in which all the above mentioned will be invited, this will be done by letters to individual organisations and advertisement via local media and radio stations. The open day will give us the opportunity to explain in detail our ethos and vision and why we wish to set the school up. We will also announce the consultation period during this open day as well as through local media. This open day will give the public the chance to talk directly to the representatives of the An Noor Institute.

The consultation questionnaire will be available on our website too.

Some of the questions we will be asking during the consultation period will include but not be limited to;

Do you support the proposal to open a new primary and secondary school in Derby?

Our aim is to establish a multi-faith school based upon the Muslim ethos and values with half the places open to children regardless of their faith and the rest of its places being allocated on faith criteria. Do you think our admission policy clearly reflects this aim? (Admissions policy will be available to all)

Do you support our proposal that educational responsibility should be shared between staff, Pupils, parents and communities?

Do you agree that An Noor Primary and Secondary School should open in September 2012, which would involve the Academy Trust entering into a funding agreement with the Secretary of State for Education?

Would you like to make any other comments about the proposed school?

We are aware during the consultation period issues and questions will arise, we plan to compile and analyse all the data from the consultation and identify all the questions and answers. The Analysis of the consultation will be published on our website and also sent out to all parties who took part and left us their details. We will also draw up answers and put together a FAQ document, this will also be published on our website as well as being sent to all parties who took part in the consultation process.

If issues cannot be addressed in the FAQ we will hold a dialogue with all concerned parties to come to a mutual agreement without compromising the ethos of the school. If an overwhelming response requires us to make reasonable changes, this can include

the strategic plans of the school; we will give this serious consideration. We will go through the consultation with an open mind to ready to make adjustments if reasonable and required.

Marketing strategy

The marketing strategy outlined below is a continuation of the work on the demand of our proposed school. The marketing strategy will enable us to correctly and effectively target those individuals who would be interested in sending their children to our school. This will be done through various advocated that will be associated with our project and our school.

Advocates

Below is an outline of our main advocates and how they will be involved in the marketing of our school.

Our Group – Our group has been actively involved in marketing the school to the local community through regular meetings and discussions. This will be an ongoing process whereby our group are regularly meeting with the members of the local community to keep them informed on progress and achievement, as well as other key issues. Our group will be actively involved in promoting the school before and after it opens. We also have 1 member of the group who is part of the SACRE and attends regular meetings to keep them up dated on our progress.

Governors – The school governors will be individuals from various backgrounds in life who will be in a position to market the school through contact within their working environments and the community which they come from, once the school opens.

The Principle and Staff – Initially the Principle will have a key role in promoting the school and being on the forefront of relating to various community groups and delivering public speeches as a means to marketing the school at community centres, and religious places of worship.

Parents and Pupils – Parents and Pupils will be at the centre of our marketing campaign. As it is a new school that we are proposing, a current intake does not exist so therefore this will not be applicable initially. However after the first intake, Pupil's discussions with fellow Pupils and their parents about their learning experiences at An-Noor will also help gain interest at our school. The word of mouth of parents will also play an important part in our campaign. Our current supporter are already marketing our school to other potential interested parties and will continue to do so as and when new intake is required.

Target audience

The target audience for our marketing strategy will be the parents of Pupils who may be attracted to our school, ethos and way of learning. It will also target the Pupils themselves through other marketing strategies which include prospectuses, leaflets, newsletter etc. The marketing of our school will also be done through our advocates identified above.

List of supporters

Our current list of supporters who have shown a keen interest in our school will be the main focus of our initial marketing campaign. This will involve keeping them informed on any major developments with our school through regular meeting that will be set up. The current list of supporters, as well as our new supporters, will be the focal point of any changes/amendments/developments that need to be communicated to the parents of our Pupils.

Published materials

Termly and yearly documents will also be published to help attract news Pupils to our school as well as develop the existing Pupil base. A termly “news-link” document will be published every 2 terms celebrating the achievements of our Pupils and staff with parents and carers.

A school prospectus will also be published on a biennial basis highlighting our curriculum and facilities. This will help market to potential new Pupils. A prospectus will be given to local schools for pupils who are ready to make the step up to secondary. It will also be handed to careers advisors etc so they can help market our courses to Pupils who are unsure on their future.

Meetings and events

Regular meeting and events will take place to keep interested parties and current set of supporters updated with developments etc. Meeting with parents will take place at least once a year where we share with them our results and our vision for the year a-head etc.

Governor meeting will also take place where the governors will get a chance to celebrate our success, hopefully again raising our profile through their links with other people.

Open evening – This will help market the school to potential Pupils. At least 2 opening days/evening will be scheduled for each year where Pupils will come in and have a look around our school facilities etc.

Local organisations – Our school will also be advertised with local careers organisation and other similar organisation that provide help and guidance to Pupils and parents about possible education avenues to explore.

Media Relations

We will try to keep positive links with the local media, especially local radio stations to keep people updated on the progress we are making pre opening and post opening.

Websites – Social Networking sites

We have a live website which is updated regularly to keep people informed about the progress of our school. The domain name for this is <http://www.annoorinstitute.org.uk>

We also have an active cause on Facebook (social networking site) on which we regularly post our updates and progress. We currently have over 250 people who have joined the cause and are increasing daily.

Filling the Gap from Year 6 to Year 7

We will have 60 pupils on roll at year 6 and at year 7 we will be increasing this to 120. It is clear from our demand we can fill most of these places without any issues. However, we will not remain complacent and will market our school accordingly. We will promote the school as a city wide initiative, this will include:

- Advertising in the local papers (This will be used to promote open days at the school)
- Utilising effective billboard advertising
- Use of popular local radio stations listened to by people of all backgrounds, for example, radio Ikhlas (Muslim Community), Ram FM (popular Derby Radio Station), Sunrise Radio (Based in Birmingham, but listened to by many Sikhs, Hindus and Muslims), other radio stations which will prove effective to promote the school to other backgrounds
- Inviting leaders of all communities to open days
- Use of our advocates in the community to promote the school
- Use of our prospectus and distributing to potential families.
- Use of open days
- Inviting people to events organised by pupils
- LA admissions will also help as we will be on the listings for the admissions process

For the above marketing to be effective we will use an extensive number of marketing methods before the 31st October deadline for applications to secondary school in any year. This may not apply to September 2012 as admissions will be managed by the school, allowing more time past the 31st October deadline.

It is also important to mention, the transition coordinators at the An Noor School will work closely with other schools to move pupils there or for pupils who are willing to attend An Noor School. The transition will include open days, curriculum days and activity days which pupils and families can be involved in, to make the transition seamless.

6. Organisational capacity and capability

Capacity and capability to set up a school

Provide details of the members of the company

Table: Members in detail

Name	Area of Experience Expertise	Time Commitment p/w
[REDACTED]	<p>[REDACTED] has been a teacher for over 7 years at [REDACTED] and has been leading the [REDACTED] department for over a year. (The department is the best performing area of the school in terms of Key stage 3 and 4 results) [REDACTED] is part of a group who set up [REDACTED] nursery in Derby which has become very successful over the last couple of years. Other than this [REDACTED] has been involved in various education projects locally and is extremely passionate about education and the community. He has led and managed a number of local projects very successfully. [REDACTED] also has experience in performance management, departmental reviews, curriculum planning, leading people, project management, monitoring and assessment and many other skills which will no doubt be useful for the proposed school. [REDACTED] also have a Hons degree in Business Information Systems [REDACTED], PGCE in Secondary [REDACTED], and is currently studying Masters [REDACTED] in [REDACTED].</p>	20 to 30 hours
[REDACTED]	<p>[REDACTED] is a very successful business man who has a number of successful businesses locally. [REDACTED] has excellent project management skills which he uses as a [REDACTED] for McDonalds. He has also recently completed a community project worth over £1 Million which has now been completed. [REDACTED] is part of a group who set up [REDACTED] nursery in Derby which has become very successful over the last couple of years. Other than this [REDACTED] is a school governor and has excellent skills in building links in the community, which he demonstrated while managing the £1 million community building project. He also has extensive links with surveyors, builders, architects and commercial property agents.</p>	20 to 30 hours
[REDACTED]	<p>[REDACTED] is a [REDACTED] by profession who has dedicated most of her time working for the community. [REDACTED] is part of a group who set up [REDACTED] nursery in Derby which has become very successful over the last couple of years, the nursery is currently</p>	20 to 30 hours

	administered by her and she manages and regularly evaluates the progress of children and staff. [REDACTED] [REDACTED] She is also actively involved in the community in many other projects, and is a governor of a local school.	
[REDACTED]	[REDACTED] is a teacher at a very successful academy in Derby, he has been teaching for over 5 years now and has vast experience in planning, financing budgeting, assessment, intervention, staffing and curriculum planning. [REDACTED] has been involved in timetabling and understands the processes of implementing a successful timetable which is efficient and cost effective. [REDACTED] is regularly involved in planning sporting events with other local schools and is excellent at networking	15 Hours
[REDACTED]	Worked for [REDACTED] at Derby City Council. [REDACTED] has been involved in extensive community projects and has made many influential links in the community and will surely benefit the group by making links for the school which will benefit us in the long term.	15 Hours
[REDACTED]	A network manager at a local secondary school, [REDACTED] is currently managing over 500 workstations, a virtual learning environment setup by him and his team. [REDACTED] has also implemented many management systems which are being used in the school at the moment very successfully.	5 to 10 hours a week
[REDACTED]	[REDACTED] is currently working as a business manager at a local secondary school and brings a vast amount of expertise and skills to this group. [REDACTED] is a qualified accountant, is involved in financial budgeting and project management. He is also a clerk to the top governors at his current place of work. Some of the other things [REDACTED] is regularly involved in are Financial compliance and control systems, budgeting, forecasting, cash flows, grants, funding planning, payroll, job description profile and recruitment systems.	15 Hours
[REDACTED]	[REDACTED] is currently an [REDACTED] who has extensive knowledge of Islam and is fully qualified to teach the reading of the Quran. [REDACTED], to which over 500 pupils have enrolled to. [REDACTED] is actively involved in local charity projects, which involve taking young pupils of the streets and into sports; again this is working very successfully with over 100 pupils regularly attending on Saturday and Sunday mornings.	15 Hours
[REDACTED]	Currently a [REDACTED] at a secondary school in Derby. [REDACTED] has managed [REDACTED]	15 hours a week

	████████████████████. █████ has managed to turn many of these departments around to become some of the best performing in the school. █████ has also held a temporary SLT post at the same school and his focus was analysing data on pupil progress.	
██████████	Qualified Qualitative Surveyor with over 20 years of experience in the commercial property market, █████ has handled and managed projects worth millions of pounds of the years.	As and when needed

* Represents people who are either directors or members of the company, the other people are currently part of the advisory group who are helping towards the school.

CV's also included for



This is by no means a final list of the group; we are regularly looking to bring in people who have the relevant skills. If we are approved we will be inviting people into the group that have relevant skills to take us to the post opening stage of the school.

Consider resources; people and skills

We have looked at the different types of expertise we will need to set this school up, this includes

- Project management
- Budgeting/Financial management (Accountant or School Bursar)
- Legal
- Organising events
- Community engagement / Liaison
- Building experts, including architects, surveyors
- Teachers
- Governors
- IT experts
- Senior Leaders of Schools (SLT or Principle)

We have broken the expertise down into 3 sections, educational expertise, financial expertise and building expertise, Please refer to table 'members in detail'.

We believe we have a good mix of people in the Advisory group who are committed to the project on a long term basis. By utilising the expertise of all the members we will still require expertise externally, this is discussed in the next section.

Skills gap within your group

The Advisory group has a mixture of expertise and experience however there are a number of areas we believe experienced organisations will help in setting up the school. This will include;

An experienced educational project management person – Even though we have a number of people who have lead and managed projects we believe we need someone with experienced educational project management, for this we will be liaising with an external organisation, for example Cambridge Education.

A representative from the local authority will also be invited to be involved in the pre-opening of the school.

The group lacks education building expertise, however due to projects conducted by some members of the Advisory group in the past we have access to building project managers and surveyors and these will be bought in at a later date. We do not have access to an architect with experience in education buildings so we will be looking for someone in the field externally; we also believe PFS will be vital for this process.

The group also requires Legal and HR specialists, even though we have access to these people, we will greatly benefit if we use specialists from the education arena. We have also identified a group which specialises in HR with a track record of working with local Primary and Secondary schools. We have free access to a number of solicitors who have offered us guidance as and when needed. However we will need to pay for services such as drawing up contracts and so on. (We are aware that this will need to be put to a competitive tender)

We currently do not have anyone on the team who has got primary experience, we have been getting advice from a primary school teacher but she does not wish to be part of the group for personal reasons. To overcome this shortage we will possibly employ the KS1 coordinator a term early to advice and prepare the curriculum.

We do not have anyone on the Advisory group **who is experienced at SLT or Principle** level, but we hope by appointing the Principle Designate 2 terms early we will be able to fill this gap.

We are aware that contracts between the free school and educational companies will have to be put to competitive tender.

Recruiting the school's Principal Designate

The qualities and skills we will be looking for in our Principle will be vital for the success of our school, these will include;

- Someone who is associated with a faith which believes in One God
 - As a faith school it is vital the theological understanding of the principle matches that of the Muslim faith. This will make it easier for the principle, not only to implement the ethos and the vision of the school but also relate to the community easily.

- The ability to lead and manage the school effectively and efficiently and work with other professionals, agencies, communities, faiths
 - This would be expected as standard as the Principle will need to set clear direction of the school underpinning the ethos and vision
- Ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities, targets and Islamic principles.
- Demonstrable communication skills, oral, written and presentational at an exceptionally high level, this will include skills to manage and maintain complex relationships with many stakeholders
 - If our vision and ethos is to materialise it is important for the Principle to demonstrate that they will be able to form relationships with a large number of people from outside the school, this will only be achieved if the Principle possess excellent skills in this area
- Experience of and commitment to working with the Governing Body to develop collaboratively a strategy underpinned by the vision and ethos of the school which embraces excellence, high standards and inclusion.
 - The Principle will need to demonstrate this as an important quality as he or she will be devising a number of strategies which will need to work effectively and prove fruitful, this relates to the academic achievements and Islamic Achievements of the pupils.
- Experience of and commitment to developing school self evaluation and accountability to ensure the school is working effectively and efficiently.
 - The Principle should build into the school system a working Self Evaluation system, an efficient and effective evaluation system will find areas for improvement and hold people accountable before a part of the school fails or a pupil's achievement or progress is affected. We deem this as a very important quality of the Principle.
- The ability to lead, model and manage positive behaviour, good order and assertive discipline in the school.
 - Without leaders with a strong will to promote good behaviour and assertive discipline the school ethos will be affected and inevitably lead to the failure of the school. We expect the Principle to demonstrate an extensive number of strategies to model behaviour and discipline and lead from the front for all staff.
- The ability to maintain and develop the quality of teaching and learning.
 - We expect the Principle to be able achieve Excellent standards of teaching and learning from staff and pupils. We want our school to have teachers who regularly teach outstanding lessons and pupils who are always willing to learn, this can only be achieved by the Principle who has strong qualities in developing and modelling excellent standards.

Personal Qualities of the Principle Designate will include:

- Inspirational, supportive, friendly, fair with a sense of humour.
- Enthusiastic and approachable person.
 - These 2 qualities are important as the Principle will be dealing with pupils and parents with EAL and an extensive number of backgrounds, there will be strong links between the community, parents, businesses and stake holders, and these will only develop if the Principle possesses these personal qualities.

- These qualities are also vital to motivate staff and draw the best of them inside and outside the classroom.
- Hands on and visible.
 - We do not want a Principle who sits in the office; we want the Principle to be very active in the community and the school. Our Principle will be the figurehead in the local and wider community and will represent the whole school and the governing body.
- Tolerance of differences
 - We expect the Principle to have this quality as he / she will be working with a large number of different backgrounds and abilities. If the Principle does not possess this skill it will be pointless them applying for a job at the school
- Remembering that children are at the heart of the school.
 - Nothing matters more; everything should be planned around the pupil as they are our number one priority.

We understand the importance of finding the right candidate, we will attempt to offer excellent remuneration schemes and to attract the best candidates our salary will be comparative to other schools of similar size (once full capacity is achieved)

We will continue to offer the pension scheme the employee is already part of, it is clear that no one will apply to join our school if they have to leave their pension scheme.

We will follow a robust recruitment process - this will include:

1. Developing a proper job description which underpins the vision and ethos of the school as well as highlighting the post as faith based school Principle.
2. Completion of an Application form along with a CV and covering letter by the candidates so we have enough information to short list potentially outstanding candidates.
3. Selecting the interviewing team properly with relevant and appropriate expertise, this may involve using a number of external elements, for example, LA, experienced governors and Head Teachers from other schools
4. Prepare fully for the interview by using relevant criteria and questions, at this point we will involve experienced HR personnel to avoid any chance of discrimination
5. Conduct a professional interview allowing the interviewee to talk for 70 percent of the time and building in in-tray exercises, this can include addressing a panel of people from the community.
6. We will fully explain the job – We will endeavour to match the reality of the job to what it actually involves, therefore not causing problems later and only serious applicants continue with the process, this will include an in-depth discussion of the Vision and Ethos of An Noor School.
7. We will make sure we communicative with all applicants throughout the process. We will inform the candidates who are selected as well as those who have not been

successful.

8. Our selection will include a wide pool of shortlisted candidates and depending on the number of applicants we will select a minimum of 6 candidates for the interview stage.

9. We will undertake a structured induction for the Principle to have enough information to become productive. This will include an overview of the Islamic Faith and basic do's and don'ts based on Islamic principles.

10. We will have a probation period of 12 months, this will help the Governors to further test the skills and the talents expressed by the Principle at interview and will give both parties an easy way out should the Principle fail to deliver in the expected way.

11. Once the principle has accepted the position, we will promptly follow up with the required paperwork (contracts, forms etc).

We will be looking to place an advert in Local Authority jobs section, TES online, TES Paper and other appropriate educational literature such as Sec Ed to broaden our search for the Principle. The advert will be placed soon after we have been approved. (First week of October 2011)

The deadline for applications will be the first week in November 2011

Short listing will resume after application deadline and successful candidates will be notified of interviews if successful.

Interviews will commence in the second week of November and successful candidate notified soon after the interview day.

We are aware; currently the head teachers need to give a minimum of 3 months notice to leave a current place of work. We are hoping to recruit a Principle as early as possible to help facilitate and lead the post opening stages of the school. Our aim will be at least 2 terms early if possible)

Role of the Principal Designate in pre and post opening

The relationship with the principle designate will be different in the pre opening stage as this will involve a relationship of mutual understanding and trust. The principle designate will lead a team of volunteers which will include the Governors and members of the Advisory group. This may include delegating tasks and managing the effective completion of these tasks from volunteers.

The PD will be working closely with the Islamic Scholar is which he / she will be learning basic elements of Islam. The PD will have to help set a structure which suits their method of leadership and is in line with the school vision and ethos. The PD will also help steer external organisations who will be involved in the initial phase of the school, this will include, HR, Lawyers, DfE, Architects, ICT consultants and many others. The DP will need to form a relationship of trust with all stake holders, including parents, members of the community, local businesses, schools and the LA

This relationship will change in the post opening phase where the PD will begin to lead a team of people who have been recruited by the school and hold them accountable to their roles. The Governors relationship with the DP will become more formal in which the governing body becomes responsible for setting the strategic direction, monitor and evaluate performance and hold the PD accountable for his role as the leader of the school.

We have a number of people of the governing body who have a passion to take on additional roles and would like to be involved in the day to day running of the school, this will include forming relationships with parents, overseeing pupil performance data, walking through classrooms to see standards of teaching and so on.

The PD will have the autonomy to make decisions, big or small as long as the vision and ethos of the school are underpinned. Decisions such as, exclusions, sacking of staff, employing staff, large budget decisions, structure change and Islamic elements will still need to go through the appropriate channels, the appropriate channels being the Governing body, Islamic Scholars and the school Business Manager.

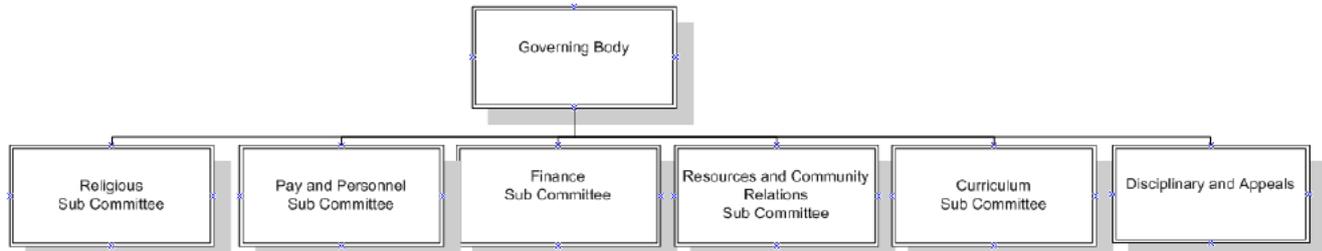
We believe, by developing staff they will continue to bring good practise and new ideas to the school, therefore not only the PD, but all school staff will be part of a CPD and an annual budget allocation will be set aside for this.

Appointing a committed Governing Body

The governing body will consist of people from various parts of the community, the following table gives an indication as to what the numbers will look like. These are the people who will form the governing body, the governing body will maintain high standards of corporate governance and the table below shows the roles of the governors

Governor Category	Current Institute Directors + Members	Principle	Staff	Parent	LEA	Community Partnership	Islamic Scholars
Numbers	6	1	1	2	1	2	2

There are a number of people in the current Advisory group who will form part of the governing body because of their skills set and experience. Hopefully if the application is accepted we will form a second phase Advisory group and different skill sets will be taken from this group to further strengthen the governing body to become an effective body which over sees strategic running of the school. The eventual governing body structure will look like the one below.



Eventual Governing Structure

Pre-opening

The initial governors of the school will be the main founding members, [REDACTED]

[REDACTED] These members were selected from the Advisory group due to their specific skills in certain areas; these can be seen on the members in detail table, CV's of most directors and members have been attached to the email or are in appendix 6. All members will have a fully active role in the Advisory group and will lead the Advisory group during the application process. It's important to mention here that the initial Advisory group will be changed to bring in appropriate skills to effectively and efficiently complete the post application phase.

Post-opening

When the school is in the opening phase we will conduct a Governors skills Audit of the current Governors and identify gaps in the skills, experience and knowledge of people in the governing body. Table below looks at various skills, experiences and knowledge which we feel will be important for an effective governing body that will hold the Principle accountable.

Skills	Experience	Knowledge
Communication	Financial planning	Key stage 1 and 2 curriculum
Listening	Contracting services	Key stage 3 and 4 curriculum
Mediating	Team working	School financial management
Innovative	Marketing	Personnel Management <ul style="list-style-type: none"> • General • Performance Management • recruitment/interviewing
Research	Project management	Equality
Teamwork	Lead congregations (Islamic)	Pupil attainment and achievement
Analytical	Public relations	Special Educational Needs
Interpersonal	Personnel management	The strengths and weaknesses of the school
		The OFSTED Inspection Process
		Health & Safety - legal responsibility and policy
		Islamic

Once we have identified the skills we need to address, we will have an appropriate application process for people willing to become governors at the school (pre opening)

phase). Each potential application will be looked at and analysed to identify the applicant's skills and if their skills are required on the governing body, the governing body will make a democratic decision to bring in the new candidate. It will be important to address all the gaps, as the governing body will question the Principle extensively this can only be achieved through relevant experience in the governing body.

Some of the questions the governing body will ask will include

- Is the Principal delivering through their staff the right educational experience for our pupils?
- Are all of our pupils developing and progressing as we would like?
- Is the Islamic Ethos being implemented?
- Are we delivering value for money to the Government in the education we are giving pupils?
- How can our school raise additional funds, whether for capital projects or extra activities?
- How should our school engage with other schools and the wider community?
- Are we fulfilling our legal obligations (e.g. child protection, health and safety)?
- Are parents happy with our school in addition to their pupils academic and Islamic Progress?

The governors at the school will be accountable to the Academy Trust for:

- Policy development and strategic planning, including target-setting to keep up momentum on school improvement;
- Ensuring sound management and administration of the academy, and ensuring that managers are equipped with relevant skills and guidance;
- Ensuring compliance with legal requirements;
- Establishing and maintaining a transparent system of prudent and effective internal controls;
- Management of the academy's financial, human and other resources;
- Monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- Helping the academy be responsive to the needs of parents and the community and making it more accountable through consultation and reporting;
- Setting the academy's standards of conduct and values;
- Assessing and managing risk

The academy trust will be accountable to the secretary of state under the funding agreement.

The responsibilities which will be allocated to governors include:

- Performance management governors
- Special Educational Need Governors
- Safe Requirement Governors
- Assessment/target setting governor
- Careers governor (secondary school)
- Child protection governor
- Community cohesion governor

- Curriculum oversight governor (PE, RE, IT, history, geography, science, PSHE)
- Extended services governor
- Health and safety governor
- Literacy governor
- ICT – Information Communication and Technology governor
- Training Link Governor
- Numeracy governor
- Pupil welfare and pastoral care governor
- Schools council governor – Pupil Council governor
- Sex and drugs education governor

The chair's responsibilities:

- To Chair meetings
- To set the agenda
- To Liaise with LA as appropriate

Clerk to governors responsibilities:

- To arrange meeting and notify governors
- Note Decisions and options
- To provide written reports and minutes

Basic Expectations of the governors will be:

- Attend meetings regularly, be well prepared and send apologies to the clerk if not attending (written or verbal).
- Be interested and motivated, putting children and their learning at the heart of the governing body's corporate decision-making process.
- Promote the work of the governing body, the school and the success of its pupils in the community.
- Understand the role of the Principle and the school's staffing structure.
- Learn to get the best out of the Principle.
- Be prepared to contribute personal skills at governor meetings. Committees and links with subject curriculum areas and /or other aspects of school such as special educational needs, Principle performance management, literacy, numeracy and child protection.
- Knowing the school.
- Be willing to learn.
- Have a clear policy for governors to visit the school.
- Be clear about the role, observing lines of demarcation, to observe confidentiality and be loyal to corporate decisions.
- Be consistent in their decisions.
- Be constructively challenging in governors' meetings acting as a supportive critical friend of the school who provides honest feedback.
- Support the school and the governors at all times.
- Develop strategies to work with parents and the wider community.
- Discuss issues and concerns with the head between meetings
- Be an effective team using individual skills.

- Develop an annual planner identifying tasks and duties to be achieved termly and over the year for all the sub committees
- Identify individual governor training and development needs and develop a plan to address these needs.

Recruitment of the governing body: (if a post becomes available post opening of the school)

As a need for a governor arises it will be advertised via –

- School Notice boards
- Letters to parents to address the need of a governor(s)
- Local Authority literature
- Local Radio stations
- Advertised at events taking place at the school

The appointment of a governor will take place via an application to the governing body. The governing body will evaluate each application on its merit, after short listing a collective decision will be made on a selection.

If the appointment is for a parent Governor and more nominations have been received than posts available a ballot will take place in which parents will be able to vote for a parent governor.

The Clerk to the governors will make sure all paper work has been completed before the governor is officially appointed. The paperwork will include a CRB check and to see if the person is suitable to work with children

Once the governor has been appointed they will be sent of appropriate training courses to make sure they understand what is required from them

The Principle will be accountable to the governors for:

- The Budget
 - Annual budget plan
 - Revisions to budget plan
- Staffing
 - Advise governing body of all appointments
 - Dealing with Incompetency and the procedures
 - Advise of dismissals and suspensions
 - Evaluation of teaching professional teaching standards
- Curriculum
 - Organise and implement appropriate curriculum
 - Ensure ethos and vision are embedded into all teaching
 - Ensure National Curriculum is taught
 - Advise governors of NS non-application for any pupils
 - To ensure religious and Islamic Education at the heart teaching
- Performance Management
 - To implement an effective performance management policy
 - Annual written report on the effectiveness of the appraisal procedures
 - Set timing on performance management cycles

- Religious education
 - Ensure that RE is provided in accordance to the school curriculum
 - Ensure Islamic Studies and Quran reading is taught in accordance to advice from the Lead Islamic Studies teacher (Zero tolerance of extremist or radical views to be tolerated)
 - To seek appropriate advice on Islamic Curriculum from external institutions to verify the Islamic curriculum content.
- School Premises
 - Control School Premises
 - Day to day management of school site
 - Health and Safety
 - Medical Care
 - School meals

This is a comprehensive list but by no means a complete list.

Capacity and capability to run a school

Appropriate financial expertise to oversee the financial management of the school

The school will be supported by a Qualified Accountant - Business Manager/Director of Finance on a part time basis leading to full time, dependant on budget. This individual will be an active member of the senior leadership team and bring with them expertise in areas such as Health and Safety, Personnel, Strategic Planning, Budgeting and Finance, Governing Body legislation, Project Management and extensive managerial experience. We understand the model Free School Funding Agreement and will work in accordance to this.

Some of the relevant experience and skills which will be brought to the school via this post includes:

- Management Account
- Partnership Working
- Technical Finance
- Budgeting
- Financial Forecasting
- Leadership
- Final Accounts
- CPD
- Personnel
- Systems Design & Development
- Performance Manage.
- Change Management
- Operational Management
- Securing Additional Funding
- Project Management
- Business Plans
- Problem Solving
- Health and Safety

External auditors will be appointed to verify the year end accounts and one employee will be recruited to operate the day to day management of the schools finance systems

A number of financial statements and reports would be produced on an annual basis, including:

- a statement of financial activities
- a detailed income and expenditure account
- a balance sheet
- a cash flow statement
- statement of accounting policies

A new accounting system will be introduced, which will cope with the complexities of company accounting and will deal with:

- income
- purchasing
- payroll
- assets
- depreciation
- VAT

A Financial Framework and Financial handbook will be produced to support the sound financial management budgeting protocols for the school and the governing body. The governing body will have the overall responsibility for the effectiveness of the financial management arrangements. To aid the governors in ensuring that financial planning and management controls are sufficiently robust to safeguard public funds the following relevant financial reports will be produced for every governing body meeting:

- a report on the overall financial position
- a budget monitoring report, including an explanation of any variances against budgeted amounts
- whether adequate financial monitoring of the budget and activities is being undertaken
- progress on any action identified to improve financial arrangements
- significant contracts proposed to be entered into by the school

In addition at least once a year, the governors will also:

- review the performance of external providers e.g. bankers, services provided under SLAs
- approve the school annual accounts
- approve the proposed budget for the following year
- approve the levels of insurance cover for the schools assets
- review findings made by the auditors/other financial reviews

The Principle and the governing body will also have sound financial principles

supported by the Finance Director in order to ensure a cost effective provision, both tiers of management will receive Continuing Professional Development in areas of financial management as well as any identified budget holders.

We are also aware of the academies handbook which we will be adhering to at all times.

Plans for the leadership and staffing of the school

The role and qualities of our key staff will be as follows in the table below:

Type of Staff	Their Role	Qualities to carry out their role
Vice principle Primary School	<ul style="list-style-type: none"> • To lead the primary school and implement strategies to help achieve school vision and ethos. • To liaise with the Subject Leader of Islamic Studies to underpin ethos and vision with Islamic Principles • Ensure efficient and effective day to day management of the school • Support staff progress and development. • Develop the strategic and operational agenda of the school. • Facilitate cultural and business change. • Ensure the school complies with relevant legislation. • Deputise for the principle at the Primary School. • Develop key performance indicators. • Conduct rigours departmental and staff evaluations • Hold the role for Timetabling, transition coordinator and SENCO (also head of pupil referral unit) for the Primary School • To oversee extended 	<ul style="list-style-type: none"> • Management skills and experience • Confident and enthusiastic • Excellent communication and interpersonal skills • Good team player • Ability to make important decisions. • Exceptional motivator • Responsible, devoted and caring. • Ability and willingness to delegate responsibility. • Passion to lead and ability to inspire and motive pupils and staff • Ability to communicate with people of all backgrounds • Understand the nature of people, their values and religious duties • Have extensive understanding of other religions • Ability to relate to people's problems and strategically deal with them.

	<p>services and enhanced curriculum.</p> <ul style="list-style-type: none"> • To oversee the curriculum organisation of KS1 • Manage Assessment and performance data • Identify Intervention for pupils • Overview of quality of Learning • Quality of teaching at KS1 and KS2 • Manage quality of learning at KS1 and KS2 • Manage Cover (absent staff) • Numeracy 	
<p>Vice Principle Secondary School (will hold post Sept 2014 onwards)</p>	<ul style="list-style-type: none"> • To lead the Secondary school and implement strategies to help achieve school vision and ethos. • To liaise with the Islamic Studies advisor to underpin ethos and vision with Islamic values and principles • Ensure efficient and effective day to day management of the school • Develop the strategic and operational agenda of the school. • Facilitate cultural and business change. • Ensure the school complies with relevant legislation. • Deputise for the principle at the Secondary School • Develop key performance indicators. • Conduct rigours departmental and staff evaluations • Track underachieving Pupils • Hold the role of 	<ul style="list-style-type: none"> • Management skills and experience • Confident and enthusiastic • Excellent communication and interpersonal skills • Good team player • Ability to make important decisions. • Exceptional motivator • Responsible, devoted and caring. • Ability and willingness to delegate responsibility. • Passion to lead and ability to inspire and motivate pupils and staff • Ability to communicate with people of all backgrounds • Understand the nature of people, their values and religious duties • Have extensive understanding of other religions • Ability to relate to people's problems and strategically deal with them

	<p>Timetabling, transition coordinator and SENCO (also head of pupil referral unit) role for the Secondary School</p> <ul style="list-style-type: none"> • Form partnerships with the community and businesses for the Primary and Secondary School. • To oversee extended services and enhanced curriculum for the Secondary School. • Curriculum organisation of KS4 • Arrange and organise options • Timetabling • Exams • Managing quality of learning at KS3 and KS4 • Manage quality of teaching at KS3 and KS4 • Manage assessment and performance data • Maintain partnership links with FE colleges in the City • Arrange cover for staff • Numeracy 	
<p>Assistant Principle Primary School (will hold post Sept 2014 onwards)</p>	<ul style="list-style-type: none"> • To lead the primary school and implement strategies to help achieve school vision and ethos. • To liaise with the Subject Leader of Islamic Studies to underpin ethos and vision with Islamic Principles • Ensure efficient and effective day to day management of the school • Facilitate cultural and business change. • Ensure the school complies with relevant legislation. 	<ul style="list-style-type: none"> • Same as Vice Principle

	<ul style="list-style-type: none"> • Conduct rigours departmental and staff evaluations of line managed departments • Curriculum Organisation of KS2, • Monitoring attendance and punctuality • Arranging staff duties • Literacy • Target setting • Managing reports to parents, • Supporting Gifted and Talented • Transition, • Arranging Pupil Mentoring • Mentoring and Training of GTP's, PGCE's, NQT's, (working in conjunction with Secondary Assistant Principle) • Arranging careers guidance • Supporting and promoting school trips (working in conjunction with Secondary Assistant Principle) 	
<p>Assistant Principle Secondary School (will hold post Sept 2014 onwards)</p>	<ul style="list-style-type: none"> • To lead the Secondary school and implement strategies to help achieve school vision and ethos. • To liaise with the Subject Leader of Islamic Studies to underpin ethos and vision with Islamic Principles • Ensure efficient and effective day to day management of the school • Facilitate cultural and business change. • Ensure the school complies with relevant legislation. • Conduct rigours 	<ul style="list-style-type: none"> • Same as Vice Principle

	<p>departmental and staff evaluations of line managed departments</p> <ul style="list-style-type: none"> • Curriculum Organisation of KS3, • Monitoring attendance and punctuality, • Careers (post 16), • Arranging work experience • Arranging staff duties • Target setting • Managing reports to parents • Literacy, • Supporting Gifted and Talented • Managing Transition • Arranging Pupil mentoring • Mentoring and training of GTP's, PGCE's and NQT's, (working in conjunction with Primary Assistant Principle) • Managing and organising enterprise and work related learning, • Organising careers guidance • Supporting and promoting School trips (working in conjunction with Primary Assistant Principle) 	
<p>Subject Leaders KS 1 and 2 Coordinators / Literacy and Numeracy coordinators</p>	<ul style="list-style-type: none"> • Responsible for leading development and practises in accordance to school and specified area. • Prepare schemes of work, frameworks, assessment criteria • Monitor and support the overall progress of Pupils within their department • Responsible for assessment, monitoring 	<ul style="list-style-type: none"> • Excellent communication skills • Good team player • Excellent subject knowledge. • Excellent teaching and learning strategies. • Innovative and creative • Good behaviour management skills • Appropriate recognised qualification • An inspirational leader

	<p>and intervention within the specified area</p> <ul style="list-style-type: none"> • Implements teaching strategies to help Pupils achieve their targets. • Hold staff accountable in the specified area via the departmental / KS or literacy or numeracy self evaluation • Regularly monitoring pupil progress in specified area. • To lead extended services • To lead enhanced curriculum and developing opportunities for pupils • To also fulfil class teacher role if this applies 	<ul style="list-style-type: none"> • Organisation skills
<p>Class teachers</p>	<ul style="list-style-type: none"> • Plan, prepare and deliver lessons in accordance with the national curriculum and examining boards. • Parental liaison, regularly updating parents of pupil progress • Maintaining pupil records • Nurture the development needs of Pupils. • Establish a safe environment for Pupils to learn in. • Ensure Pupil work and behaviour is closely monitored. • Identify under achieving Pupils from the outset • Make sure the vision and ethos of the school is underpinned in the teachings • Developing parent partnership, (how can parents help pupils at home) • Working with parents and pupils in the class to help 	<ul style="list-style-type: none"> • Excellent subject knowledge • Knowledge of the education system (Curriculum, literacy, numeracy etc) • Good time management and organisation skills • Good team player • Ability to differentiate to meet pupils needs. • Behaviour management skills. • Knowledge of current initiative used to support Pupils • Knowledge of curriculum relevant to area. • Understand your pupils and know how to motivate them.

	<p>develop parent-child support skills</p> <ul style="list-style-type: none"> • To lead and prepare extended services in the school for their subject area • To provide one to one support to pupils • To participate in enhanced curriculums • To Mentor pupils through the school life • To be a form tutor 	
<p>Subject leader of Islamic Studies/Teachers</p>	<p>Same as classroom teacher and subject leaders. The subject leader will have a duty to teach and lead other teachers and facilitate them in developing a curriculum which underpins the vision and ethos as well as the principles of Islam (This does not mean that the national curriculum will be changed, it will only be enhanced for our school)</p> <ul style="list-style-type: none"> • Lead Congregation prayers • Lead assemblies on a regular basis • Form partnerships with other religious institutions • Condemn radicalisation of Islam • To promote the true peace loving Islam and eradicate thoughts of Islam having links with Extremism 	<p>Same as classroom teacher and subject leaders and;</p> <ul style="list-style-type: none"> • Be able to demonstrate a character which strongly reflects Islam • Confident to share ideas in relation to Islam • Ability to voice condemnation of Terrorism, Extremism and radicalisation of Islam
<p>Teaching Assistants</p>	<ul style="list-style-type: none"> • Provide support to both staff and pupils. • Identify and support children with special needs and Individual education plans (IEP's) • Planning learning activities with teacher • Helping pupils with all areas of the curriculum. • To operate extended services be part of the 	<ul style="list-style-type: none"> • Team player. • Patience and organisation • Good communication skills • Experience of working with children in a supporting role. • Knowledge of child protection legislation and initiatives.

	enhanced curriculum	<ul style="list-style-type: none"> • Ability to differentiate to meet pupils needs. • Thrive on challenges.
Key Stage 1, 2, 3 and 4 Managers	<ul style="list-style-type: none"> • Responsible for implementing strategies to monitor, recording, tracking Pupil attendance. • Have strategies in place to intervene when attendance is poor. • Work with other agencies to tackle poor attendance. • Collaborate with the school system to track attendance. • Help implement school wide behaviour management policies. • Deal with behavioural issues • Liaison with external agencies • Ensure Pupil behaviour is closely monitored. • Raising standard by tackling behaviour issues • To work very closely with parents and carers 	<ul style="list-style-type: none"> • Good communication and interpersonal skills. • Excellent Team player • Good attention to detail • Understanding of strategies to deal with attendance issues • Previous experience of working in a similar role. • Assertive • Ability to tackle challenging behaviour

Director of Finance	<ul style="list-style-type: none"> • Budgets • Finance • Clerk to Governors • Strategic Plans • Personnel • Premises • Health and Safety • Extended Services and • Line Management of all Support Staff 	<ul style="list-style-type: none"> • Management skills and experience • Confident and enthusiastic • Excellent communication and interpersonal skills • Good team player • Ability to make important decisions. • Exceptional motivator • Responsible, devoted and caring. • Ability and willingness to delegate responsibility. • Passion to lead and ability to inspire staff • Ability to communicate with people of all backgrounds • Understand the nature of people, their values and religious duties • Have extensive understanding of other religions • Ability to relate to people's problems and strategically deal with them • Strong analytical skills • Sound financial knowledge

The SENCO's will be responsible for the following: (The SENCO will understand and abide the SEN code of practise)

- Overseeing the day-to-day operation of the An Noor Schools' SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising all other practitioners at the An Noor School
- Managing Teaching Assistants and effectively deploying them
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs

- Contributing to the in-house training of staff
- Liaising with external agencies including the Local Authority and identifying relevant support and educational psychology services, health and social services, and voluntary bodies.

For September 12 / 13 and September 13 / 14 the Vice Principle of the Primary School will be deemed as the SENCO of the Primary and Secondary School as they will be based at the same site. September 2014 onwards the Secondary school Vice Principle will take over this role for the Secondary School as they will be on split sites.

This is an overview of the roles, accountability and qualities of the staff which will be employed at the school. In addition to the above, all staff will need to learn about Islam and its basic principles and do's and don'ts. Staff will have to become familiar with the importance of understanding the background of Pupils for them to be able to form good relationships with them and their parents and carers. Even though the school will have an Islamic ethos, it does not mean the majority of the staff will have to be Muslims, however it is important that majority of the staff have strong associations with a faith.

It is important to note, there will only be one principle for the primary and secondary and only one lead Islamic Studies advisor to SLT and Principle – The Islamic Studies teachers will also be shared amongst both schools. This structure was broken into 2 so it could easily fit onto the pages. We are hoping to listen to the views of the Principle designate before the staffing structure is finalised. (On the following pages)

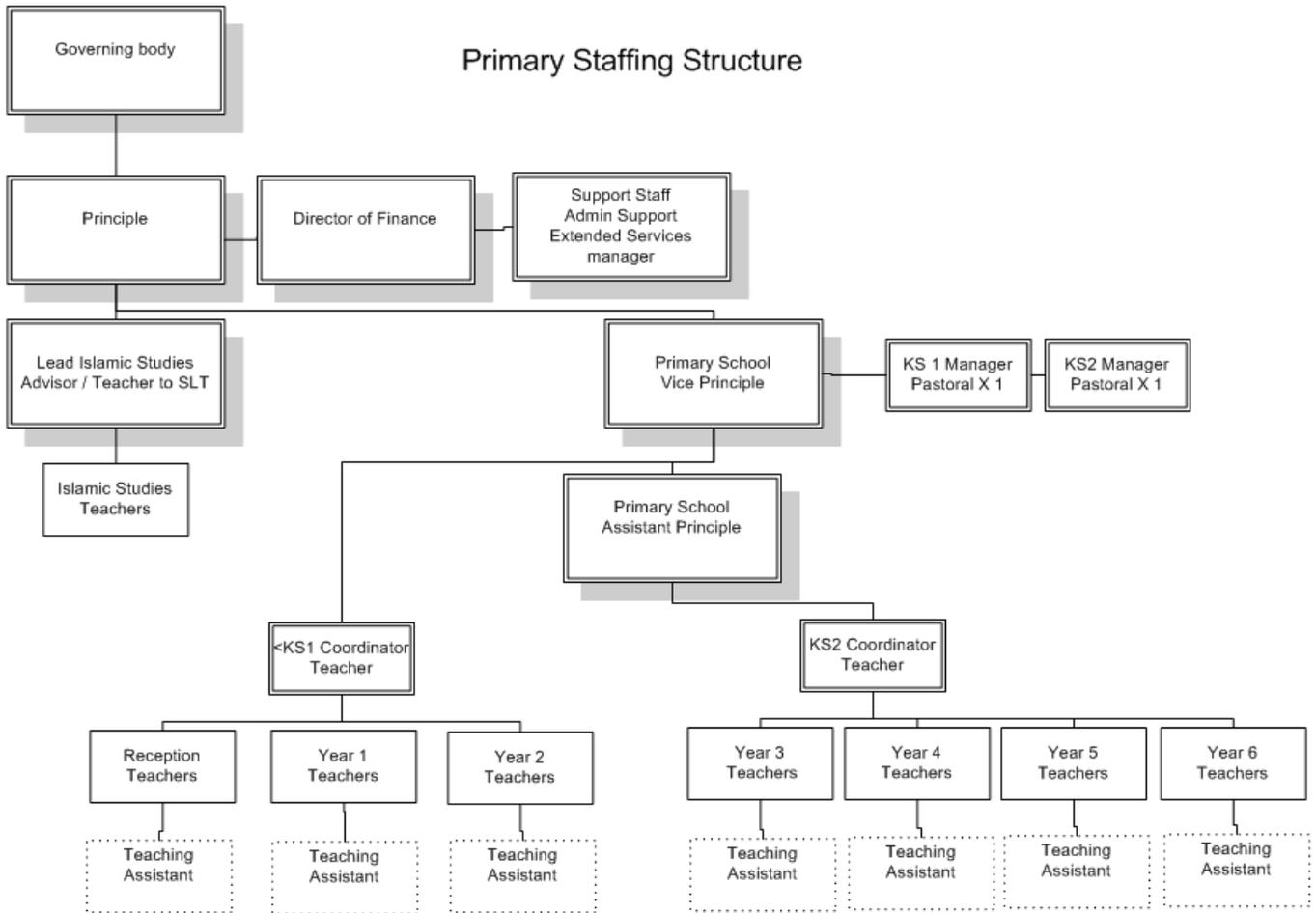
The accountability of each member of staff has been discussed in some depth in the Section 4 – Educational Plan “Pupil Development and Achievement”

The Vice principle of each school will be responsible for the daily running of the school, however the ultimate responsibility will stand with the Principle as he or she will have to answer to the governing body. From September 2014 each Vice Principle and each Assistant Principle will be responsible for either the Primary or Secondary School. Even though it looks like there is an overlap, for example, timetabling is the responsibility of both Vice Principles, one for the primary school and the other for the secondary school.

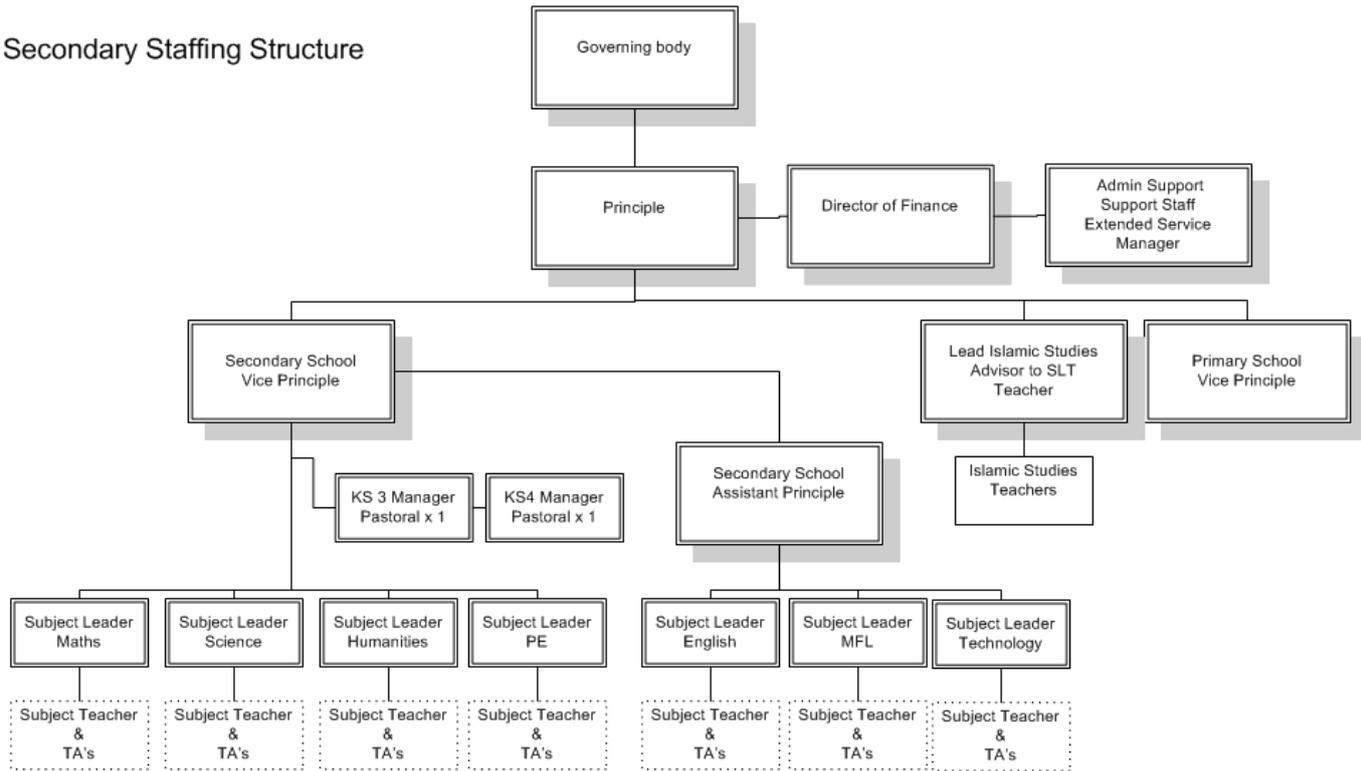
The direct line manager for all the Teaching Assistants will be the SENCO; the SENCO will be responsible for the deployment of Teaching Assistants. When the Teaching Assistants are in the classroom they are the responsibility of the class teacher to use them effectively and the TA will be responsible to the class teacher. This will create an environment where the teacher clearly understands that it is their responsibility to ensure the TA is being utilised effectively.

Below is an illustration of our proposed staffing structure when the school has been established. This structure should materialise September 2014. Initially the Principle will line manage all staff from the Secondary school and the vice principle will line manage the primary school. The Primary school responsibility will still remain the Principles roles will be shared between the two posts.)

Primary Staffing Structure



Secondary Staffing Structure



Below are a number of tables which show how the staffing will develop over time till the school is to full capacity.

Primary School Staffing

The following is how the teaching staff will develop over the years if we start with Reception and Year 1 in Sept 2012

	Group - Date – Roll No.	Teaching Staff	Teaching Assistants	KS 1 / 2 Managers	Extended Service Manager	Primary Vice Principle	Primary Assistant Principle
Reception & (SEPT 12) (120)	Y1	6	4	1	1	1	0
Reception to (SEPT 13) (180)	Y2	9	6	1	1	1	0
Reception to (SEPT 14) (240)	Y3	12	8	2	1	1	1
Reception to (SEPT 15) (300)	Y4	15	10	2	1	1	1
Reception to (SEPT 16) (360)	Y5	18	13	2	1	1	1
Reception to (SEPT 17) (420)	Y6	21	15	3	1	1	1

We will have 50 percent additional teachers, this is to support the weaker classes raise achievement and also for teachers to support smaller groups which have been set by ability.

Secondary School Staffing

If we start with year 7 4 form entry and year 8 2 form entry then the staffing numbers will develop as follows;

Group - Date – Roll No.	Teaching Staff Total	Teaching Assistants	KS 3 / 4 Managers	Extended Service Manager	Principle (primary & Secondary	Secondary Vice Principle	Secondary Assistant Principle
Y7 + Y8 (SEPT 12) (180)	8	2	1	0	1	0	0
Y7 - Y9(SEPT 13) (300)	15	5	1	0	1	0	0
Y7 to Y10 (SEPT 14) (420)	22	6	2	1	1	1	1
Y7 to Y 11 (SEPT 15) (540)	28	8	2	1	1	1	1
Y7 to Y11 (SEPT 16) (600)	34	11	2	1	1	1	1

Below is a table explaining how teachers will be divided between subject areas.

Groups - Date - Roll-no.	English Teachers	Science teachers	Maths Teachers	MFL Teachers	Humanities / Carers Teachers	Technology and Art	PE Teachers	Options Teachers	Total Staff
Y7 + Y8 (SEPT 12) (180)	2	1	2	0.5	1.5	0.5	0.5		8
Y7 - Y9(SEPT 13) (300)	3	1.5	3.5	1	3.5	1.5	1		15
Y7 to Y10 (SEPT 14) (420)	4	3	4	2	3	2	1	3	22
Y7 to Y 11 (SEPT 15) (540)	5	3	5	2	4	2	2	5	28
Y7 to Y11 (SEPT 16) (600)	6	4	5	2	4	2	2	9	34

(Extended services Manager will be shared with the primary school for the first 2 years)

Teaching staff total for the Primary and Secondary school includes the subject leaders, KS1 and KS2 coordinators. The KS 1, 2, 3 and 4 managers will be in addition to teaching staff, we believe it is important for the teacher to focus on the teaching of pupils and raising standards in the classroom rather than deal with the administration of attendance, punctuality, behaviour and so on. For this reason we propose having full time KS managers who deal with these types of issues on an ongoing basis.

The recruitment process of all Staff will be led by the Principle Designate and will follow the same rigid process of recruitment as the Principle Designate. We will endeavour to use the same recruitment process whenever there is a requirement for a member of staff.

We are aware teachers need to give notice of at least 2 months before they can leave their current place of work. With the exception of the Principle Designate all staff required in September 2012 will start work on the 1st day after the summer holidays; this will initially match the holidays of the Local Authority.

Bearing in mind teachers will need to give notice by the 31st of May to start at the An Noor School in September we will carry out the following:

Arrange for job adverts to go into Local Authority jobs booklet, TES online and TES paper and other relevant places, for example Islamic Studies teachers jobs will be advertised in religious magazines.

This will be completed by middle of February

Application return deadline will be set for the first week of March 2012; short listing will

take place and potential candidates called to interview by the end of March 2012. All candidates will be told of outcome by the end of the first week in April 2012.

The reason of running the recruitment process slightly early is to ensure competent candidates can be identified and employed; this also leaves room to run through the recruitment process again if any of the vacancies have not been filled.

For the recruitment of Islamic teachers they will have to declare they do not have any extreme or radical views of Islam or have opinions and views which can be a threat to peace and tolerance – These teachers will need to show a strong understanding towards Sufi Islam, a branch of the Sunni Sect. Interviews with these teachers will involve a Senior Islamic Studies Teacher (Or a leading Sufi Scholar if employing the Lead Islamic Studies Teacher at the school)

Teachers will be given incentives to work at the An Noor School, this will include:

Primary Teachers given enhancement of £2000 on top of normal salary

Secondary Teachers given enhancement of £3000 (more than Primary due to longer school days)

Full CPD support and a substantial contribution towards a Masters in Education degree

All teaching staff will be given a minimum of 5 free periods a week (this will not be used for cover and will be protected)

Subject leaders (secondary) and KS coordinators (primary) will be given 7.5 periods a week to conduct some of their duties.

By offering these incentives we are hoping to attract high calibre candidates to apply for the jobs.

7. Premises

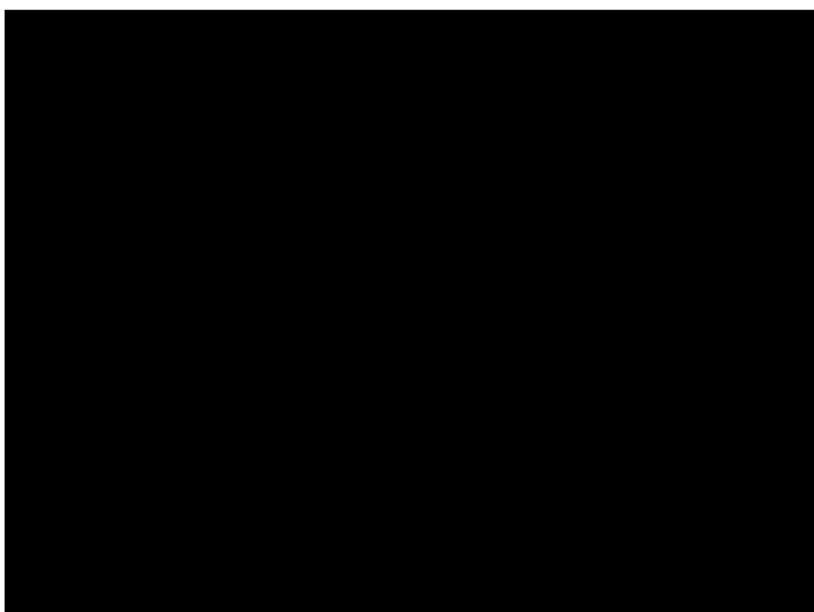
Steps Taken to identify site

We have been in contact with an extensive number of commercial property agents who have been searching the area for us to identify a suitable site for the proposed schools. Unfortunately the area is highly dense and it has proved very difficult to locate a site to open the Primary and Secondary school on one site. We have there for looked at viable options and they are as follows.

Sites identified

Option 1 – Primary School and Secondary School on Separate sites

Proposed Primary School at [REDACTED], Derby



INTRODUCTION

The premises comprises a pair of substantial two storey town houses constructed towards the end of the 19th century with a floor area of approximately 500 square metres set on a site of approximately one third of an acre. More recently they have been knocked into one property and converted into offices [REDACTED]. At the front of the property is a car park with 5 listed trees along the boundary with [REDACTED]. The tarmac extends up the side of the building to a parking area at the rear. The majority of the land at the rear is landscaped and is separated from the [REDACTED] [REDACTED] by metal security fencing. This site already has B1 use and will need D1 consent applying for. The building is currently empty.

TENURE

The freehold of the property was acquired by [REDACTED] two years ago and it is understood that they are willing to lease or preferably sell for a figure in the region of £ 400,000.00; this is yet to be confirmed. We have estimated with the [REDACTED] the rental value of the property to be in the region of £2700 a month. We have not entered in any negotiations with the [REDACTED].

CONDITION

The property has stood empty for several years and has been subject to a degree of vandalism and theft. The current owners have carried out certain repairs and re-decorated but the inherent problems of a property of this age remain with un-insulated walls and single glazing. Structurally the building appears sound and the roof finish is good but the external doors and windows are reaching the end of their serviceable life. The car park areas are deteriorating in places and are un-edged whilst the gardens are unkempt and overgrown internally whilst generally sound the property suffers from a lack of co-ordination in door types and other finishes.

SUITABILITY

A site survey has been undertaken Up to 30 pupils could be accommodated in each classroom of the size provided and the floor to ceiling height is adequate to comfortably facilitate this. At a later date further rooms can be created to the side and the back of the property to more than double class room space. Sufficient areas remain to provide ancillary requirements such as toilets, offices, reception and first aid room. By constructing an extension below the suspended first floor toilet area the rear of the ground floor can provide a staff room, staff toilets and a kitchen. The hall is of sufficient size to allow up to 60 pupils to be seated at any one time. The tarmac area to the front of the property provides adequate parking for staff and the secure area at the side and rear provides sufficient outdoor play areas. There is a large local park which has many facilities to accommodate most sport activities. The extension will be required in for September 2014, this will allow us enough time to extend.

WHY THIS SITE

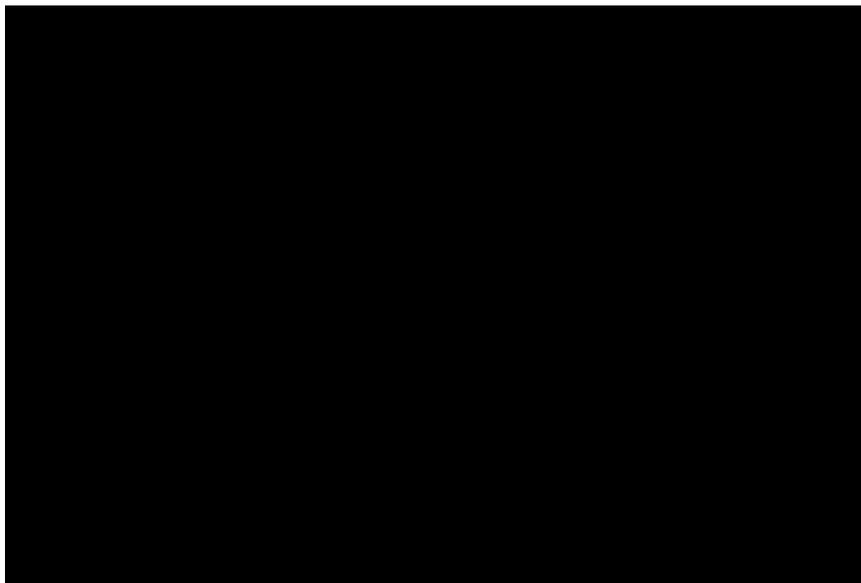
We and our property agents are struggling to find anything as local as this building and many of the parents, mainly mothers walk their children to Primary school. Most of the mothers do not drive or do not own a car and this site is in the heart of the community. The site is surrounded by a local park which can be used for PE and other sporting events. The park also has Multi use grounds with rubber flooring. Adjacent to the building is an [REDACTED] currently being used by a local charity, with negotiations this can be used during break and lunch times. This ground is also secure with fencing all around.

COSTINGS

In addition to the structural alterations and extensions required to facilitate the conversion it will be necessary to undertake a thorough refurbishment of the building to provide the quality of finish expected of such a facility and to meet fire, sound and thermal requirements. An estimate of costing for carrying out these works is attached.

Budget costing		£
Structural alterations	6 @ £2500	15000
Extension	17 @ £1500	25500
Waterproof solid floors	45 @ £30	1350
Thermal board external walls	480 @ £40	19200
Fire and sound upgrade to dividing floor	200 @ £90	18000
First floor ceilings and insulation	200 @ £25	5000
External doors and windows		25000
Internal doors	26 @ £200	5200
Toilets		15000
Staff kitchen and toilets		5000
Fire appliances etc		2000
Decorations		6000
Alterations to heating installation		3000
Electrics and alarms etc		15000
Floor finishes	400 @ £25	10000
Desks, fittings & furnishings etc		30000
Work to car park areas		15000
Work to play areas		20000
Local Authority & professional fees		20000

Proposed Secondary school - [REDACTED] Derby, DE24 [REDACTED]
(Part of option 1)



INTRODUCTION

██████████ is a prestigious new office campus, conveniently situated within one of the east midlands premier business parks. The development is a short distance from the city centre and provides swift links to the A52 and M1 and has good bus links and has Derby Midland Rail Station with a direct pedestrian access. This site already has D1 use consent Two storey building with scope to extend to a third storey and land is available to the side for further development. The building has full air-conditioning with heating and cooling, CAT 3 recessed lighting, carpet tiles, perimeter data trucking for telephone, computer and data cabling. The property has a lift, toilet and kitchen facilities, externally the property has 25 car parking places. The property is currently empty.

The property is owned by ██████████ and is being advertised by Milner McCrea.

TENURE

The overall internal dimensions are 23.4m x 12.7m (6000 sq ft) and we understand that all mains services are connected. The internal structure can be modified to increase or decrease class room sizes.

PRICE

Free hold - £1,025,000 + VAT

RENT

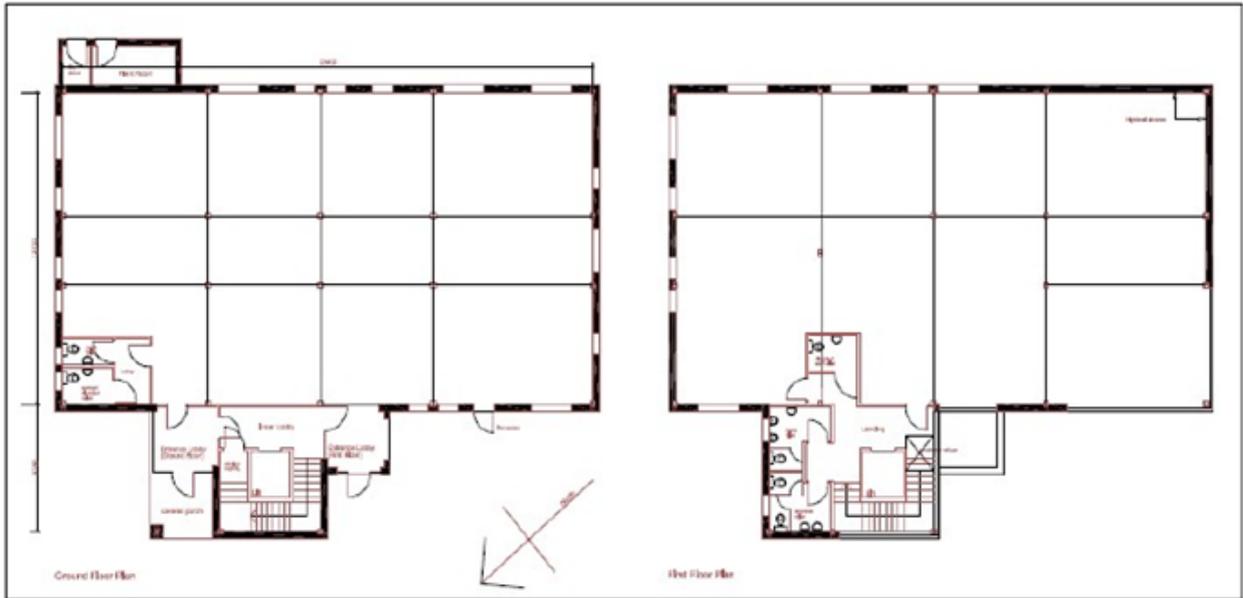
£85,000 per annum + VAT

RATES (Derby City Council is still waiting to assess)

Internal floor plans

SUITABILITY (WHY THIS SITE)

This site would be suitable for a secondary school at is a new build, hence will low maintenance costs. This site will be suitable for the first 2 years with prospects to extend as there is land available to do this. This site has the potential to be designed as required. (Plans below)



External view



**Option 2 – Proposing both schools on the same site – [REDACTED]
[REDACTED] Derby**

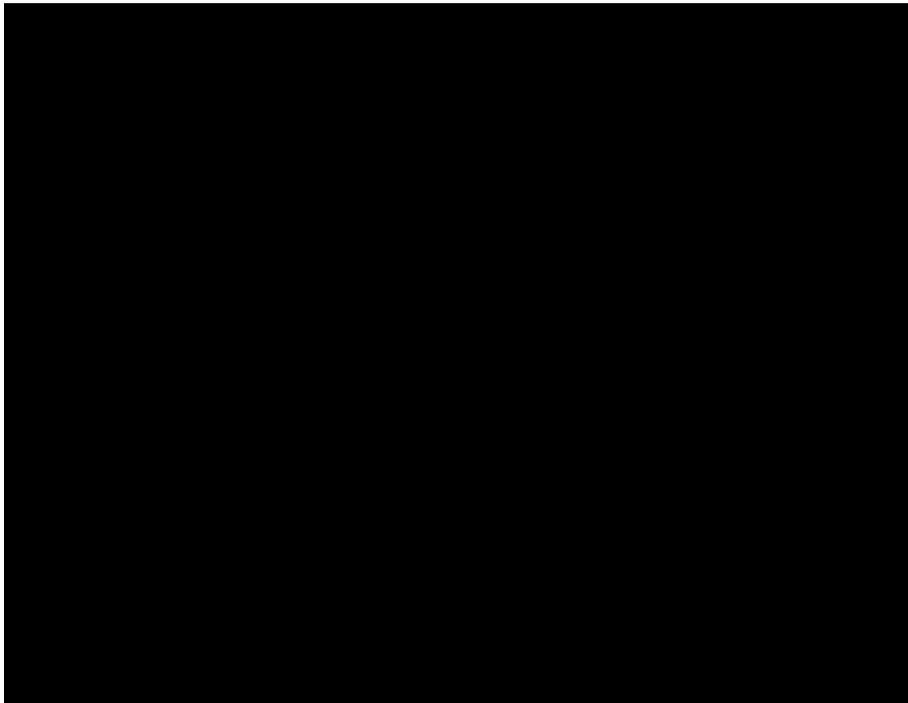
The site is owned by [REDACTED] have been asked to sell the Freehold interest. [REDACTED] Already has D1 use for certain parts of the building as it is an [REDACTED].

The site extends to 1.6 acres (0.64 ha) and comprises a Locally Listed, principally two storey brick built, former dwelling house extending to 3,300 sq ft net which includes adjoining stable block and servants quarters.

Unfortunately this building is not open to viewing yet and we believe it will require renovation work but we do not have the costing of this. We understand it will require an extension within the first 3 years to accommodate all pupil numbers we are proposing. There are no price indications of this property at the moment either. This is the only site we have identified which can situate both schools, thus reducing the costs of being on 2 sites. There is also potential to have onsite sporting facilities.

The building extends to 7,847 sq ft, spread over two floors. The area in between comprises a substantial, very attractive, landscaped site capable of taking new residential or commercial development.

A plan is attached showing the extent of the site.

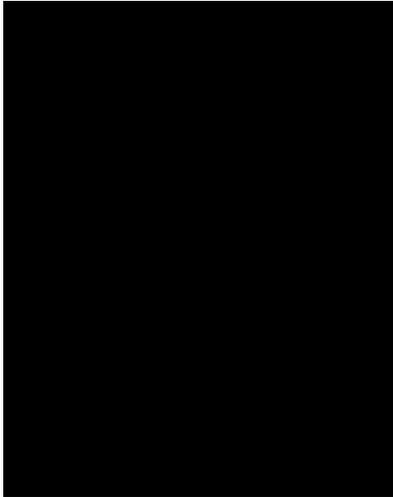


We are currently unable to give further information in regards to this site.

Option 3

Proposed Primary School at [REDACTED], Derby (details of this site are above)

Proposed Secondary school – [REDACTED], Derby



INTRODUCTION

The site is currently owned by an investment company in London and is being advertised by Innes England Commercial property agents. It is currently being used as an office by a number of companies but the majority of the building is empty and the estate agent has said the whole building including the retail unit will be available. The building does not require any renovation and most of the offices are suitable sizes for classrooms. The total floor space of the building is approximately 13,000 sq ft. One office within the building already has D1 use.

TENTURE

With a minimum of 6 months lease the duration is agreeable and flexible.

SUITABILITY (WHY THIS SITE)

The site is not far from the heart of Normanton and requires minimum work to the building. The owners have also assured us through Innes England that they will allow adjustment of rooms if required. The owners have also confirmed if we require more space they are able to build above the retail units. This can prove beneficial if we have a space shortage as roll numbers increase. It is ideal because of its location as pupils will not need to walk far if they come from the main area we are proposing to meet the needs of. It has its own parking facilities around the back which can be fenced off and used as a playground for pupils.

Rent is negotiable as we are proposing to take the whole unit; rough estimates given by the estate agent are in the region of £85,000 (Negotiable)

Option 4

Proposed Primary school – [REDACTED], Derby
(Details above of site)

Proposed Secondary school - [REDACTED] Derby, DE24 [REDACTED]
(Details above of site)

Details of our preferred site:

We would prefer the first part of option 4 for Sept 2012 to Sept 2014 – [REDACTED]
[REDACTED] has enough capacity for the first 2 years –

- To accommodate 4 form entry for year 7, 2 form entry for year 8, 2 form entry for reception and 2 form entry for year 1.

It also has capacity for September 2013 –

- To accommodate 4 form entry for the new year 7 pupils and 2 form entry for new Reception pupils

This site already has suitable room sizes ranging from 320 sq ft to 700 sq ft totalling 14 rooms) with the capacity to convert the retail unit into at least a further 6 rooms taking the total up to 20 rooms excluding staff rooms, offices, head teachers room, medical room and reception. It is a secure building which can be fenced off around the rear of the site for a safe environment for pupils to play. The site is close to the heart of Normanton and families will not have to walk far, this is especially ideal for Primary School age families as it is mainly mothers who take their children to school and they do not have a car or do not drive.

Unfortunately it will be difficult for sporting activities to take place at the site, on the other hand there is a large park ([REDACTED], Derby) with sporting facilities onsite which is no more than 2 to 3 minutes walk from [REDACTED]. There is also a Sports centre ([REDACTED] Sports Centre) no more than 10 minutes walking distance from [REDACTED] with indoor sports facilities which we can utilise

The way the timetable has been arranged it will be very simple to keep key stage 1 and 2 pupils separate from key stage 3 pupils.

For September 2014 – We propose to find a site for the secondary school and leaving the [REDACTED] site for the sole use of the Primary school. This site will be able to accommodate all pupils from reception to year 6 allowing for at least 2 surplus rooms when at full capacity.

It is extremely difficult to elaborate on which site we could possibly have for the secondary school in September 2014. However we will have over a year to find an ideal site. If [REDACTED] is still available with its potential land we believe this site will be suitable for our secondary school.

8. Initial costs and financial viability – Assumptions

Pupil No Input

FSM for Primary School is based on data taken from Arboretum Primary School, Dale Primary School and St James Junior School locally – The average of the 3 schools equalled 33 percent

FSM for Secondary School is based on Data from the Heads Report to Governors of Bemrose Community School, which is the local catchment school – This is currently 30.03

FTEs on action and action plus – we could not get hold of this data from local schools or the Local Authority – For this reason we left this section black

FTE service children – There are no bases in Derby, therefore we believe this will remain at 0

Payroll

The Principle, Vice Principle and Assistant principle pay has been based on comparative schools based on roll numbers plus an additional £5000 because of longer days and less holidays

Lead Islamic Studies pay is based on attracting a moderate British Muslim Scholar educated in Moderate Islamic institutes around the world as well as in Britain.

We will attach our school to the Main pay scale and the Upper Pay Scale offered to teachers of state schools with incentives to work with us. This will allow us to attract high quality teachers

Primary School and Secondary School teacher pay is based on the National average teachers pay – We will be looking to employ teachers who have experience in teaching rather than NQT's initially.

- Primary school teachers will be given an incentive of £2000 because of shorter holidays
- Secondary School teachers will be given an incentive of £3000 because of shorter holidays and longer days

Primary KS coordinators will be given an incentive of £6500 to attract experienced teachers.

Secondary School Subject leaders will be given an incentive of £8500; this is similar in other secondary schools of same size when at full capacity.

Key stage 1, 2, 3 and 4 manager pay is set at £24646 as this is what year managers receive at ██████████ School. KS 1 and 2 managers will receive an incentive of £2000 due to less holidays and KS3 and 4 managers will receive £3000 due to less holidays and longer days.

Other staff will also receive small incentives because of less holidays

Primary and Secondary School teaching assistant pay is matched that of [REDACTED] School.

Extended service manager pay is set to identify experienced candidates who will also work in school holidays and possibly Saturday mornings.

Islamic Studies teacher – To attract experienced English speaking scholarly level teachers we have set the salary at a level which will attract good candidates.

Director of Finance pay is set to the same as [REDACTED] School

All other staff pay has either been set at minimum pay or equivalent to that of [REDACTED] School in Derby with a small incentive.

Non Pay

Our focus will be huge on extended services which include enhanced learning experiences after school - our budget for extended services will be set at £400 per pupil when at full capacity. If capacity drops by 10 percent we will reduce this to £150 per pupil to maintain our frontline staff. If pupil numbers drop below 90 percent we will begin to look at reducing the number of TA's at the school to a minimum level to maintain our main teaching staff.

All the following are based on equivalent figures in relation to pupil numbers or what would be charges if the service was out sourced to [REDACTED] School, Derby (we are aware a tender process will need to take place if this happens)

- IT managed services
- Catering
- Insurance
- Lighting and heating
- Cleaning Services
- Training
- Audit fee
- CRB
- Supply costs
- Maternity Costs
- Broadband
- Stationary

IT refresh – Even though the IT infrastructure will be funded we will also be acquiring further Laptops for portable use in every room. This will continue over the first 2 years.

We will purchase 2 new mini buses to help with our extended services program with a running cost of £5000 for 2 minibuses every year (this is based on the running cost of 1 minibus at [REDACTED] School.

Sensitivity Analysis

We realise there is a possibility of roll numbers falling by 10 percent or even further. In our budget and curriculum we have the flexibility to absorb various scenarios.

Our extended schools budget allocation will increase and decrease according to roll numbers, for example, if we have a small reduction on roll numbers we will adjust our budget allocated to the extended services on a per pupil basis – We have reduced this on the 10 percent sensitivity spreadsheet.

Staff training budget will also be reduced in the case of reduced roll numbers

In the case roll numbers fall significantly we will lessen 2 minibuses to 1, reducing year on year costs of £2500.

To absorb the reduction of roll numbers we will be able to reduce Primary teaching staff, as more staff has been allocated to support more pupils providing a better ratio of qualified teachers per child.

Teaching assistants for the primary and secondary school have been reduced for the 10 percent sensitivity spreadsheet. There is capacity to be reduced further if roll numbers were reduced more than 10 percent.

As roll numbers decline we will have a reduced budget allocation for our extended services program, this means that we will be able to reduce the extended services manager to 1 without placed additional pressure on the remaining extended services manager.

If the decline is severe we would look at reducing front line staff, this will only be used as a last resort.

9. Suitability and Declaration:

Suitability and Declaration form have been posted for the following via recorded deliver:

