

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: mainstream.fsapplications2013@education.gsi.gov.uk.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: c/o Nishkam Centre, 6 Soho Road, Handsworth, Birmingham. B21 9BH.		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details: n/a		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td style="vertical-align: top;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details: n/a		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td style="vertical-align: top;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: X		

Details of company limited by guarantee	
11.	Company name: Nishkam School Trust
12.	Company address: 3 Soho Road, Handsworth, Birmingham, B21 9SN.
13.	Company registration number: 7522245
14.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Nishkam Primary School (free school opened Sept 2011) Nishkam High School (free school approved to open in Sept 2012)
Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
	4. Name:

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name:	[REDACTED]	([REDACTED])
2. Name:	[REDACTED]	([REDACTED])
3. Name:	[REDACTED]	([REDACTED])
4. Name:		
5. Name:		

19. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED]

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none">• their name;• their Companies House and/or Charity Commission number, if appropriate; and• the role that it is envisaged they will play in relation to the Free School. <p>Guru Nanak Nishkam Sewak Jatha (Birmingham) UK – GNNSJ - Charity No:508470. GNNSJ is the community faith-based organisation that has played an integral role in setting up Nishkam School Trust and will continue to provide guidance to ensure the creation of a Sikh ethos multi-faith school. The Trustees of GNNSJ are the members of Nishkam School Trust.</p> <p>Guru Nanak Nishkam Sewak Jatha London UK – Charity No: 279733 – is the local Nishkam Gurudwara in Hounslow. This charity informally provides support to NST with respect to meeting local needs.</p>
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22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Organisation: Guru Nanak Nishkam Sewak Jatha (Birmingham) UK</p> <p>Faith: Sikh</p>
Existing providers	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p>
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>
30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p>

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

Declaration to be signed by a company member on behalf of the company

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: Thursday 23rd February, 2012

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

Section B: Outline of the school

1.	Proposed school name:	Nishkam School West London
2.	Proposed academic year of opening:	2013/14
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2018
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Sikh
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	London Borough of Hounslow
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	London Borough of Ealing
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

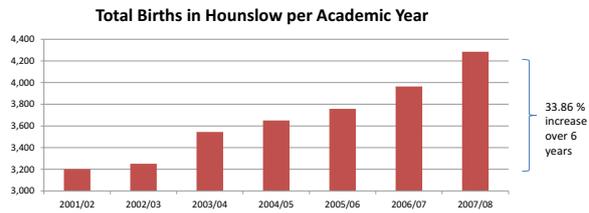
Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

Nishkam School Trust (NST) is applying for an all-through new primary, secondary and sixth form school in the London Borough of Hounslow – the school has a working title of Nishkam School West London (NSWL). NSWL, like the other Nishkam Schools, will be a Sikh ethos multi-faith school that nurtures and supports children of all faiths and none.

This type of values-led, Sikh ethos based education:

1. is not currently available in Hounslow, increasing parental choice and diversity; 8% of Hounslow residents are Sikh, yet the only faith schools are Christian.
2. will provide much needed additional capacity for local primary and secondary education; Hounslow has had a dramatic and sustained increase in births since 2001 (please see graphs below);
3. will improve education locally; as a minimum, we will be higher than the borough average and will have above average uptake of higher education;
4. will drive up quality of provision and standards in local schools through leading by example and by fostering partnerships with local schools and educational institutions (please see 'Ethos' in this section);
5. will significantly improve the character and self-esteem of young people and families in the locality (please see 'Vision and Ethos' in this section)
6. will meet parental/pupil demand (please see Section E);
7. will provide a value for money solution, by engaging in selfless voluntary local community participation (*nishkam sewa*), of which we have very strong track record (please see – 'Our background' this section)

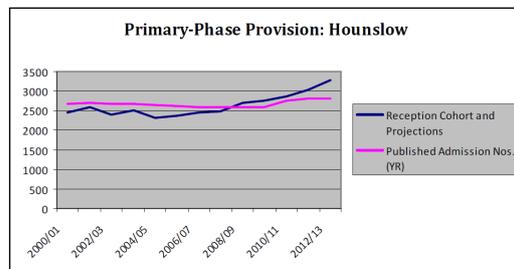
Hounslow has seen a sustained and dramatic rise in births of children now entering the primary and secondary school system...



Source: School Place Planning Strategy 2010-2020, London Borough of Hounslow

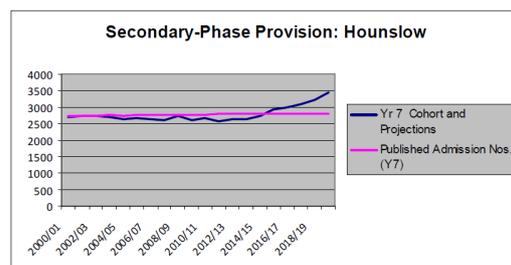


This demographic increase has already led to a shortfall of nearly 500 primary school places for the forthcoming academic year...



Source: School Place Planning Strategy 2010-2020, London Borough of Hounslow

... and will soon cause a similar shortfall at the secondary level.



Source: School Place Planning Strategy 2010-2020, London Borough of Hounslow

Overview of the school

The proposed NSWL will be an inclusive all-ability medium sized all-through school for ages 4-19.

The school would open in September 2013 with the following capacity:

- 4 FE Reception (100)
- 4 FE Year 1 (100)
- 4 FE Year 7 (100)
- 4 FE Year 12 (100)

Currently, the plan envisages the school developing to full capacity within 5 years.

Our Mission

NSWL will nurture the infinite potential in children to become examples in society that shape communities for the common good.

Our Vision

By 2018, we will be an exemplar school based on the Sikh ethos, inclusive to all. Our excellence will be built upon a strong partnership between passionate staff, committed learners and dedicated parents. We will have engaged communities, learning institutions and businesses through the spirit of *nishkam sewa* (selfless service) to be a powerful force to help young people become highly educated, enlightened, active and responsible citizens.

Our Values

We are committed to academic excellence grounded in a selfless approach to life (*nishkam*). These aspirations will be underpinned by the practice of faith-inspired values of humility, service, compassion, self-discipline, forgiveness, love and creativity.

Our Ethos

We believe that to build strong communities and responsible citizens, our efforts must go beyond our current standard models of education and encompass a holistic approach. We believe that faith-based organisations have a significant role to play as part of the wider community; the heritage they draw upon illuminates some of the deeper quests for meaning and value in human life and inspires a broader vision and greater responsibility in our endeavours. We believe that our faith-inspired values define the character of education and that they should be intrinsic to a positive outlook on life. Values are awakened and strengthened in us when they are practiced in front of us every day. At the School, we will all work to ensure both our educators and learners are instinctively exercising values in every thought, decision and action.

Why we believe we stand apart from customary Faith schools: We believe faith schools can play a key role in not just nurturing a single faith, but also nurturing and encouraging the personal faith of each and every pupil, as well as building interfaith understanding. Worshiping collectively and within specific faith groups will be a unique and innovative feature of the School.

The Sikh *dharam* (faith or religion) is emphatic in respecting all faiths and not seeking converts, maximising our contribution towards a cohesive society. The Sikh *dharam* has a unique multi-faith ethos and the School will reflect this by positively nurturing children of all faiths and none. The philosophy of faith will resonate throughout the school week and will not be reduced exclusively to religious education lessons.

Parents, families, teachers, schools, institutions, businesses and the wider community all have vital contributions to make in the education of children. In particular, the involvement and collaboration with families is a key tenet of our ethos, and crucial to our success. The significant involvement of parents in our Nursery and School in Birmingham has positively influenced children and their families alike; this involvement will be extended to NSWL. The intention is for the community to work together to support families. This will involve learning experiences and interactions across generational boundaries and will also recognise the inherent value gained from peer support for children.

Our aspirations resonate strongly with the sentiments expressed in a House of Lords debate where education was described as '*...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible*'.¹

We will create opportunities for the wider community to contribute important skills and attributes to school life. Valuing and strengthening the family and community will ensure children are well nurtured in the home, school and local neighbourhood. The community will provide support and guidance for all pupils and develop strategies to ensure that equal levels of support are given to pupils of all backgrounds. Support will come in many forms, from academic support to skills workshops, on subjects from parenting to support for adult learning.

We strongly believe in creating partnerships with local schools as well as exemplar schools, to share best practice and resource, foster long-term collaboration and a wider community ethic and approach. We have initially achieved this by having two local head teachers (both nationally recognised) as a part of our team. We will further achieve this by meeting other local schools regularly, as a wider group, to develop common goals and strategies for the wider local community.

Our Priorities

1. Raising hopes and aspirations for all, irrespective of background
2. Academic excellence within a strong values-led ethos
3. Excellence in teaching
4. Creation of a calm positive school atmosphere

¹ *The Archbishop of Canterbury, George Carey, quoting Cardinal Basil Hume in a House of Lords debate, 5 Jul 1996.*

5. Strong yet sympathetic discipline
6. Parental and community collaboration

Why we are distinctive:

1. Values-led multi-faith approach
2. Non-profit making selfless ethos
3. Large voluntary parental and community collaboration
4. Non-selective across social classes
5. Vegetarian Diet (see below)
6. Philosophy within curriculum throughout (see below)

Our Approach

We promote holistic lifelong learning that is achieved by implementing the following principles:

- Recognising that all children have the potential to contribute and succeed
- High achievement grounded in humility
- Igniting a passion for learning in all
- Nurturing an instinct to serve others
- Inspiring young leaders and role models
- Focus on curriculum enrichment, sport and pastoral care
- Enhanced parent and family partnerships and collaboration
- Having dedicated and reflective staff
- Celebrating all humanity as one

Our Pupils

We anticipate transforming not only the lives of children coming through the school, but also the lives of their families and the wider community through partnerships and collaboration. The school week will not only consist of achieving the very best possible for each and every pupil through the National Curriculum but it will also have significant curriculum enrichment activities based on our ethos. Our pupils will emerge as self-confident young adults, having achieved their very best academic, and will be grounded with humility and with strong moral and ethical values.

Vegetarian Meals

The school will be offering nutritionally balanced vegetarian meals. The menu will be exciting yet carefully planned to encourage positive healthy eating habits. Vegetarian meals lend to many benefits including dramatically reducing an individual's carbon footprint, significantly improvement in long term health (please see appendix Ci), as well as marrying with one of our core values of compassion.

Philosophy within curriculum

The central purpose of education is to develop children's ability to think. To think well is one of the most important objectives of philosophy.

‘Among the thinking skills that philosophy for children aims to foster are just those skills which underpin the National Curriculum in England (DfEE/QCA 2000), namely information processing, enquiry, reasoning, creative thinking and evaluation.’

The aim of philosophy for pupils is to develop the ability to go beyond the information given and to engage not just in terms of literal meaning but at an analytic and conceptual level. To do this the teacher must offer more than instruction and encourage pupils to think for themselves and give them the means to think critically, creatively and to solve problems through discussion, questioning and experimenting with ideas. How to encourage independent thinking and cooperative learning are key questions for teachers of children at any age. Philosophy holds one possible answer for rather than being told what to think, through philosophy children encounter at first hand a community of enquiry, in which children are exposed to and internalise the skills and habits of higher order thinking

(Fisher 1995, 1998).

Our History

We, NST, as proposers, along with our partners, are committed to providing education that will raise hopes, aspirations and attainment of young people in Hounslow. This will be realised through the implementation of the Nishkam Education Vision, which has emerged from over 30 years of education/ voluntary work with children nationally and internationally. We successfully opened an already over-subscribed Nishkam Primary School in Birmingham as a Free School in September 2011, with a further Nishkam Secondary School and Sixth Form School approved to open in September 2012 (Nishkam High School). Guided and supported by the local Hounslow Nishkam community, we now seek to build upon these achievements by offering a local Hounslow school, to serve local children. We are committed to serving the Hounslow area through forging partnerships with organisations that share our vision, to motivate and inspire the community.

Our Background

The local community is dedicated to selfless service (*nishkam sewa*) and spirituality and has grown since the mid-seventies within the busy London Borough of Hounslow.

Initially this was through building a Sikh place of worship (Gurdwara). This school project is building on over 30 years of a community’s remarkable self-reliance, in forging local community well-being and regeneration. The Nishkam community is run on a completely volunteer basis with community donations, serving up to 25,000 free hot meals a week for all, in Hounslow, Birmingham, and Leeds.

Further initiatives by the community have seen the development of a successful community cooperative creating employment. Amongst many other projects, the Nishkam Civic Association was recognised by the

'Queen's Award for Voluntary Service 2010' and houses a very successful adult education and well-being centre open to all.

The community has flourished with local, national and international recognition, through tireless work in the fields of international aid and social justice. There has been passionate support of the Jubilee Debt Campaign since its inception. The spiritual leader of the community is a Trustee of Birmingham Citizens, a social action organisation. He is also a member of the Elijah Board of the world's Religious Leaders and European Council of Religious Leaders, International Trustee of World Conference of Religions for Peace, member of the John Fetzer Institute's Advisory Council on World Religions and Spirituality, as well as an invited speaker at numerous national and international conferences including the United Nations. He is a recipient of the Juliet Hollister award from the Temple of Understanding, for intra and interfaith work internationally.

The community also supports and part-funds research by the special advisor on United Nations affairs and coordinator of UNESCO Chair in Interfaith Studies at University of Birmingham, which explores strategies to enhance interfaith cooperation for sustainable peace.

Our Staff

NST will implement innovative long-term policies to ensure we recruit, retain and develop well-qualified and committed staff. Priority will be given in training and developing teachers and other classroom staff, focusing on improved learning for our pupils. The school's success will only be achieved if we can work together to raise standards and the quality of service. Senior and middle leaders will be encouraged to use leadership strategies, which are people focused, transformational and empowering.

All staff will be expected to commit fully and consistently to the ethos, ambition and policies of the school and to focus on excellence in learning. Staff will be valued, encouraged and supported to become leaders, and will have clear pathways for development and career progression.

Staff will be expected to show a strong emphasis and lead on the pastoral care of pupils, creating a calm, orderly learning environment where pupils feel safe and can excel. We will expect the highest standards of behaviour and self-discipline.

Staff will aim to build partnerships with parents before their child starts at the school to raise and foster high expectations. We expect clear communication to enable parents and carers to see their child's educational progress, behaviour and attendance. In addition, regular 'keep in touch' sessions will be encouraged for parents and staff to discuss a child's progress and next steps.

Measuring Our Success

The following measures have been developed to cover all aspects of the vision and ethos and will be reviewed and developed on a regular basis. Key performance objectives and outcomes include:

- **Meeting Needs:**

- Consistently meeting the needs of parents and pupils as expressed through survey results.
- The school is in the top quartile nationally for both attainment and value added performance
- The school achieves at least “Good” in Ofsted inspections
- Being at a minimum, consistently higher than the borough average of pupils achieving Grade A*-C in GCSE, and pupils going onto higher education.
- Teaching is consistently good or better.
- The pupils describe themselves as happy, safe, well known and cared for
- The staff provide an excellent role model for pupils, demonstrating positive attitudes, values, personal reflection and learning
- Parents and communities respond very positively about their involvement
- The school is recognised as an exemplary provider of Faith-based education, including the provision of advice, resources and support to other schools
- The school is seen to have an inclusive approach to learning by recognising the right of every child and young person (irrespective of age, gender, ethnicity, faith or disability) to be included as a valued, respected and equal member of the learning community
- By 2018, the school being consistently oversubscribed for entrance. (Our first school, Nishkam Primary School, achieved this goal within 1 year of opening.)
- Multiple positive partnerships with local schools and businesses

- **Personal Development:**

- Parents and pupils recognise the progress the child is making academically and personally.
- The pupils can express their personal aspirations and can describe the steps they must take to achieve them
- The pupils document a learning journey on their application of the values of the school

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		100	100	100	100	100	100	100
Year 1		100	100	100	100	100	100	100
Year 2			100	100	100	100	100	100
Year 3				100	100	100	100	100
Year 4					100	100	100	100
Year 5						100	100	100
Year 6							100	100
Year 7		100	100	100	100	100	100	100
Year 8			100	100	100	100	100	100
Year 9				100	100	100	100	100
Year 10					100	100	100	100
Year 11						100	100	100
Year 12		100	100	100	100	100	100	100
Year 13			100	100	100	100	100	100
Totals		400	700	900	1100	1300	1400	1400

Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning.

Introduction

The key aims of the Nishkam Free School are to raise educational attainment and extend the curriculum; promote spiritual and emotional wellbeing; and integrate families and community into education. We will create a broad set of demanding academic subjects and work towards the proposed English Baccalaureate. The School will also help to alleviate the shortage of primary school places and increase diversity of education in London Borough of Hounslow (LBH).

(LBH is a very mixed socioeconomic area, densely populated, with very mixed education standards with areas of high immigration leading to a projected shortfall of places (please see rationale section). Studies have shown the potential impact of such an environment on outcomes for children. (UNICEF Report 2007). The new school concept arose out of the work of a co-operative of parents, businesses and educationalists responding to local demand to develop a vision of education that would cherish children and childhood, wisdom, ethics, human dignity and interfaith understanding.

The co-operative formed an independent education charity, Guru Nanak Nishkam Education Trust, with the support of a Sikh faith based organisation, Guru Nanak Nishkam Sewak Jatha (GNNSJ), who are well known for nurturing grassroots initiatives, and responding to the needs and aspirations of the local community.

From this work followed the vision for Nishkam School to set up a broader network for each and every pupil, irrespective of individual circumstances. This broader support network will consist of the immediate and extended family, the community and other local organisations that share the school's ethos. The school will be at the heart of building these bridges. This network will help the pupils achieve academic excellence by having their emotional, social and spiritual wellbeing cared for. It will give them an opportunity to excel in their lives beyond school life as well as fostering a sense of responsibility to serve others.

Overview of School

The proposers are Nishkam School Trust and the school is proposed to open as a Free School in September 2013. The School will be a new 4-19 all-through school consisting of a 4FE primary school and a new 4FE secondary school and sixth form. It will build on the success of the existing Nishkam Primary School Handsworth (free school opened September 2011 (and now over-subscribed by 50%) and the forthcoming Nishkam High School (proposed opening Sept 2012)

School Organisation

Learning will follow an enriched National Curriculum. Each child's learning will be largely in year groups and will be enhanced by opportunities for mixed age learning, whole school projects and opportunities to apply the values and ethos of the school through serving the community. In addition the child's experience will be extended and enriched through opportunities to learn from experts in residence in technology, business, music, outdoor pursuits and faith through an extension of the school day and year. Pupils will undergo national testing and assessments. Secondary pupils will be taught in sets for the majority of subjects.

To ensure continuity of pastoral care, the school will operate a four-house system with vertical tutor groups operating at the secondary ages. Core to this system will be the requirement that every child is known well and that excellent relationships are built with each family. This approach is central to the Nishkam philosophy that the development of each child is the responsibility of the family, but with a strongly supportive role being played by the school and the community. This focus is emphasised in the management structure with a Senior Leadership Team post for oversight for well-being and inclusion operating across both sites.

The school will have a unique multi-faith perspective and ethos to positively nurture children of all faiths and none. It will work within the national guidelines for admissions, limiting faith criteria admissions to 50% Sikhs. The Nishkam School Trust promotes working within a framework of clear values, morals and ethics.

Primary Curriculum

In the Early and Primary Years, pupils will be organised in year groups and will follow a broad and balanced curriculum with a focus on developing good behaviour, positive attitudes to learning and literacy and numeracy skills.

Secondary Curriculum

The curriculum will develop a balanced approach to academic outcomes in line with the concept of the English Baccalaureate. Curriculum areas will be organised into three faculties to facilitate cross subject teaching as well as providing an effective management structure and opportunities for professional development. Specialist teachers will provide support in the primary years to enhance learning opportunities and CPD.

Growing towards Full Capacity

The school will be an all through provision for 4-19 year olds. Until the school is at full capacity in 2018, the size of the school and the staffing complement limits the range of courses and programmes available within KS4. The school will therefore develop partnerships with local schools and other providers prior to the commencement of the first KS4 cohort in 2013 to ensure a full range exists, and in particular in relation to vocational programmes.

The school will continue to collaborate with Hounslow Council to create a school

which sits within the local family of schools. We will further extend the existing relationships with the local community, universities, schools, local agencies and other partners to support children in becoming good citizens and to ensure that children have the necessary skills, initiative and creativity to both support and develop employment and life opportunities.

NST has positive support from the local community, businesses and universities, multi-faith organisations, and other religious bodies. NST is an active member of the wider faith networks and its work is aligned to contribute to the achievement of the Millennium Development Goals

Communicating with Parents and the Community

The School will aim to build relationships with parents before their child starts at the School whether in the nursery, reception or in Y7 or Y12, so that parents understand the School's expectations. We expect clear reporting to enable parents and carers to see their child's progress, behaviour and attendance whenever they wish to, in addition to regular 'keep in touch' sessions for parents and staff to discuss a child's progress and next steps. Parents will be supported to create the optimum home and social environment for children's well-being.

The pastoral systems of the school will ensure that each child is well known and that a rich dialogue with the family will occur that characterises the shared responsibility. As the child grows they will take an increasing part in this conversation to reflect upon their learning and development and to plan the next stages. Using a clear framework of attitudes, dispositions and outcomes the school, family and child will build a developmental portfolio that will record progress against the framework. It will provide the basis of a shared conversation to plan the next stages, seeking opportunities in the school, family, community and the wider world to gain new experiences, seek mastery of existing skills, build knowledge of themselves and develop meaningful relationships with others.

Within the staffing complement of the school a specific post will be created to ensure effective dialogue with all families and the wider community. The post holder will seek to ensure all families are well informed and are continually encouraged to partake in dialogue to ensure they share an understanding of the development and needs of their child.

Whilst the primary relationship with parents and families will be through direct dialogue, the school will develop a range of additional communication methodologies and approaches:

- A school website that informs families and community of the work of the school
- Regular newsletters
- Open days for the community
- Engagement of pupils in community service
- Online record keeping and portfolios of pupil work accessible to parents

Parents, families, teachers, businesses, individuals, institutions and the wider community all have vital roles to play in the education of children. In particular, the involvement and interaction with families is a key tenet of our ethos, and crucial to

our success. The significant involvement of parents in the Nishkam nursery has impacted positively on children and the families alike; this involvement will be extended to the whole school. The community will work together to support each family. This will involve learning experiences and interactions which will cross generational boundaries and also recognise the inherent value which can be gained from peer support for pupils. By each accepting our role in a child's life, we begin to rise above a culture of apathy to think innovatively about working together in partnership to fulfil our responsibilities.

We will create opportunities for the wider community to contribute important skills and attributes to school life. Valuing and strengthening the family and community will ensure children are well nurtured in the home, school and local neighbourhood. The community will provide support and guidance for all pupils and develop methodologies to ensure the same level of support is given to students of all backgrounds. Support will come in many forms, from academic support to skill workshops, on subjects from parenting skills to support for adult learning.

Delivering an Outstanding School

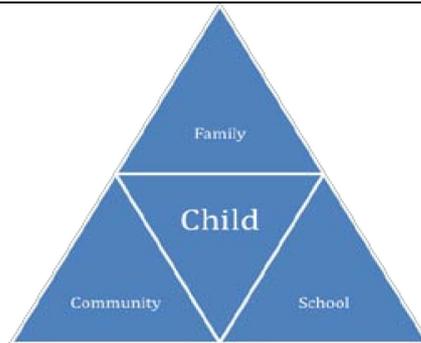
NSWL will produce outstanding results and outcomes for all children through:

- Visionary, shared and supported leadership
- A relentless approach to raising standards of teaching and learning
- The highest quality assessment and monitoring of progress to ensure the learning and developmental needs of every child are met
- An engaging curriculum and pupil experience that inspires and motivates all learners
- A shared responsibility between the family, community and school to ensuring successful outcomes
- A refusal to accept that any child cannot be successful

A defining partnership between child, family, school and community

The Nishkam approach is built on a realisation that the raising of children is a collective approach. Parents, families, teachers, businesses, individuals, institutions and the wider community all have vital roles to play. We, therefore, create opportunities to collaborate with partners to deliver wholesome education. Business and community can contribute important skills and attributes to the school life. Valuing and strengthening the family and community spirit will ensure children can be well nurtured in the home, school and local neighbourhoods.

The involvement and interaction with families is a key tenet to the vision and ethos of the school. Mobilisation and interaction of families will be key to the success of the school. Parental responsibility for the learning of their children will be encouraged through the close links developed between the school, parents and children, all within the support mechanisms already established within the community. This community involvement will provide a readily available resource which will have the capacity to fill any shortfall in skills which may occur within a family unit. Through this approach we will ensure that every child benefits from the experience and support of families and the community.



The School will aim to build relationships with parents before their child starts at the School whether in reception or in Y7 or Y12, so that parents understand the School's expectations. We expect clear reporting to enable parents and carers to see their child's progress, behaviour and attendance whenever they wish to, in addition to regular 'keep in touch' sessions for parents and staff to discuss a child's progress and next steps. Parents will be supported to create the optimum home and social environment for children's well-being. This will be underpinned by a comprehensive ICT framework that links the child and school with the community and family.

The pastoral systems of the school described below will ensure that each child is well known and that a rich dialogue with the family will occur that characterises the shared responsibility. As the child grows they will take an increasing part in this conversation to reflect upon their learning and development and to plan the next stages. Using the framework described in the Pupil Development and Organisation section, the school, family and child will build a developmental portfolio that will record progress against the framework and provide the basis of a shared conversation to plan the next stages, seeking opportunities in the school, family, community and the wider world to gain new experiences, seek mastery of existing skills, build knowledge of themselves and develop meaningful relationships with others.

We firmly believe that children need a sense of place and heritage to provide the secure environment in which they can grow and thrive. The supportive relationships surrounding each child will maximise this, not only through the pastoral systems, but also through the curriculum of the school which will emphasise these aspects and give each child the opportunity to understand the nature of family, community and heritage. We are mindful that whilst this philosophy is central to the Sikh ethos, that it applies equally to all and therefore we will seek to extend each child's understanding of their own heritage and family and will positively promote multi-cultural understanding and respect.

We recognise that parenting is often difficult and for some families a lonely practice. NSWL will work with the wider Nishkam community as well as supportive agencies from other communities and service providers to identify and provide support for families to enable them to provide the best possible childhood for all. The school staffing and governance arrangements will nurture an integrated and supportive approach to families and will monitor the uptake of services and ensure delivery in

different communities and environments to ensure equality of access for all families of children attending the school.

The All Age School

The all age through school is a key concept for the Nishkam approach to education. We see learning as a continuous process; experienced learners provide excellent role models and mentors to younger children; the key relationship with the family can be developed and strengthened over time; and staff with experience of different ages have valuable insights to share with colleagues, both in their knowledge of individual children, but also in their understanding of pedagogy and child development.

The staffing and pastoral systems have therefore been specifically designed to alleviate the issues that arise from the split site provision:

- A four house system will provide continuous pastoral provision from entry in, reception or Y7 through to Y13. The Head of Wellbeing and Inclusion has specific responsibility for ensuring that each child is well known and benefits from continuous relationships with adults; developing and maintaining relationships with the family; and developing older pupils as guides to younger children.
- Curriculum design which will provide opportunities for cross phase working on topics and whole school activities, providing opportunities for all age working and for staff in different phases to gain knowledge of children.
- The staff development programme will be all encompassing, including those working in different phases to ensure the transfer of skills, knowledge and understanding. In addition staff in different phases will have frequent opportunities to shadow other staff to develop their professional skills.

The curriculum and the organisation of learning

Overview

NSWL envisages a rich curriculum which is broad and visionary. It will meet the diverse needs of its pupils, raise their aspirations and achievements, and strengthen a sense of belonging and contributing. Such a curriculum is vital to promote good citizenship and make a positive difference to an area with high indices of social deprivation and, in some cases, of poor educational experience and achievement.

The term 'curriculum' encompasses the whole experience of pupils in their journey through school. This includes the scope and organisation of subjects within the school timetable. In this regard the school will follow the National Curriculum, using the freedoms available to extend and enrich the academic offering. It will look to offer the English Baccalaureate to the vast majority of pupils. Integral policies, such as SEN, will ensure that all pupils are fully supported.

Key to achieving NSWL's high academic standards is the embedding into the curriculum of core values and dispositions as well as innovative teaching and learning strategies. Imperative to this is the high quality of teachers and their on-going professional development. Active engagement with families, the wider community and guiding institutions will also play a crucial role.

The experience of pupils will be considerably enhanced by creating a broad and visionary curriculum and wide ranging extracurricular experiences. Nishkam, through its local and global infrastructures, professional, cross-cultural and interfaith networks, is uniquely positioned to provide the necessary resources. The extracurricular provision will be visionary, from outdoor expeditions to community volunteering, which stimulate the spirit of adventure and of service to others.

Curriculum Model

A broad and visionary curriculum

NSWL will provide a broad and visionary curriculum. It will focus on each pupil as an individual, releasing potential to maximise achievement through academic, vocational and enrichment activities, such as sports, languages, the creative and performing arts and a host of extracurricular activities. All aspects of teaching will communicate qualities and dispositions which build character, inspiring self-discipline, respect, responsibility and selflessness (this, in Sikh terminology, is the quality of being '*nishkam*').

The school will follow the National Curriculum, with a view to adopting the English Baccalaureate. This offers pupils a tighter and more challenging baseline model of knowledge up to the age of

sixteen years, comprising the core subjects of Maths, English, sciences and languages and humanities. It will provide them with a strong platform, should they pursue either academic or more vocational qualifications thereafter into the sixth-form

All-round excellence will be achieved through:

- inspiring and enthusing pupils to optimise their innate abilities
- teachers who are passionate about learning, and well supported to perpetuate high quality teaching with continual support and mentoring
- a focus on 'Learning to Learn' as a whole school approach
- a school environment whose design and facilities maximise the learning experience
- adopting best practice and expert models of challenging education delivery
- embedding values and dispositions, practiced in the day-to-day life of the school

NSWL draws on the framework of 24 moral and spiritual dispositions. Staff and pupils will be fully aware that these dispositions underpin the whole curriculum.

They can be grouped into the following six themes:

- o **Compassion:** *Caring for Others, Animals and the Environment, Sharing and Being Generous, Being Regardful of Suffering, Being Merciful and Forgiving*

- **Contemplation:** *Being Curious and Valuing Knowledge, Being Open, Honest and Truthful, Being Reflective and Self-Critical, Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence*
- **Commitment:** *Remembering Roots, Being Loyal and Steadfast, Being Hopeful and Visionary, and Being Courageous and Confident*
- **Creative:** *Being Thankful; Expressing Joy; Appreciating Beauty; and Being Imaginative and Explorative*
- **Community:** *Being Modest and Listening to Others; Cultivating Inclusion, Identity and Belonging; Creating Unity and Harmony; and Participating and Willing to Lead*
- **Choice:** *Being Fair and Just; Living by Rules; Living by Rules Being Accountable and Living with Integrity; Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment*

The dispositions will form a key part in the assessment of each pupil's educational experience. A pupil's holistic development in this regard will be continually assessed through on-going dialogue, engaging pupil and family, as opposed to a binary assessment. Where further support is required to achieve these goals, the school, in consultation with families, will identify strategies and resource.

How the curriculum will be delivered

NSWL will adopt a number of innovative strategies to promote effective and enjoyable learning. These include the following:

a. Highly personalised pathways

Based on accurate and sensitive awareness of the educational needs of each pupil and 'stage not age' progression. The pathways will help raise aspirations of the most able and will improve the success of the less able.

b. Dynamic, flexible and integrated programmes of study

The school will seek to develop partnerships with other schools, colleges and other providers to expand the range of courses, qualifications and opportunities on offer to pupils.

c. Training in core study skills

Time and resources will be allocated to enable pupils to build a robust portfolio of core skills to support their self-directed and collaborative learning; priority will be given to pupils' self-development, enabling them to take initiative and to take responsibility for their learning.

d. Improving outcomes in core subjects

Time and resources will be allocated to improve outcomes in English, mathematics, science and ICT.

e. Effective and innovative monitoring of progress

Effective monitoring of academic progress through various mechanisms including a web based service where families and pupils will have access to the statistics on

their individual progress and also the study material used in the most recent sessions

f. First-class transition practices

The all age school offers the opportunity for outstanding practice in continuity and progression, which will build on the increasing body of evidence from other all age schools. However we are mindful that some of the secondary aged pupils will not have attended the primary centre and therefore transition practices which are known to have the greatest impact on pupil progress and performance will form the basis of the primary to secondary transition programme and transitions within programmes of study at the school. Primary to secondary activities will include innovative Year 6 to Year 7 transition projects in partnership with children from local primary schools.

g. A strong global citizenship dimension

Nishkam has the benefit of outstanding global links, and in particular with Kenya and India. The curriculum will make full use of these links to develop this dimension, and will include opportunities for older pupils to visit these countries to undertake volunteer work.

h. A wide and varied curriculum enrichment programme

A wide and varied curriculum enrichment programme will be available to pupils through the allocation of a significant block of time within the school week, as well as within the school year. This will include activities linked to the academic specialisms as well as music, the creative and performing arts, sport, and initiatives like Youth Award programmes and Young Enterprise ventures.

i. Working with the Guiding Institutions

Nishkam School will build on and develop existing links with Guiding Institutions to offer direct experience to pupils of specialist inputs to extend the curriculum, as well as working with these institutions to ensure the school is at the cutting edge of research and best practice in learning, teaching and development of young people.

Curriculum Extension and Enrichment

Our view of successful learners is that they have a broad and balanced basis to their learning and development but also that they have the opportunity to seek and develop excellence through their interests, whether informal academic endeavours or through music, arts, sports and culture as well as through their service to others.

The structure of the school week and year will provide significant opportunities for all pupils to undertake enrichment and extension activity. For secondary aged pupils there will be opportunity to assist in the organisation of the school and multi age learning events, as well as engagement in 'on or off site' activities for considerable blocks of time.

The school will build on the existing rich partnerships of NST which has an established network of experts and organizations in various industries, as well as the arts and in particular music. Its passion for music is demonstrable through its

ability to attract musicians who are exemplary in their respective fields. This unique opportunity will ensure capability to inspire and mentor together with a programme of master classes and concerts to showcase talent. The Trust will also build on its partnerships to develop a similar approach to sports, arts and commerce to ensure students are fully able to explore interests and talents and to provide pupils unparalleled inspirational and distinctive mentoring opportunities.

The Key Stages

The Foundation Stage

Children in the Foundation Stage will follow the Early Years Foundation Stage Curriculum, focusing on developing positive attitudes to learning, care and consideration for others and developing the ability to be increasingly independent. We will establish strong partnerships with parents, ensuring each child's experience in the school and home is continuous and progressive. The Foundation Stage model is based in the firm belief that the parent is the child's first teacher, and that the school delivers on behalf of the parent, but encourages responsibility of the immediate and extended family.

Key Stage 1 & 2

Key Stage 1 & 2 will build on the EYFS relationships and progress and will seek to develop the basic skills of English, mathematics and science, as well as delivering the other National Curriculum programmes of study through rich integrated learning experiences. Increasing usage will be made of specialist teachers in conjunction with the Secondary Centre to extend and enrich children's learning.

Key Stage 3

The Key Stage 3 curriculum will focus on the development of academic skills and result in the creation of independent learners. The school will prioritise pupil engagement and challenging teaching and learning in order to accelerate improvements. There will be a focus on improving core skills for all, which is based on having high expectations of all pupils, and supporting them to achieve their full potential; and the conviction that all pupils have talents and the capacity to benefit from their educational experience. In setting expectations, this will mean avoiding stereotypes or assumptions that might constrain attainment or reduce expectations for pupils from particular backgrounds.

Longer term, the school will evaluate the potential for an accelerated KS3 programme as well as frameworks such as the International Baccalaureate Middle Years Programme (IBMYP), and similar approaches which provide frameworks of academic challenge that encourage pupils to embrace and understand the connections between traditional subjects and the real world, in order to develop critical and reflective thinkers.

Key Stage 4

It is recognised that the size of the school is potentially limiting in providing the full range of KS4 course and programmes. Therefore in the first years of operation, prior to pupils entering KS4, the school will actively seek partnerships with other schools, colleges and providers to enhance the range of opportunities and will consider common timetabling to facilitate this.

Overview of the secondary curriculum

The focus of the curriculum for all secondary aged pupils is set out below but supplemented by small group teaching in key skills for those pupils requiring additional support.

Year 7, 8 & 9 curriculum

Subject	Number of Sessions per Week
English	4
Maths	4
Science	4
Language 1	1
Language 2	1
D&T	2
ICT	1
History	2
Geography	2
RE	1
Art & Design	2
Drama	1
Music	2
PE	2
PHSE	1

Personal, social and health education will include learning to learn through a taught tutor programme.

Humanities (history, geography, religious education and philosophy for children known as P4C) may be delivered through an integrated course which offers a transition bridge for pupils and will be strongly focused on excellent literacy and deep thinking; questioning; developing concepts; encouraging dialogue and argument and working for reasonableness.

English, mathematics and science will be taught in sets.

Other subjects will be taught in tutor groups with effective involvement from teaching assistants and highly differentiated teaching.

Year 10 and 11

Pupils will follow a core curriculum as described below

Subject	Number of Sessions per Week
English	4
Maths	4
Science	6
RE	1
PE	2
PHSE	1

In addition pupils will be able to select three options from the following:

Subject	Number of Sessions per Week
Language 1	4
Language 2	4
D&T	4
ICT	4
History	4
Geography	4
RE	4
Art & Design	4
Drama	4
Music	4
PE	4

It is intended that the range of options will be extended through partnership arrangements with other schools, colleges and providers.

The school will commission careers advice and guidance and enter into local partnership arrangements to ensure pupils are fully appraised on the options available.

Specialisms

The School will initially not pursue a formal specialism but will strengthen the academic curriculum in the following areas: Science and Technology; Business and Industry; Humanities and History; and the creative arts. We have already started discussions with local schools to identify areas of curriculum collaboration and joint working.

Engaging the Community in Supporting Learning

A key tenet of the Nishkam philosophy is to broaden the experience of pupils and bring to bear the wealth of knowledge, skills and wisdom available within the immediate and wider community. Part of the community involvement in the life of the school will extend to volunteer involvement in the teaching and learning experience. The practice of community service is common within the Sikh community, (Nishkam Sewa), and the Nishkam School will build upon this practice, including encouraging contributions from all sections of the community

These volunteers can be split into four distinct groups:

Expert in Residence: These volunteers, will often not be members of the immediate community but will have been identified and sourced due to their specific skills, for instance musicians or artists. They will be involved in specific projects which may last from 1 month or longer. An example of these experts could be musicians sourced from overseas who will help develop the musical element of the school, while extending these skills to parents and staff.

Community Experts: These volunteers will be sourced from the immediate community, they will have been identified as possessing particular skills which will be of use to the school, for example members of the community who hold a specific profession which may give them greater insight into some of the curriculum being delivered in the school. Their assistance will be sought and their involvement and expertise will benefit the pupil body. One way of looking at this kind of involvement could be similar to the role of guest lecturers in universities. It is also pertinent to note that these community experts may not just be restricted to teaching but may also have an involvement in the broader aspects of school administration.

Learning Guides and Mentors: These individuals will be sourced from the community and will be involved in a more diverse spectrum of roles within the school. Unlike the community experts they will not be identified for their specific skills, but for their willingness to provide service and to undergo training to provide high quality support to pupils. They will work in a similar role to a high level teaching assistant and can be used to relieve pressure on teachers and also provide a supervisory role to those pupils who do not require direct teaching input at that time. This will help free up teachers and enable them to spend more time with those pupils who may require more input. These members will have been identified for their volunteering history and will be given role specific training.

Other Volunteers: This group can be used on an ad hoc basis; they may be used as additional resource for a specific project. It is likely that this group will be involved in a more administrative role, as opposed to the focused pupil facing roles which the other categories of volunteer undertake.

To ensure that child protection criteria are met all volunteers will be subject to the standard background checks and will also participate in an induction process which involves a period shadowing other more experienced volunteers or teachers. It is

likely that many of the volunteers will have been identified through previous work undertaken with children of a similar age. There will be a volunteer co-ordinator identified, who will be responsible for recruitment and management of those who will be involved in the programme.

The involvement of this extra resource will be planned and accommodated in the school curriculum planning process, overseen by the Family and Community Development Officer

D2: Provide a coherent and feasible school timetable and calendar.

School day, term, year and timetable structure

It is vital that the school works within the pattern of family life, but also offering excellent opportunities for enrichment, support and extension. At the end of each day all pupils will participate in a period of reflection.

The school will follow the standard three term school year to allow synchronisation with other local schools. In addition the school will provide two weeks a year to provide rich experiences for pupils as described below. Additionally the pattern of the school day will enable pupils to engage with a higher education type experience on Wednesday afternoons. After school at 4.00-5.00pm and Saturday mornings from 10-12 we will offer a range of curriculum enrichment program (amongst many - public speaking and debating, University preparation, Duke of Edinburgh Award, British Red Cross Society, competitive sports, high level Music).

Time	Mon	Tue	Wed	Thu	Fri	Sat	
8.30	Registration & Assembly					OPTIONAL	
9.00	1	1	1	1	1		
9.50	2	2	2	2	2		
10.40	Break					Enrichment and Extension opportunities	
10.55	3	3	Enrichment & Extension	3	3		
11.45	4	4		4	4		
12.35	Lunch			Lunch			
1.30	5	5		5	5		
2.20	6	6	6	6			
3.10	7	7	7	7			
4.00 – 5.00	End of School Day – Followed by optional extension opportunities						

Teaching/Learning groups

In the primary section, teaching and learning groups will be based around standard forms of entry of up to 25, led by a class teacher, supported by other staff, Experts in

Residence and Pupil Leaders. Additionally we will seek to develop the role of subject specialists from the Secondary Centre supporting Primary Centre staff, particularly in the first few years of the school when additional capacity is available.

In the secondary centre, effective learning groups will be established and based on four forms of entry, paying particular attention to pupils' ages, attainment levels and educational pathways. SEN will also determine different (and smaller) groupings at times and this provision will be catered for both in terms of appropriate accommodation and specialist professional input. Similarly, master-classes will be delivered related to attainment, in group sizes tailored to the circumstances.

All pupils will be members of a vertical tutor group. Tutor groups will be of mixed ability and age supporting the development of a family ethos. Older pupils will be expected and supported to develop caring relationships with younger pupils.

The dispositions will form a key part in the assessment of each pupil's educational experience. A pupil's holistic development in this regard will be continually assessed through on-going dialogue, engaging pupil and family, as opposed to a binary assessment. Where further support is required to achieve these goals, the school, in consultation with families, will identify strategies and resources to deliver this.

NSWL will adopt a whole school approach to the delivered of the dispositions. All subject areas will incorporate and deliver the agreed dispositions in classroom practice and teachings. The dispositions will also form the basis of the assemblies for that term.

Term	Cluster	Disposition	Key areas
Autumn / Winter Term 1 September - October	Being Attentive - How can we learn about what lies beyond the limits of our world?	Being Regardful of Suffering Being Temperate, Exercising Self- Discipline and Cultivating Serene Contentment Being Curious and Valuing Knowledge Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence	Curricular Planning – long, medium and short term Religious Education, Personal, Social, Moral and Cultural Education(PSMCE)
Autumn / Winter Term 2 October - December	Learning from The Past - How can the past enlarge the present?	Appreciating Beauty Being Fair and Just Being Modest and Listening to Others Being Open, Honest and Truthful	Circle time Pastoral care
Winter / Spring Term 1 January – February	Learning from The Past - How can the past enlarge the present?	Remembering Roots Being Loyal and Steadfast Being Reflective and Self-Critical Cultivating Inclusion, Identity and Belonging	Relationships: <ul style="list-style-type: none"> • Peer • adults within the school community • family • the wider community
Winter / Spring Term 2 February – April	Looking to The Future - What dare we hope for?	Being Imaginative and Explorative Creating Unity and Harmony Being Hopeful and Visionary Being Courageous and Confident	
Spring / Summer Term 1 April – June	Recognising Inter- dependence - How do we learn that others rely on us and we on them?	Caring for Others, Animals and the Environment Living by Rules Being Accountable and Living with Integrity Participating and Willing to Lead	Behaviour management

Spring / Summer Term 2 June – July	Responding and Developing - What can we do to develop fully as persons?	Expressing Joy Being Thankful Sharing and Being Generous Being Merciful and Forgiving	Behaviour Education Celebrating achievement Developing strategies for Lifelong learning Rewards and consequences Pupil responsibilities: <ul style="list-style-type: none"> • mentoring • buddying • school council • prefects Staff recruitment and Induction Caring, nurturing School environment based on respect for the child Parental and community involvement Enrichment curriculum
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It will be imperative that disposition are embedded into the daily life of the school and as such promote greater understanding through practise. For example, to teach democracy in a Citizenship lesson would have little value within an undemocratic organisation where pupil's voice and choices are not encouraged and respected. The Nishkam core values will reflect and permeate the entire organisation.

For us, the practise of dispositions plays a significant role in creating habits and conditions for improving learning. We aim to foster a culture which encourages self-discipline by developing content, confident, caring, reflective and generous learners. Disciplinary procedures should likewise promote an attitude of loving care towards others; reinforce the importance of responsibility and accountability.

Terms

Autumn Term: First week in September to third week in December
Spring Term: First week of January until Easter
Summer Term: Two weeks after Easter until third week in July.

The usual pattern for school holidays is two weeks at Christmas, two weeks at Easter and six weeks in the summer.

Key for year planners

 Holidays	 In-service days	 Parent's Night	 Open Evening
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Academic Forward Planner eg 2012/2013 (Proposed Holiday Arrangements)

one extra holiday to celebrate Guru Nanak Ji's birthday

	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M						
Aug 20 12			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Sep 20 12					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Oct 20 12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
Nov 20 12			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
Dec 20 12					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Jan 20 13		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
Feb 20 13				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				
Mar 20 13				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Apr 20 13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
May 20 13			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Jun 20 13					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Jul 20 13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				

- All dates are provisional and subject to change in 2013/14

Curriculum Model

Following the report “Informed Choices” from the leading British universities, the Wolf Report on Vocational education and the introduction of the English Baccalaureate, it has been decided that more structured choices are necessary for entry onto Key Stage Four courses. In order to give students the best chance to gain university entrance several areas of study have been made compulsory. For this reason, students will all follow courses in Maths, English, Science, RE/Life Science/Philosophy, Language, Information and Communication Technology, Physical Education and a Personal Development Programme including careers guidance. The Nishkam School Trust will allow for these students to express a preference in four areas.

- All students must study a Design and Technology subject chosen from, Food Technology, Graphics Products, Resistant Materials or Textiles Technology
- All students must study Geography or History
- All students must study either Business Studies or Separate Sciences
- All students must study Art, Drama or Music.

These subjects will all be studied to GCSE level.

All-round excellence will be achieved through:

- inspiring and enthusing pupils to optimise their innate abilities
- teachers who are passionate about learning, and well supported to perpetuate high quality teaching
- a focus on 'Learning to Learn' as a whole school approach
- a school environment whose design and facilities maximise the learning experience
- adopting best practice and expert models of challenging education delivery
- embedding values and dispositions, practiced in the day-to-day life of the school, through daily assembly and collective worship

Key Stages were introduced to the UK education system in 1988, to ensure that all children cover specific content during these particular stages of their school career. For each subject, teachers will guide their pupils through the requirements of the National Curriculum, in preparation for Standard Attainment Tests (SATs) at the end of Key Stages 1, 2 and 3. The school will also undertake the statutory Phonic Screening for year 1 which will be mandatory from June 2012

- ✓ Key Stage 1 Ages 4–7 Years Reception, 1 and 2
- ✓ Key Stage 2 Ages 7–11 Years 3, 4, 5 and 6
- ✓ Key Stage 3 Ages 11–13 Years 7 and 8

NSWL will follow the above model which will allow for a seamless flow of subject content to be delivered throughout the key stages.

The main Key Stage subjects are English, Mathematics and Science, which are taken throughout Key Stages 1 to 4

Years 7-8 (Key Stage 3)

Pupils will follow a broad and challenging academic programme which will allow pupils to confidently choose with subjects they would like to study further at KS4 . These will include:

English: Setting in English will begin in Year 5. KS2 SAT's will be used to set pupils.

Mathematics: Setting in Maths will begin in Year 5. KS2 SAT's will be used to set pupils.

Science: Setting will begin in KS3 initially using English and Maths KS2 data. In each case, pupils will be taught the sciences as separate subject's biology, chemistry and physics to give them an overview so they are able to make an informed decision as to what level they would like to study the subject further.

Pupils will be reset at KS4 using KS3 SAT's data and Science will be taught in Key Stage 4 based on whether pupils will be working towards GCSEs/iGCSEs in three separate science subjects, a dual award qualification or a single award qualification.

Religious Education/Life Studies: A broad curriculum based on the SACRE syllabus of Birmingham involving the 24 moral and spiritual dispositions, faith and spirituality.

Foreign Languages: (French, Latin, Punjabi as a minimum) FL will be introduced in Year 7 and groups will be mixed ability. Pupils will be able to study up to two at GCSE or iGCSE level at KS4. Pupils will start to be set in Years 9 using teacher assessment depending on the chosen course.

Information and Communication Technology: ICT will be embedded in the curriculum with different subject teachers taking responsibility for the delivery of different skills and topics.

Other Key stage 3 subjects that will be taken by all pupils: History, Geography, Religious Studies, Graphics, Textiles, Food, Music, Art, Drama, Physical Education and Games.

Personal Social and Health Education: PSHE will be delivered by Form Tutors.

At Key Stage 3 pupils will have studied a wide range of subjects which will form a solid foundation for key stage 4. In order to ensure a broad balanced curriculum in line with university requirements there will be a reduction in the number of subjects taken by pupils to ensure that the English baccalaureate certificate is achieved in the context of a performance indicator for the Nishkam School Trust.

Pupils will be offered tutorial support, open events and information evening so pupils might begin looking particularly at those subjects which they feel they will enjoy. Engagement with parents and tutorial support will be key so pupils pick the correct subjects so they are able to achieve the English baccalaureate.

Years 9-11 (Key Stage 4)

- Key Stage 4 Ages 13–16 Years 9, 10 and 11

NSWL recognises that all pupils have different strengths and need to flourish as individuals. The school will run 2 main courses are KS4; the traditional GCSE academic route and a vocational diploma route.

- GCSE's: The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSEs are usually studied full-time at school or college, taking five terms to complete.
- The Diploma is a qualification for 14 to 19 year-olds, offering a more practical, hands-on way of gaining the essential skills employers and universities look for. It's aimed at increasing the choices available to young people and encouraging them to stay in education for longer.
- The Diploma is flexible, so pupils can combine it with GCSEs and A levels.
- Young people studying for Diplomas will do so along with any compulsory

- subjects - for example, English, math's, science and physical education in
- Years 10 and 11.

Pathways

These above courses will be encompassed to offer 3 pathways for pupils to opt into at the end of KS3.

- 1) Academic Route – GCSE's only
- 2) Mixed Route – Core GCSE's and 1 Diplomas combination
- 3) Vocational Route – GCSE English, Maths and 2 Diplomas

Core subjects: Pupils at the School opting into the Academic and / or Mixed route will study a **core** of subjects at GCSE level, including English Language, English Literature, Mathematics, A Humanities, Science (worth between one and three GCSE's depending on the depth of study), Religious Education/Life Sciences/Philosophy and an Ancient or Modern Foreign language. This will lead to between six and eight GCSE's depending on the depth of Science study.

Options:

Pupils in the Academic route will then choose a further two options from a menu that includes an additional Foreign Language, Geography, Music, Art, Drama, Classical Civilisation and Ancient History.

Pupils in the Mixed route will select a relevant Diploma to study alongside the **core** GCSEs.

Pupils who opt into the Vocational route will study GCSE English, Maths and 2 Diplomas.

- Business Administration and Finance
- Construction and the Built Environment
- Creative and Media
- Engineering
- Information Technology
- Manufacturing and Product Design
- Society, Health and Development
- Sport and Active Leisure

Sport: Pupils will continue with Physical Education and Games throughout Key Stage 4.

Extended School Day: The school will be operating an extended day to enable pupils to take part in a range of activities as well as supervised study sessions. Pupils will be expected to remain in school – or attend music or drama clubs nearby – until

5.00pm on Mondays to Friday. In addition optional enrichment activities will be available on Saturday mornings. Pupils requiring more support within their core subjects will be encouraged to have extra sessions.

Sixth Form

The NSWL Sixth Form will strive for excellence in delivering opportunities for education and skills development in Hounslow and the wider community. Achievement through Partnership and Success through Innovation recognises that all pupils have different aspirations and need to flourish as individuals, whilst having a firm foundation in the core values of the Nishkam School Trust

The Sixth Form aims to provide an environment, where students are encouraged to show:

- a positive approach to learning and higher education aspirations;
- a commitment to meet all requirements of their course(s) including the tutorial/enrichment programme;
- a willingness to become involved in all aspects of Sixth Form life;
- a regular and punctual attendance record;
- effective management of all study time;
- embedding values and dispositions, practiced in the day-to-day life of the school, through daily assembly and collective worship

In the Sixth Form pupils will be given certain privileges such as non-contact (or personal study time); the use of a common room, study rooms equipped with personal computers. We will expect our Sixth Form students to act in a responsible manner and be ambassadors for the school, younger students and local community and wear smart professional business dress. Pupils will sign, along with your parents/guardians, a learning contract which sets out the expectations we have for our young people. Form tutors and subject teachers will monitor progress against benchmarked targets produced through the 'A'-Level Information System or ALIS and pupils will be expected to maximise the teaching and learning opportunities presented.

NSWL will expect to pupils to enter fully into the life of the school and to take responsibility in areas such as running clubs and activities, charity work and helping younger students especially within their tutorial group with their reading and homework etc.

The school will run 3 main levels at KS5;

Level One

The Level One programme is a complete one-year programme of study aiming at students who fail to achieve at least four GCSEs at Grade D or above. It is designed to allow progression onto the level two provisions. It comprises the following:

Life Skills (Cope Level One)
Maths and English

PDP & PE

And either:

Level 1 BTEC Retail, Administration and Business and ICT or

Level 1 Health and Social Care

Level Two

The Level Two programme is a complete one-year full time programme of study aiming at students who achieve mostly D's. It is designed to allow progression onto level three provisions. Students will choose from the following programmes, with the exception of the CACHE CCE, students will choose two of the following options:

BTEC First in Business

BTEC in Hospitality

BTEC First in Science

BTEC First in Design (Technology) or

BTEC First in Art (and design)

Alternatively you may choose the CACHE Certificate in Childcare (CCE)

All level 2 students will also improve their GCSE Maths and English to improve these subjects as part of their planned programme of study. All students will have PE and PDP where they will complete the "Project Qualification" worth an additional GCSE.

Level Three The Level Three programme is based on two years of study aiming at students who achieve at least five GCSEs at Grade C or above . It is designed to allow progression into Higher Education, employment or work-based training. There will be both non-vocational and vocational choices. Vocational choices include:

- CACHE Diploma in Childcare and Education (DCE) – Full Time course
- GCE in Applied Business (Single and Double Award)
- OCR National in ICT
- Or BTEC Level 3's in: Business; Science; Sport or Travel and Tourism

Students who have not passed GCSE English or Mathematics will have the opportunity to re-sit these subjects although this may have to be in an after school class. The following guidelines provide a rule of thumb for students. Equivalent qualifications to GCSEs (E.g. BTEC's) will also be considered for entry onto certain courses.

Average Points Score	GCSEs Gained	Recommendation
Below 2.5	Mainly grade E/F's	Level One Programme
2.5 – 4.5	Less than 4 C's and mainly D grades	Level Two Programme
4.5 – 5.0	At least 4 grade C's (inc Eng and /or Maths) or a Merit in Level 2 BTEC's	Level 3 BTEC courses with a possible AS
5.0 – 6.0	At least 5 grades mainly C/B (I C in English and Maths) Distinction in Level 2 BTEC's	Level 3 - 3 AS levels
6.0 – 7.0+	6+ mainly at grade B or above	Level 3 - 4 AS levels

All pupils in the sixth form will continue to be a member of the House system. Pupils will have regular time-tabled meetings with their personal tutor in order to discuss progress. Throughout the year progress will be monitored in lessons, through their tutor and this will be discussed with parents/guardians at parents evening where targets for improvement will be agreed.

At the start of any level three courses pupils will be set targets according to their overall performance at GCSE. This will be done using the ALIS that is run by the University of Durham. This grade will be used as a benchmark, against which pupils will be monitored throughout the course.

Careers Advice

Connexions Careers advisor will be based in the Sixth Form one or two days a week which will be available for pupils to book appointments.

Student Council

The Student Council comprises representatives from Year 12 and 13 Tutor Groups. The council will meet at least once every half-term. In addition Post 16 students can express their views directly to the Sixth Form Management Team.

How the curriculum will be delivered

The Nishkam School will adopt a number of innovative strategies to promote effective and enjoyable learning. These include the following:

- *Highly personalised pathways*
Based on accurate and sensitive awareness of the educational needs of each pupil and 'stage not age' progression. The pathways will help raise aspirations of the most able and will improve the success of the less able.
- *Dynamic, flexible and integrated programmes of study*
The school will seek to develop partnerships with other schools and providers to enrich the range of courses and opportunities on offer to pupils.
- *Training in core study skills*
Time and resources will be allocated to enable pupils to build a robust portfolio of core skills to support their self-directed and collaborative learning; priority will be given to pupils' self-development, enabling them to take initiative and to take responsibility for their learning.
- *Improving outcomes in core subjects*
Time and resources will be allocated to improve outcomes in English, mathematics, science and ICT.
- *Effective and innovative monitoring of progress*

Effective monitoring of academic progress through various mechanisms including a web based service where families and pupils will have access to the statistics on their individual progress and also the study material used in the most recent sessions

- *A wide and varied curriculum enrichment programme*
A wide and varied curriculum enrichment programme will be available to pupils through the allocation of a significant block of time within the school week, as well as within the school year.

Assessment is an important part of the education process. Assessment enables the teacher to know if a class or an individual has mastered a particular area of work or a particular skill. It tells the teacher whether he/she has been effective and indicates whether a class or individual is ready to move on to another area of work.

Assessment procedures include the following:

- (a) Informal classroom observation;
- (b) Formal, continuous assessment of work done in class – oral, written, practical;
- (c) Class tests;
- (d) Group tests;
- (e) Formal examinations;
- (f) Homework – written, projects, practical etc.

Not all departments use all the methods of assessment, as some are not appropriate to the content of certain courses or subjects. Records of assessment are kept by classroom teachers as appropriate. A copy of each pupil's report is stored in pupil files by the Pupil Support staff to facilitate access by staff and parents. A full written report is issued to parents once a year.

Enrichment

“Enrichment is the enhancement of the life of the student during their time at Nishkam School Trust. This will be through academic pursuits, extracurricular activities, curricular activities and citizenship. All pupils will follow an enriched curriculum based around the 24 dispositions and will have the opportunity to take up a wide range of extracurricular activities.

Nishkam teachers know that positive relationships and the climate for learning in a school - its values, its ethos and its life as a community – are essential starting points for successful learning. The wider life of the school – activities such as assemblies, community events and school projects – makes an important contribution to the development of the four capacities, helping to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors. Nishkam School Trust will also offer pupils opportunities to learn through such activities as peer mentoring, membership of school councils, undertaking responsibilities and playing a part in decision making.

Curriculum areas and subjects will provide familiar and important vehicles for learning. We recognise their key role within the curriculum. With that in mind, curriculum areas and subjects will be refreshed and re-focused as part of the review

process to take full account of the contributions they can make to developing the four capacities and preparing learners for the challenges of the future.

The curriculum will be designed to include space for learning beyond subject boundaries, so that learners can make connections between different areas of learning. Through interdisciplinary activities of this kind, young people can develop their organisational skills, creativity, teamwork and the ability to apply their learning in new and challenging contexts. To be successful, these activities need to be well planned with a clear purpose and outcomes in mind.

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

Pupil development and organisation

Pupil development

The holistic development of the each individual pupil is central to the Nishkam School ethos, which emphasises the practice of core values and the cultivation of attributes and dispositions.

As well as building character in individuals, this focus will create a school culture and environment which enables successful teaching and learning to happen. The explicit valuing and reinforcement of dispositions in the day to day life of the school will encourage self-discipline and self-regulation amongst pupils.

Hounslow is densely populated and suffers from the effects of deprivation, very mixed education standards and pressures on family life which hinders the development of children. Such concerns are echoed by international studies (UNICEF Report 2007) and local research about 'a failed generation' of children. We understand Hounslow is in receipt of emergency funding to increase school places.

The tangible success of our ethos with regards to pupil development has been demonstrated in the Nishkam Nursery and now Primary school in Handsworth, Birmingham, established in September 2009. Practitioners have given continuous attention to: creating and sustaining a value-rich learning environment; positively modelling and encouraging good behaviours; discouraging negative behaviours through firm, but loving, discipline and encouraging a sense of responsibility to oneself and others from an early age. These strategies have enabled young children to fully access and focus on learning. In a peaceful and happy class environment, no child is, therefore, excluded from learning because of poorly-managed disruptive behaviour. Attention is paid by practitioners to ensure that every child feels loved and included, helping to build their confidence and enthusiasm to learn.

Our planning for pupil development will be suffused with the beliefs that:

- every child is precious, deserves to experience love, to have dignity, to

- develop inner confidence in being part of the wider world.
- all children have innate, positive dispositions which are to be cherished and nurtured, in a learning culture where values and virtues are celebrated and practiced.
 - all faiths are to be valued and respected; children of other faiths and those of no faith must all be welcomed and supported.

The aims being to promote the development of wholesome individuals, supportive families and a caring society. To cherish and nurture the potential in every human being to be gracious, act in a noble way and contribute to the good of society.

These aims accord closely with those sentiments expressed in the House of Lords debate that education is about:

"the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible". (Hansard. 5 July 1996: Column 1691).

These aspirations will be built on a 'broad and balanced curriculum' which:

"promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities, and experiences of adult life". (Education Act Reform Act (1988))

We want to improve educational attainment; broaden the curriculum to promote spiritual and emotional wellbeing, family values; and integrate families and community into education.

A Partnership between child, family, school and community

The responsibility for the well-being and development of the child rests with the family, but to ensure success the family will be supported by the school and the wider community. This tri- partite arrangement surrounds each child, providing them with the loving framework that guides their growth through childhood and beyond. The school will be a vital component in delivering the Nishkam philosophy of childhood.

The involvement and interaction with families is a key tenet to the vision and ethos of the school. Mobilisation and interaction of families will be key to the success of the school. Currently there is significant involvement from parents of children currently attending the Nishkam nursery and it is expected that this involvement will be extended to the wider school community. Parental responsibility for the learning of their children will be encouraged through the close links developed between the school parents and children all within the support mechanism already established within the community. This community involvement will provide a readily available

resource which will have the capacity to fill any shortfall which may exist within a family. This process will ensure all children benefit from the experience and support of the family and community.

The School will aim to build relationships with parents before their child starts at the School whether in the nursery, reception or in Y7, so that parents understand the School's expectations. We expect clear reporting to enable parents and carers to see their child's progress, behaviour and attendance whenever they wish to, in addition to regular 'keep in touch' sessions for parents and staff to discuss a child's progress and next steps. Parents will be supported to create the optimum home and social environment for children's well-being. Parents will also be asked to sign a Declaration of Intent with regards them entering into partnership with the school.

The pastoral care of the school will ensure that each child is well known and that there is a rich dialogue with the family. As the child grows they will take an increasing part in this conversation

to reflect upon their learning and development and to plan the next stages. Using a clear framework of attitudes, dispositions and outcomes the school, family and child will build a developmental portfolio that will record progress against the framework and provide the basis of a shared conversation to plan the next stages, seeking opportunities in the school, family, both national and international communities to gain new experiences. The proposed ICT framework of integrating children, parents and the school to work in partnership will collectively form a supportive network for each child's learning and development.

We firmly believe that children need a sense of belonging and heritage to provide the secure environment in which they can grow and thrive. The supportive relationships surrounding each child will maximise this, not only through the pastoral systems, but also through the curriculum of the school which will emphasise these aspects and give each child the opportunity to understand the nature of family, community and heritage. We are mindful that whilst this philosophy is central to the Sikh ethos, that it applies equally to all and therefore we will seek to extend each child's understanding of their own heritage and family and will positively promote multi-cultural understanding and tolerance.

We recognise that parenting is often difficult and for some families a lonely practice. NSWL will work with the wider community as well as supportive agencies from other communities and service providers to support the families to enable them to provide the best possible childhood for all. The school staffing and governance arrangements will nurture an integrated and supportive approach to families.

Supporting SEN

The Nishkam School is committed to being a fully inclusive school that caters for all young people from the local area. The school intends to work closely within the framework of Hounslow's SEN policies. To achieve its vision for pupils with special educational needs, the school will

- employ robust assessment procedures to identify pupils' needs and

- enable early intervention to take place where it is needed
- focus special educational needs support on access to learning, with effective support strategies that rapidly ensure pupils meet success
 - have a strong focus on raising the achievement of pupils with special educational needs through pupils' involvement in their assessment and a purposeful partnerships with parents
 - use digital technologies to provide a range of managed learning approaches to ensure differentiated teaching and learning
 - ensure regular and frequent structured conversations with parents to focus on learning targets and progress towards them, and to raise expectations and aspirations for adult life
 - ensure appropriate courses in functional skills are available
 - work with other providers to ensure a range of vocational opportunities appropriate to pupils' needs that support transition to post-16 education and training

Every pupil has the right to be included as a valued and respected member of the school with equal access to its facilities and provision. The school intends to significantly reduce the gap between the attainment of pupils with special educational needs and other pupils and will provide:

- resources and specialist staffing to support pupils with special educational needs
- clearly personalised approaches to learning with an individual learning plan for all pupils with identified needs
- an emphasis on in-class support to enhance opportunities rather than withdrawal from lessons

The Special Educational Needs Support staff will provide training for all staff so a range of support mechanisms for pupils at the Nishkam School Trust can be set up as follows:

- Support to become dyslexia friendly
- Support for identification and intervention for pupils with learning difficulties
- Support for identification of and intervention for pupils with behavioural, emotional and social difficulties
- Support for identification and intervention for children in with additional educational needs
- Support for the professional development of Teaching Assistants
- Advice on resources and assessments
- Support for SENCOs
- Work with parents and the delivery of parent workshops in schools
- The delivery of training negotiated with the SLT

Gifted and Talented

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)”.

Inclusion and intervention strategies

1. Identify gifted and talented learners
 - a. Primary School liaison before pupils arrive at secondary school
 2. Differentiation in setting goals
 - a. Know the areas they need to work on, whether these relate to a subject, an area of social or thinking skills, or their personal targets, perhaps set out on a passport or individual education plan
 - b. Adults and pupils can then work together towards a situation in which the assessment of progress in a lesson or a sequence of lessons becomes a dialogue, based on agreed success criteria.
 - c. Use the freedom provided by the national curriculum inclusion statement to ‘track back’ to earlier objectives in a programme of study or strategy, or narrow the range of objectives they ask pupils to achieve.
 - d. Use pupils to “push each other”;
 - e. The Social Pedagogic Research into Grouping (SPRING) project report suggested that ‘In same ability groups (high or middle only) pupils can push each other and come up with ideas that neither would be able to think of alone
- Differentiation in planning
- f. Use extension and enrichment in a mixed ability classroom.
3. Use academic language (<http://www.teachingexpertise.com/topic/gifted-and-talented-classroom-strategies>)
 4. Engage the parents
 5. Open ended questions
 6. Assignment modifications
 7. Scheduling modifications

Use of Teaching Assistants

Support for emotional and behavioural difficulties. Facilitate learner led activities in small groups of G&T pupils. Assess the needs and level of work which G&T pupil is completing and feedback to teacher, for future lesson planning.

Personalised learning is a highly structured and responsive approach to learning for each individual child and young person. It creates an ethos in which all pupils are

able to progress, achieve and participate. It strengthens the link between learning and teaching by engaging pupils and their parents as partners.

The Children's Plan and personalised learning

Personalised learning is about a new culture of teaching and learning. The Children's Plan identifies the essential components as follows:

"The distinctive feature of the pedagogy of personalisation is the way it expects all pupils to reach or exceed expectations, fulfill early promise and develop latent potential.

"Personalised lessons are stretching for everyone. At the heart of personalisation is the expectation of participation, fulfilment and success. The hallmarks are ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory, and vigorous assessment to check and maintain progress. There are clear plans to support those who do not or cannot maintain trajectory."

Key components of personalised learning

Personalised learning typically has five key components that enable pupils to engage actively in the management and design of their own learning:

- learning how to learn: helping pupils develop a repertoire of learning skills and strategies to support their development as self-directed learners
- assessment for learning: using a range of assessment techniques, with the emphasis on formative assessment that engages the learner
- teaching and learning strategies: deploying the full repertoire of strategies, with pupil and teacher make informed decisions about which to use and when
- curriculum choice: providing pupils with guided opportunities to develop individual learning pathways that develop skills rather than knowledge
- mentoring and support: ensuring pupils have a one-to-one mentoring relationship with an adult, and benefit from peer support

Management of personalised learning

Personalised learning requires effective structures and systems to support it. These are summarised in four management strategies:

- minimising within-school variation: reducing inappropriate variations to ensure consistent, high quality learning experiences for all pupils
- student voice and choice: engaging children and young people to become active partners in designing their learning, and to make real choices
- information and communication technology (ICT): developing technology

- that enables access to learning and provide effective data to support it
- school systems and structures: re-thinking the way that time, space and people are organised so that personalised programmes can be developed

Leadership for personalised learning

- Personalised learning needs leadership that can take the school forward through a period of significant change. Five areas of focus emerge.
- culture and values: securing a set of values focused on the learning of individual pupils and supporting it with clear management strategies
- learning-centred leadership: using and encouraging modelling, monitoring and dialogue to exert a powerful influence on staff and pupils
- distributed leadership: building leadership capacity across the school, linked to teams and the learning situation rather than to hierarchical status
- networks and partnerships: developing partnerships with other individuals or organisations that contribute to effective learning
- leading change: using a best practice change process in order to lead the shift towards personalised learning

Assessment and monitoring

Pupil progress in lessons will be assessed by teachers to raise attainment by providing precise feedback, encouraging independent learning with pupils able to take responsibility for their learning and to inform learners of the next step to achieving their potential.

Assessment activities will be developed to allow pupils to use and demonstrate a full range of thinking skills. Assessment strategies will include teacher-led assessment, group and peer evaluation, and pupil self-assessment. Teachers will use the information from both formative and summative assessments to identify for individual pupils and classes, the next steps in learning and to respond to errors and misconceptions. Pupils will have individual learning targets. Progress towards achieving these targets will be monitored regularly through rigorous tracking systems. Pupils identified as underperforming will be included in a range of intensive support activities and parents/carers will be kept informed at all stages.

The school will use data effectively to enable targeted curriculum delivery and the effective monitoring of individual and whole cohorts of pupils. In addition, data will be used as a baseline to monitor and review individual pupils' progress, especially to identify signs of underachievement or potential, and to help set targets for the pupils.

The House system

The proposers believe that there are great educational and social benefits for pupils through being in a smaller school unit, particularly in a case of an all age school, potentially split across two sites. A House system will be introduced which will be led by a group of very skilled staff. The creation of distinctive houses reflects the school's strong commitment for each pupil to have the highest quality support, care and guidance and to be personally known, valued and supported to achieve to the highest possible standards.

Each of the houses will have its own leader. The key elements in the success of this model are as follows:

- strong relationships between the child, the family and the school, based on high levels of personal knowledge and interaction
- high standards of behaviour, discipline and support
- a support, care and welfare system focused on the Every Child Matters agenda
- pupil learning which includes enrichment and enhancement activities
- a confident pupil voice
- personalised learning and academic rigour
- community partnerships which focus on improving pupils' achievement
- celebration of success and reward for effort
- pride in the community.

The house system will commence in the Primary centre to support transition and continuity to the Secondary Centre. House Leaders will ensure that there are ample opportunities for future form leaders and pupil leaders to engage with primary aged children.

Mentoring strategies

Pupils will have extensive support arrangements to assist their studies. A personalised programme of support will be offered at the earliest possible stage to pupils transferring from primary schools to help to address any identified barriers to their learning.

High quality tutor support will be provided for each pupil within the House system. Tutors will operate as the first point of contact for all matters concerning the pupil's welfare and overall progress. There will be regular meetings between each pupil and their tutor. These will cover all aspects of the pupil's work and development and focus on the progress being made by each pupil. These meetings will have a number of aims including: recognising areas of each pupil's successful achievement; identifying and overcoming any difficulties or barriers to learning; and developing appropriately personalised learning programmes. This will be overseen by and actively involve the Head of House.

The school will draw on its strong relationships to develop guidance and counselling to provide mentoring support for all Year 10 and 11 pupils, in order to underpin its focus on improving GCSE or equivalent performance. This mentoring approach will also seek to target 'high risk' pupils.

Residential opportunities

The school will be fully committed to the wider development of the whole pupil and will recognise the important personal development which can arise from a range of residential and wider learning opportunities for young people at all stages. It is anticipated that these opportunities will include residential provision for Year groups, such as in Years 7 and 9, as well as visits more closely related to work in particular curriculum areas. In addition the school will make full use of the timetabling opportunities to provide rich experiences. For older pupils there will be opportunities to travel to other countries

Older pupils will also benefit by having opportunities to take responsibility for younger pupils and by working with teachers to develop their leadership skills.

Working with statutory and voluntary agencies

The school aims to work effectively with outside agencies to ensure that the needs of every child are met. The local authority has drawn together a number of agencies to provide an integrated support service to young people and their families working in teams linked to families of schools. To the extent that this can be facilitated by the local authority as a partner, the school will develop strong working links with the agencies involved (such as the Social Services, Education Welfare Service and Education Psychologists). There will be a commitment to ensuring that the diverse and extensive needs of pupils and their families will be met by the involvement of the most appropriate professional practitioners. To this end, service providers will be assessed where practical (for example, in the area of careers advice) to ensure best practice.

Exclusions

The school intends to operate within Hounslow Council's policy on exclusions and will seek to work with them to design and operate the exclusions and appeals process.

D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

Measuring Our Success

The following measures have been developed to cover all aspects of the vision and ethos and will be reviewed and developed on a regular basis. Key performance objectives and outcomes include:

- **Meeting Needs:**
 - Consistently meeting the needs of parents and pupils as expressed through survey results.
 - The school is in the top quartile nationally for both attainment and value added performance
 - The school achieves at least "Good" in Ofsted inspections
 - Being at a minimum, consistently higher than the borough average of pupils achieving Grade A*-C in GCSE, and pupils going onto higher education.

- Teaching is consistently good or better.
 - The pupils describe themselves as happy, safe, well known and cared for
 - The staff provide an excellent role model for pupils, demonstrating positive attitudes, values, personal reflection and learning
 - Parents and communities respond very positively about their involvement
 - The school is recognised as an exemplary provider of Faith-based education, including the provision of advice, resources and support to other schools
 - The school is seen to have an inclusive approach to learning by recognising the right of every child and young person (irrespective of age, gender, ethnicity, faith or disability) to be included as a valued, respected and equal member of the learning community
 - By 2018, the school being consistently oversubscribed for entrance. (Our first school, Nishkam Primary School, achieved this goal within 1 year of opening.)
 - Multiple positive partnerships with local schools and businesses
- **Personal Development:**
 - Parents and pupils recognise the progress the child is making academically and personally.
 - The pupils can express their personal aspirations and can describe the steps they must take to achieve them
 - The pupils document a learning journey on their application of the values of the school

Assessment and monitoring

Pupil progress in lessons will be assessed by teachers to raise attainment by providing precise feedback, encouraging independent learning with pupils able to take responsibility for their learning and to inform learners of the next step to achieving their potential.

Assessment activities will be developed to allow pupils to use and demonstrate a full range of thinking skills. Assessment strategies will include teacher-led assessment, group and peer evaluation, and pupil self-assessment. Teachers will use the information from both formative and summative assessments to identify for individual pupils and classes, the next steps in learning and to respond to errors and misconceptions.

Pupils will have individual learning targets. Progress towards achieving these targets will be monitored regularly through rigorous tracking systems. Pupils

identified as underperforming will be included in a range of intensive support activities and parents/carers will be kept informed at all stages.

The school will use data effectively to enable targeted curriculum delivery and the effective monitoring of individual and whole cohorts of pupils. In addition, data will be used as a baseline to monitor and review individual pupils' progress, especially to identify signs of underachievement or potential, and to help set targets for the pupils.

NSWL will adopt a 24/7 approach to learning encouraging close involvement of families. This will be achievable with the use of ICT. Parents and carers will have access to their child/children's attendance record, current target grade, homework diary and schemes of work through a central SIMs system. Parents will be given a login and password which will allow them to access this information. Staff will update the records during appropriate points in the terms.

Mentoring strategies

Pupils will have extensive support arrangements to assist their studies. A personalised programme of support will be offered at the earliest possible stage to pupils transferring from primary schools to help to address any identified barriers to their learning.

High quality tutor support will be provided for each pupil. Tutors will operate as the first point of contact for all matters concerning the pupil's welfare and overall progress. The Tutor will monitor all aspects of the pupil's work and development and focus on the progress being made by each pupil. This process will have a number of aims including: recognising areas of each pupil's successful achievement; identifying and overcoming any difficulties or barriers to learning; and developing appropriately personalised learning programmes.

Purpose and Aim

As teachers we all have strengths and at NSWL we value the autonomy to teach in the way that exploits those strengths and maximizes learning. Nevertheless we must be **consistent** in our classroom practice. The purpose of the policy is to promote a sense of direction, high expectations, of collaborative as well as individual endeavour to continually raise student achievement.

Criteria that makes for a Good/Outstanding lesson:

1. The lesson is **well prepared** and the **context, objectives and/or expected outcomes** are made clear to the students at the start of every lesson.
2. The lesson follows the **appropriate specification/scheme of work** and take account of the **dispositions to be incorporated** .

3. The **start and ends** of lessons are **clear**. The **start is prompt** with a clear introduction or starter activity and the **objectives/outcomes are reviewed at appropriate times during the lesson** (i.e. plenaries may come during the lesson and/or at the end).
4. All lessons are structured according to the agreed Nishkam school trust lesson plan Full written plans are only required for observed lessons. The teacher uses a variety of pedagogic approaches including **independent learning for a significant proportion of the lesson**. Individual, pair and group work is clearly focused and challenging to all students. A range of resources promotes different types of learning.
5. The **teacher's instructions are followed immediately**. Students do not talk whilst the teacher or another student is talking. Teachers rarely have to resort to shouting and are clearly in control.
6. The **register is completed every lesson**. There is evidence of an accurate record of attendance, planning, assessment, participation, grades and homework in line with faculty/departmental policy.
7. Students are motivated and enjoy the lesson. The teacher's **feedback and praise is frequent** and received positively and good work should be encouraged by use of **commendations and certificates**. Relationships are good and the atmosphere is one of work and achievement. The teacher is a constant presence in the classroom, leading, helping, motivating, enthusing and **challenging**. Students are not left unsupervised.
8. Students are constantly challenged to reach their full potential. Progress data is effectively used to track students and the "exported tracking sheets" should be available during an observed lesson. **Differentiation is evident**. The lesson is **well paced**.
9. **Assessment for Learning** is a feature of every lesson and students are clear about their progress, their current levels/grades, target grades and how to improve their work.
10. The lesson makes **explicit contributions to one or more of the College literacy drives**: keywords; text types; connectives; S & L
11. Where appropriate, **ICT is used**, for example: in the lesson preparation; in the resources used; in the lesson delivery; in student objectives/outcomes and/or by students in the learning process.
12. Where appropriate, the lesson should make an explicit contribution to one or more of the outcomes of **SEAL** (Social and Emotional Aspects of Learning):

self awareness; managing feelings; motivation; empathy and/or social skills.

13. **Homework is set and marked in accordance with the policy** and recorded in the student organizer.

14. Questioning is challenging and the students are clear whether they should shout out, raise hands or wait to be asked. They listen and respond to each other and have a sense of responsibility for the rest of the class. They feel able to take risks in challenging questions and answers.

15. Where there is a **support member of staff** they must be clear about their role and nature of the work (objectives of the lesson, materials and strategies) and the student(s) they are assigned to.

In successful lessons students:

- Are clear about what is to be learned, how it fits in with what they already know and the structure of the lesson
- Actively engage in their learning
- Are able to work independently
- Clearly understand expectations
- Can use assessment to help them improve
- Are challenged to succeed because the right conditions for learning prevail.

Monitoring and evaluation

- The Head of Faculty/Department is responsible for ensuring that subject teachers are familiar with the policy and able to effectively implement it.
- The Head of Department/Faculty is responsible for monitoring the implementation of the policy through part or whole lesson observations, reviewing teacher planners, monitoring student exercise books, discussions with students, reviewing lesson plans/units of work and through Faculty Reviews.
- The Head of Faculty/Department will liaise with their Link person on the Leadership team or the CPD Coordinator where they identify areas of concern or where there are training needs for individuals to develop colleagues effectiveness in learning and teaching.
- The Leadership Team will be responsible for monitoring the effectiveness of the policy across the school. This will involve: Bi-Annual Faculty Reviews; Part/whole lesson Observations; book check weeks; discussions with Heads of Faculty/department

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

NSWL will be a school open to all parents of all children who want their children to benefit from an education within a school based on the Sikh ethos, culture and values.

The Nishkam School Trust is responsible for determining the school's Admission Policy. In undertaking this responsibility, the Trust will be guided by the requirements of the law as well as the advice of the Guru Nanak Nishkam Sewak Jatha (UK) Trustees, and their duty to the school and the Sikh community. NSWL will conform fully to the admissions code, and we aim to ensure that children from deprived areas are not disadvantaged in any way. The admissions oversubscription criteria have been created so as to ensure fairness, transparency and ease of operation to minimise appeals.

Parents must be fully prepared to support the aims, objectives and ethos of the school as set out in the School Prospectus.

As a Free School, Nishkam School Trust will operate as its own admissions body, managing and implementing an admissions process each year. The Trust will comply with the consultation requirements of the Code i.e. every three years if no changes have been made to the policy, but within any year that a change has been made.

A member of the school senior leadership team will be nominated as Admissions Officer to ensure the necessary requirements of the code are complied with.

Oversubscription selection by faith will be limited to 50% and administered in a fair and open way.

Oversubscription criteria

Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below. Applications will be based upon two distinct categories, neither of which will exceed 50% of the total number of remaining places where over subscription occurs in both categories after allocation of the priority admissions.

The following oversubscription criteria will be applied for both the primary and secondary centres:

Priority Admissions

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

1. Children with a **statement of Special Educational Needs** where NSWL 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, and, adopted children who were previously looked-after children.
3. For admission to the Primary Centre - children within a proposed local Nishkam Nursery School up to a maximum of 50 children
4. For admission to the Secondary centre – children currently within the Primary Centre
5. Children with a sibling on the roll of either the primary or secondary centre 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 in the order in which they are set out below:

Category 1 - Faith-based places

50% of remaining places will be offered to children of families practicing Sikh Dharam (faith or religion).

We have established a definition of families practicing Sikh Dharam (faith or religion) which gives priority to applicants as follows (in order of priority). All applications will be assessed and places offered against the highest available criteria before moving to the next.

CRITERIA	EVIDENCE
1. Child is a practising, initiated Sikh (Amritdhari)	Declaration on letter headed stationery from a Sikh Gurdwara
2. Parents/guardians are practising, initiated	Declaration on letter headed stationery of a
3. Kesadhari child (uncut hair) with intent to becoming practising, initiated Sikhs	Documentary evidence of these aspects must be provided at the time of application: - My child is nurtured in the faith through home or Gurdwara education - Regular attendance at Gurdwara and participation in
4. Non-Kesadhari child (who may have cut hair) with intent to become practising, initiated Sikhs	Documentary evidence must be provided– My child is nurtured in the faith through home or Gurdwara education Regular attendance at Gurdwara and

5. Any child who, through birth, has inherited the Sikh faith, or whose parents align themselves to the Sikh faith <i>(accommodating Bavidasi and others)</i>	Singh or Kaur on birth certificate or personal statement
6. Non-Sikh children whose parents can demonstrate a commitment to a	Appropriate documentary evidence

Having allocated places in priority order as above, if in the lowest category where places have been allocated there remains oversubscription, all applications in that category will be subject to the following:

- Proximity: children who live nearest to the relevant centre 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

Any remaining appropriate Category 1 applications without places due to oversubscription will be added to the random selection group of applicants under Category 2.

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-break will be applied:

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

Waiting list

The School will operate a waiting list for each year group. Where in any year the Nishkam 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

Due diligence

Wherever random allocation is used to determine admission, external independent

observation of the admissions draw will take place. A London Borough of Hounslow (LBH) admissions official, or alternatively another suitably independent person, will attend and carry out this role.

To ensure an open and fair process of allocation of places, the school will operate the same process as currently in place between LBH and Voluntary Aided schools.

In summary this process involves the school admissions being administered by Hounslow Council as follows:

- The school will operate within the LBH coordinated admissions process each year
- Applicants to the school will be made to LBH
- HC will issue all faith based applications to the school. The school will form an internal committee to receive the applications and rank each in accordance with the published criteria, returning all ranked applications to LBH
- Non faith applicants will be ranked by LBH in accordance with the schools published criteria

LBH will allocate places at the school in accordance with the ranking and oversubscription criteria

Admissions Appeals

The school will form and operate an Appeals Panel formed by Governors and Senior Staff in the school who are not involved in the admissions allocation process. It is important that members of this panel ensure at all times that they take no part in the allocation process. The school will also request a member of LBH to sit on the panel.

As the Admissions Authority, the school will decide on the validity of any appeals against the following criteria:

- Inappropriate application or error in allocation of children against selection criteria
- Special case approved by Governors

It is the intention of the school governors that the published admissions numbers will be maintained and not exceeded particularly in the early years of the school to ensure stability during the development of the school to full capacity.

tional Offer Day

In line with revised admissions codes we will notify parents of offers on the National Offer Day for primary schools from 2014 onwards

D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Introduction

NSWL is 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.

NSWL's approach to promoting positive behaviour and full attendance is to provide a positive environment for learning, which inspires all to discover, develop and fulfil their potential and aspirations. Positive behaviour and full attendance are essential components of an effective teaching and learning environment.

The following are aspects of the Mission Statement that apply specifically to the school's approaching to achieving positive behaviour.

- this community works together to bring one another to an awareness of the fullness and meaning of their life rooted in the love of God or the Transcendent,
- respecting the uniqueness, worth and development of each individual both as a learner and as a person called by God in dignity and faith,
- know about and respect the richness and variety of other races, cultures and religions

The School will provide the framework within which all staff, pupils, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

NSWL has two key values that underpin this commitment,

- meeting the needs of all pupils; and
- including all pupils, regardless of their ability or background

The promotion of self-discipline and respect for others also guides the school's actions to promote positive behaviour and full attendance, and informs the school's response to any kind of bullying or intimidation.

These values 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.

Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate individual learning styles and preferences.

Principles

- Staff should use the most appropriate method of teaching, which draws on pupils' experiences and values their contributions.
- Pupils should be received into a classroom where routines are established and high standards expected.
- Explicit and regular praise should be used for all types of achievement.
- The impact of the curriculum on behaviour and attendance will be monitored

continuously.

- The personal development curriculum and pastoral programme, underpinned by the 24 dispositions, will be used to teach and promote the social, emotional and behavioural skills necessary for adult hood. All subject areas should 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 is the responsibility of all members of the school community including parents and carers. The Head teacher, with the assistance of other members of the Senior Leadership Team, is responsible for its implementation in ways that maintain a school ethos that encourages positive behaviour.

All staff has a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff has 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 also have a role in shaping and promoting positive behaviour, this will be achieved through the School Council, Tutor time and Personal Development lessons. Pupils 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. Parents and carers have a responsibility for their child's attendance and behaviour inside and outside school, which they discharge by the standards they set and the way they encourage pupils' progress at home.

Code of Conduct:

One function of this policy is to set clear standards of behaviour and attendance.

Through a Code of Conduct, pupils are informed about the expectation the school has of their behaviour, the manner in which these expectations will be rewarded and the response pupils can expect if they choose not to meet the expectations.

The Code of Conduct is based on the 24 dispositions and in particular humility, respect for self, for others and for the environment. It is designed to encourage pupils to develop responsibility for their own behaviour and attendance.

The key principles are: -

- treat other people and their property with respect and consideration
- take responsibility for your own learning, attendance and behaviour
- have a sense of responsibility for the well-being and progress of others
- take an active part in making sure that the school environment is safe and attractive
- The Code of Conduct will be made available to parents / carers for information.
- The Code of Conduct focuses on three key areas:
 - rights and responsibilities
 - taking responsibility for your own learning, attendance and behaviour
 - respect for self, others and the school environment.

Praise and Rewards

Frequent praise and reward for achievement are features of teaching and learning at NSWL, so that pupils receive recognition for their positive contributions to school life.

Contributions might include school work and effort, positive behaviour, adherence to the Code of Conduct, or punctuality to lessons and regular attendance. Praise and rewards are available to all pupils whenever they show progress.

The Trust will use both informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards (such as awarding merits). The value of regular attendance is highlighted through the use of rewards for high attendance rates.

Departments will differentiate the way in which they use formal rewards for different age groups. Pupil's views about merit rewards are gleaned through the School Council. Examples of informal and formal rewards which staff are encouraged to use for achievement, effort, positive behaviour and improvements in attendance, include:

1. Frequent general praise and recognition used in lessons
2. Merit Stamps / Service award
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. Head teacher presentations

Sanctions

Sanctions should be used to help pupils make appropriate choices about their behaviour and attendance. Whereby they choose to breach the Code of Conduct, pupils have a right to expect fair sanctions, applied consistently. The sanctions WILL be delivered in line ethos and vision at the heart of any sanction given

The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils. In addition, consistency in applying sanctions should take account of sex equality. It is not appropriate to apply sanctions differently to girls and boys.

Where pupils make inappropriate choices about their behaviour and formal sanctions are necessary, the matter may be dealt with by the house tutor or subject teacher. In the case of serious misbehaviour, the pupil may be referred to the subject leader or potentially the Deputy Head of House or Head of House.

The present policy includes the sanctions set out below.

Individual members of staff

- Reflection time at break, lunchtime and after school (either 15 minutes without notice, or up to 30 minutes with 24 hours notice)
- Sending pupils to the Subject Leader or House staff by prior arrangement. In an emergency, a pupil may be removed from lesson by summoning a senior member of staff. (Contact the school office)

Subject Leader / Pastoral Staff

- 'on report' with agreed targets
- sending letters home
- meetings with parents / carers
- working in isolation
- Reflection time 30 minutes. 45 minutes

- Community Service: - sanction relating to the rule that has been broken, e.g. clearing up
- litter or removing graffiti, sweeping yard
- referral to Senior Leadership Team

Head teacher

- Head teacher Reflection time 45 minutes
- fixed term exclusion (VERY LAST RESORT)
- permanent exclusion (supported by Governors) (Nishkam School Trust is confident that this will be a non-occurrence due to the ethos & values of the Trust, and the 24 disposition in which all pupils will be nurtured).

Sanctions will lose their effectiveness if pupils do not regard them as fair. Staff are therefore 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.

Support Systems for Pupils

Nishkam School Trust is committed to the concept of equal outcomes for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The school will ensure that differentiated strategies are available to pupils to meet their particular needs.

The school monitors pupils whose behaviour or attendance causes concern and organises appropriate support to meet their individual needs. This responsibility for each pupil will extend to the time outside the School, as well as being a lifelong commitment to each pupil.

The support might include:

- regular pastoral reviews to identify those pupils most at risk, included as part of regular academic progress reviews.
- contact with parents / carers on the first day of any unexplained absence and discussion between pupil and staff responsible for their registration.
- particular support for pupils returning after a significant period of absence
- contact with parents / carers in the early stages of a problem
- support from the school's Learning Mentor programme
- if the pupil's problem are identified as having a SEN aspect, referral to the school's SENCO and additional in-class support from a teaching assistant
- referrals for specialist advice, either for individual pupils, or more generally, for whole school issues relating to behaviour and attendance
- referrals to the school's Learning Mentors for short periods of additional support consultation with parent / carers and family sessions
- one-to-one counselling with a trained specialist.

Support Systems for Staff

All staff have a responsibility to promote and maintain positive behaviour and full attendance in school. Guidance is provided for staff on strategies they can employ to promote positive behaviour and attendance and respond to misbehaviour or absence. At times, staff may feel that they cannot cope with a particular problem. At these times they will receive support and additional advice.

Staff may seek support and advice from a variety of sources within the School, e.g. from a trusted friend or colleague. This 'low level' support is encouraged actively, because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from subject leaders or pastoral house staff on the nature of the difficulty. Advice is also offered by Senior Leadership Team staff School's Lead Behaviour Professional (LPB), who also have expertise in strategies for promoting positive behaviour and full attendance, and preventing misbehaviour and absence.

If a pupil has special educational needs rather than additional needs, formal and informal support is also available via the school's Special Educational Needs support. In this case a referral can be made to the school's SENCO. This may lead to the pupil and the member of staff benefiting from extra in-class support. Pastoral staff co-ordinate specialist support from external agencies that provide additional advice on managing of pupils' behaviour and attendance.

Support Systems For Parents

NSWL is keen to facilitate effective and on-going parent / carer support for all its policies and practices. The school offers regular workshops for interested parents / carers on topics such as parenting, drugs, teenage pregnancy, coping with adolescence, and getting your child to school.

If school staff have concerns about a pupil's behaviour and attendance, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, pupil and the school.

We will do our best to engage parents and carers who are hard to reach through a range of additional measures including, where appropriate, home visits, Learning Mentor support and Inclusion Officer involvement.

The school will provide opportunities for parents and carers to contribute to the school's policy and strategies for promoting positive behaviour and attendance. This will be through the advice of Parent Governors, the involvement of parents / carers in school support activities, cultural and social events and other activities that promote positive partnerships between the school and the wider community.

Monitoring

To ensure that high standards of behaviour and attendance in NSWL are maintained, the school has systems for monitoring behaviour and attendance, including punctuality to lessons. These systems include monitoring the behaviour and attendance of individual pupils, so that actions to promote positive behaviour and minimise both authorised and unauthorised attendance are constantly improved. Attendance – staff ensure that registers are completed in accordance with statutory guidelines. A register of attendance, including attendance in lessons is maintained. Absence is always followed up and the reason recorded. The relationship between the curriculum, teaching and learning, behaviour and attendance is particular focus for monitoring.

Monitoring mechanisms include – monthly reviews of exclusion data to determine the

nature of exclusions and whether any particular group of pupils (for example, by sex, ethnicity or SEN) is over-represented in these figures. The data collected covers factors such as behaviour leading to the exclusion, the setting, the subject, the time of day and the adults involved. The school monitors all incidents of racial abuse or bullying carefully. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the pupil.

Positive and negative behaviour and attendance is reviewed and analysed regularly to inform action planning at an individual, group or whole school level. This includes sources of data such as: referrals to pastoral staff; use of detentions and reports; referrals for additional support from the SEN department; use of praise and rewards, merits and certificates; and parental contact. The progress of pupils with statements of SEN is monitored carefully.

Auditing Behaviour and Attendance

The school carries out an audit of areas of the school organisation that relate to behaviour and attendance. This audit monitors the effectiveness of the school's organisation as it relates to:

- leadership and management
- everyday policies; rewards, sanctions and the promotion of positive behaviour
- dealing with consistently poor behaviour
- bullying
- classroom behaviour
- out-of-classroom behaviour
- curriculum
- attendance
- duties

D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community

The demographic of the locality is of a mixed, largely immigrant population, with a rich legacy of faiths. The vision and ethos of the school will encourage and build from a young age, community cohesiveness, through a multi-faith values led approach. Strong education performance will lead to higher education and better jobs for the entire community.

NST has undertaken an extensive survey of parents of potential pupils, asking for expressions of interest. Through meetings, with various groups (please see letters of support, Appendix Eii), councillors, the local MP, NST has developed strong

relationships and support. In addition NST, has already opened dialogue with other local schools to work in partnership, and share practice, facilities, staff, to improve not only the outcomes of pupils at Nishkam School but also for all other local pupils and Schools.

The ethos and vision, has been developed over several years of listening to and working with local immigrant communities in inner city Birmingham, and now Hounslow, both areas which have very similar demographics. It is has come about through starting smaller voluntary supplementary schools in Hounslow, initially at the Gurudwara, then out in various Schools. These have become hugely well attended. Parents, and families have strongly encouraged us to deliver the type of education that will enrich the national curriculum with a values based education to build towards a cohesive multi-cultural community.

A long term commitment with Birmingham University, NST, has incorporated the 24 spiritual and moral dispositions into the curriculum developed in partnership with SACRE (Standing Advisory Committee to Religious Education). The sponsor organisation, GNNSJ, of NST has for many years, financially support post-doctoral research with the United Nations. Our plan is to incorporate 'Foundation Degrees – the AAB' in the sixth form, encouraging university collaboration and uptake for all our students.

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Any new school represents a substantial risk for a parent: even if the alternatives are poor, at least they are 'known' and 'real'. A certain percentage of parents may choose a school simply because they are committed to its vision and ethos - especially in the case of a faith school – but in most circumstances when choosing a school, parents tend to consider the following:

1. Ofsted reports and evidence of results;
2. The record/reputation/approach of the Head teacher;
3. Where siblings go to school;
4. The quality of facilities and the 'feel' of buildings;
5. Location, travel arrangements and journey times;
6. Peer commentary;
7. Impressions of other staff;
8. The overall ethos of the school;
9. Details of the curriculum

NSWL like all new schools is immediately at a disadvantage: with no Ofsted reports; the school buildings are currently under construction and the school does not have any facilities. As the school will have a phased intake beginning with 4 FE Reception, 4 FE Year 7 and 4 FE Year 12

Our marketing strategy has been developed to address the above concerns for prospective parents and develop a successful student recruitment programme.

This plan is designed to encourage local residents, employees, partners, the

Community and other stakeholders to create awareness of NSWL.

The outcome of this awareness and marketing will also help to stimulate pupil registration. This plan describes the different methods that will be used to target specific groups effectively.

The Plan

- To encourage residents, partners and other stakeholders to engage with the NSWL
- To deliver and publicise several different methods that stakeholders can use to let the proposers know as part of the consultation process.
- To provide parents with the background and contextual information they will need before submitting an expression of interest for places for their children in the new school
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- Issues Management – NST will consider the reputational damage to the project were we to open significantly under capacity and – nearer the time – devise a strategy to manage it.

Name, Theme and Key Messages

All community marketing activity will be branded with ‘Nishkam School West London – delivering high quality faith inspired education for all’.

Key messages will be used in all publicity:

“The Nishkam Vision”

More than Academic Excellence

Nishkam School West London will offer excellence in education and will inspire in children a passion for lifelong learning. By recruiting outstanding teachers, we will provide learning experiences which build character and responsibility. The National Curriculum will be enhanced and enriched with a focus on high academic aspiration and progression towards university education.

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Nishkam School West London will foster communities which actively support children throughout life, both within and beyond the school gates. We will work imaginatively with parents, families and guiding institutions to help ensure children are surrounded by good role models and mentors. These partnerships will provide children with direct experience of civic institutions, industry and commerce, as well as skills in research and innovation.

More than ‘Self’

Nishkam School West London will be driven and sustained by the principle of being ‘nishkam’- creating a mind-set to serve others without expectation or recognition. Experience suggests that this selfless practice promotes humility and unlocks great potential to transform ourselves and the world around us.”

Target Audience

The target audience will be all residents in Hounslow and neighbouring wards, partners and other stakeholders. Ensuring Members' are kept updated at every stage is also a major part of the plan.

This plan will be overseen by [REDACTED], School Governor and former [REDACTED] and [REDACTED] at Birmingham City University. [REDACTED]

The progress of this work will be monitored and reported to the NST Board.

We shall establish a Stakeholder Engagement Steering Group. This group will develop a coherent marketing and communications plan to raise awareness of the proposed school, to establish and maintain good working relationships with key partners and to communicate and consult a diverse range of communities. We have identified the following groups of people who we will reach and below we provide brief explanation of how we will engage, consult, and develop productive working relationships with them.

We are strongly committed to promoting active contributions to modern British society, in line with the Equality Act 2010. We believe that establishing a Sikh ethos multi-faith school, where children of all faiths and none are nurtured and supported, will help foster good community relations.

Community Engagement

We have identified the following groups to be members for our community engagement exercise. We shall raise the awareness of the proposed school amongst these groups with the main aim of ensuring that we address their expected responses and to encourage them to attend the consultation event, visit our website to complete the consultation questionnaire and to positively promote the school to parents and pupils in the area.

TARGET GROUPS FOR ENGAGEMENT, AWARENESS AND CONSULTATION

1. Parents:

- **Initiated and uninitiated Sikhs in the catchment area and further afield.**
 - Expected Response: Supportive and engaged. Actions:
 - Reach to raise awareness: via Sikh Gurudwaras; Sikh TV and Radio channels; Council of Sikh Gurudwaras; Sikh Newspapers and web media; social networking; and direct mail campaigns. (at low or no cost).
 - Consultation, admissions and building partnership: Direct mail using our own and other Gurudwaras' lists; Open Days; Focused Groups meeting with committed and undecided parents; Counselling and Advice surgeries; and ongoing communication

on progress via regular Newsletter and website.

- **Of other faiths and no faith in the catchment area and further afield.**

- Expected Response: Some uncertainty. Actions:
 - Reach to raise awareness: Leaflet drops; posters in places of Worship and non-faith based locations (libraries, GP surgeries, community centres) ; interviews on other faith media; targeted press releases; invitation to Open Days and surgeries.
 - Consultation, admissions and building partnership: invitation to Open Days and surgeries. Sharing good practice and our experience of establishing a Free school with other faith groups.

A key part of the school ethos is to nurture the faiths of all children at the school. This will involve building strong relationships with clergy of all faiths, where possible, and involving the different groups in assemblies and enrichment activities. Equally supported will be children of no faith, and it will be important to communicate that the 24 moral and spiritual dispositions are first stated in a purely secular manner.

2. Local residents

- Expected Response: How will it affect “me”? Regeneration of local area? Traffic / School drop off times etc. Actions:
 - Reach to raise awareness: Leaflet drops; posters in places of Worship, libraries, GP surgeries, community centres, articles in local free newspapers.
 - Consultation, admissions and building partnership: invitation to Open Days.

3. Schools

- Other primary schools and secondary schools in the area.
- Expected Response: Concerned about loss of their pupils. Actions:
 - Reach to raise awareness: Personalised letters to Head Teachers to explain the reasons for the school; its ethos and approach followed by visits to the schools and invitation to attend a special Open Day for Head Teachers and Teachers.
 - Consultation, admissions and building partnership: invitation to Open Days and development of local partnership agreements and if possible, sharing of resources and ideas on improving standards and learning experiences.

4. Business community in the area and further afield

- Expected Response: Regeneration and how they can work with the school. Actions:
 - Reach to raise awareness: Leaflet drops; seminar at local Business Associations and Citywide Institute of Asian

Businesses and Chambers of Commerce.

- Consultation, admissions and building partnership: invitation to Open Day for businesses and creation of Friends of the Nishkam School West London.

5. Resistant groups

- Anti-Academy Schools Alliance; Trade Unions; Some Teachers; and some immediate community groups.
- Expected Response: Against principals of free schools and break from local authority control. Actions:
 - Letters to each group explaining the reasons for the school, that it is not for profit; its ethos and approach and filling a gap in the current provision. Explain HR policies, terms and conditions for teachers and other staff.
 - Consultation, admissions and building partnership: Build positive and open relationship – warmly well come groups to our public meetings. Non-confrontational approach in answering their questions and concerns.

6. Stakeholders

- London Borough of Hounslow City Council/Local Education Authority; SACRE; Department for Education; Skills Agency and other local agencies; OFSTED; Local FE Colleges and Universities.
 - Expected Response: Supportive but need to remain engaged. Actions:
 - Continue to develop our good relationships and channels of communications with MPs, Local Councillors and LA officers for their advice and guidance. Good relations with the LA are important to us as a matter of principal as well as in areas such as admissions policy and processes that are aligned with the LA; the further development of the Secondary School and Sixth Form; embedding of transferable skills into the curriculum; raising and meeting education standards; and raising aspirations of every child to progress to FE and HE.
 - Seek guidance and assistance with the embedding of the 24 Dispositions in the curriculum. Help other schools to learn from our experience.
 - Consultation, admissions and building partnership: On-going advocacy and engagement activity targeted for each group. Work with HEIs Schools of Education to build partnership for teacher training placements; staff development; curriculum development;

and research into the effectiveness of Free schools and faith-based education.

We would envisage that the above process of community engagement, (and consultation) will occur early in the process should we have approval. We would anticipate producing information booklets and leaflets for this end by end of September 2012, ready for the above activities to peak in October – December.

Tools

The following marketing tools will be used to promote the school:

(a) Logo and strap line

The Nishkam logo and strap line 'Nishkam School West London – delivering high quality faith inspired education for all' will be used in all publicity and information relating to the communications and consultation process.

(b) E-Survey

An e-survey will be held with members of the public to explore the issues and will provide opportunities for individuals that are not able to attend an open public event.

(c) Stakeholder Meetings

Stakeholder meetings will be arranged across the ward. This activity will be used to target existing schools within the vicinity will receive a covering letter with the consultation leaflet encouraging their views and offering for a representative from the proposer group to speak at their meetings or let them know more about the admissions process

(d) Question time event

Nishkam School will host a question time event early in the consultation period, part of which members of the public will be encouraged to question the proposer group.

(e) Leaflet / booklets

Every household will be targeted directly with an information leaflet outlining details of the school and the admissions process. The leaflet will also be used for other aspects of the community engagement programme. Leaflets will be made widely available in libraries, leisure/community centres, doctors surgeries and other public buildings. Specific booklets will be developed for targeted groups – Parents, Students and Staff

(f) Website

A website has been set up and will be updated throughout the communications and consultation period – www.nishkamschool.org

Members of the public will be encouraged in all publicity to visit the site and read the information it provides.

(g) Social Media

Create a parent's support group with social networking opportunities appropriate to the community

(h) Marketing Film

The creation of a marketing film will be commissioned to reach out to groups of potential parents.

(i) Progress updates

Stakeholders will receive copies of progress updates so that stakeholders are informed about the progress of the project.

(j) Press Releases

Press releases will be produced at every opportunity to encourage people to consult with the proposer group, to promote consultation events and provide updates against the project.

(k) School Prospectus

We will develop a school prospectus and information to prospective parents with details of the school, admissions policy and application form

(l) Corporate Plan

This document will detail the 5 year strategy for the school. The document will be sent to key stakeholders within the community.

(k) Uniform

Uniform will be a standard Uniform of good quality from a reputable high street retailer, at prices which are affordable to all.

D8: School with a Religious Character

NST values the government's recognition that faith schools are popular with parents and make a valuable contribution to helping this country to discharge its duty under Article 2 of Protocol 1 of the European Convention on Human Rights: "to respect the rights of parents to ensure education and teaching in conformity with their own religious and philosophical convictions". NST is established to support children and parents of all backgrounds in this regard. As families, society and civic organisations become increasingly secular, opportunities are being lost to be enriched by the positive legacy of faith traditions.

We believe schools need to go beyond the straight forward delivery of an RE curriculum and to learn **from** faith and not just **about** faith, if appropriate of each pupil, as well as building interfaith understanding. NSWL will have, therefore, a multi-faith ethos, where each faith is valued and supported. Worship for the whole School and within specific religious groups will be a unique and innovative feature of the School. The Sikh Dharam is emphatic in respecting all faiths and hence not seeking converts to the Sikh faith. Its teachings and traditions are the inspiration for our multi-faith ethos.

Regardless of faith background, by joining the school pupils and their families will have joined the wider school community. This community will provide support and guidance for all pupils where needed and will develop methodologies to ensure the same level of support is given to those pupils who are not Sikh. The school and community will work together for a common goal and will regularly invite faith practitioners from all faiths, e.g. in assemblies to give share stories from their own

traditions exemplifying values which are common to all faiths and none. This will be a key tenant of the school – in its aim to inspire children and young adults who contribute to society selflessly.

During the normal school day, there will be 2 lessons of RE per week. More importantly our values based ethos will be lead and encouraged through positive promotion in behaviour and interaction between pupil and pupil, or pupil and staff will be values led (as in the 24 dispositions described earlier in this section).

In addition, the school will offer faith practice for all faiths as an option, as either a preschool morning or post school late afternoon activity, by collaborating with local faith groups (Christian, Hindu, Muslim, Jewish, Sikh etc.). It is important to the school to be diverse to encourage interfaith understanding and most importantly respect. For the Sikh Dharam, it is a key tenant to encourage and inspire people into their own faiths.

Children of no faith, will not be pressured to partake in any faith activities, and will be encouraged to undertake other non-faith activities of which there will be a wide variety. Pastoral care and pupil well-being will be equal for all pupils.

Nishkam School West London will not only be a provision for children of all faith backgrounds with a multi-faith ethos where faith heritage and spirituality are valued and catered for, but also for children of no faith where all will equally be encouraged and monitored to succeed. For us, this is a key aspect of lifelong learning, which extends to all areas of life and will continue to grow beyond school years irrespective of background.

The School staff, and in particular the leadership team, will be made up of ability and not faith. They will need to have an affinity for the ethos, but will not have to be of faith. This is already reflected in the school's parent strategy group and governance.

Creationism or intelligent design will not be taught as valid scientific theories.

Community Usage of Facilities

We also fully expect to work with the community to make the relevant facilities (e.g. sports) available for use outside of school hours. Should we given approval to proceed, a key task will be to identify which specific facilities would be particularly useful for sharing in this manner and at what specific cost to us and price to any other users. Our principle in setting the access policies at which groups can use the facilities would include:

- Low or no cost for particularly "in need" groups e.g. groups catering for disadvantaged families or children
- Generating a sufficient income on the remainder of lettings to pay for cost of staff / volunteers associated with hiring out, and;
- Generate a small surplus to help pay for wear and tear.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	100	132		132%	100	121		121%
Year 1	100	154		154%				
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	100	126		126%	100	126		126%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12	100	127		127%	100	71		71%
Year 13								
Totals	400	539		134%	300	318		106%

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

The local Nishkam Hounslow volunteers, supported by Nishkam School Trust, have spent many hundreds of hours in the community, especially in the previous 2 months, to understand the local needs and desires of the community. This has not only helped to refine our school vision, to reflect the local community needs, but has also allowed us to collect fresh information on what demand there would be for NSWL.

It is very important to us that our demand collection reflected the ethos and vision of the school – a Sikh ethos multi-faith school, where children of all faiths and none are respected and supported. To this end, not only did we spend time at local Gurudwaras, explaining the proposed school to the congregations there, answering questions and handing out leaflets, but also with other faith groups (Muslims, Christians, Hindus) and none faith organisations (Rotary Club, Multi-Cultural Centres, Sport Centres). We also spent time explaining our approach to the local MP, mayor and councillors.

After spending time with their congregations and members, many of these organisations and politicians chose to write letters of support as per the table below. In particular, the multi-faith ethos resonated with many of the supporters, as encapsulated in a comment by the local Member of Parliament, Seema Malhotra MP:

“I support [this] application for a multi-faith school in West London.... A multi-faith school in West London has great potential to contribute to community cohesion and will provide an opportunity for all our children and families to grow up together, being taught to respect all other faiths and all other people”.

████████████████████

The actual letters of support are included in Appendix Eii.

Furthermore, whilst discussing and recording such a sensitive matter as deprivation and income levels with prospective parents was both impossible and undesirable with all groups, many of the prospective parents we engaged with at different venues were recent immigrants, and therefore more likely to come from more disadvantaged backgrounds.

When it came to asking specific questions of prospective parents, we understood very clearly the importance of ensuring that any demand we documented was:

- **specific** to NSWL,
- **committed** to NSWL (i.e. parents would put NSWL as the first choice for their child), and
- **relevant** to NSWL (i.e. from parents with eligible children to enter the school within the first two years and who lived within 10 miles).

Altogether, we collected 1,783 signatures of parents who committed to putting NSWL as the first choice for their child, should it open. i.e. 1,783 children committed to our specific NSWL school.

Once we exclude those children who lived further than 10 miles away, and who were not eligible to join NSWL in the first two years of proposed opening (i.e. those children who are not classed as relevant), we have 857 children that met all three criteria – specific, committed and relevant.

To ensure that we collected specific, committed and relevant demand, we followed the New Schools Network template for collecting demand:



We are currently collecting surveys to measure support for a new school in West London. We may share this information with the Department of Education as part of our application for a new school.

The proposed **Nishkam School West London** aims to raise the aspirations and achievements of all pupils by recruiting exemplary teachers and by teaching an enriched and enhanced National Curriculum. Nishkam School West London would be a Sikh ethos, multi-faith school, based upon the same ethos and model as the successful Nishkam Primary School and upcoming Nishkam Secondary School and Sixth Form in Birmingham. Nishkam School West London is proposed to open as an all-through school for children aged 4-18 and is proposed to open in September 2013 in the London Borough of Hounslow (TBC). Children of all faiths and none would be respected and supported.

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

Name	Postcode	Child's date of birth	I would select Nishkam School West London as first choice for my child(ren) <i>Please sign</i>	OR: I am interested in finding out more information	Email address /phone number

Appendix Ei shows the postcode and child's date of birth all 857 children that met the three criteria. The map below shows how this demand is primarily coming from North Hounslow and then South Ealing, areas that are particularly ethnically diverse and more disadvantaged backgrounds.



E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

The demographic of the locality is of a mixed, largely immigrant population, with a rich legacy of faiths. The vision and ethos of the school will encourage and build from a young age, community cohesiveness, through a multi-faith values led approach. Strong education performance will lead to higher education and better jobs for the entire community.

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3. Where siblings go to school;
4. The quality of facilities and the 'feel' of buildings;
5. Location, travel arrangements and journey times;
6. Peer commentary;
7. Impressions of other staff;
8. The overall ethos of the school;

9. Details of the curriculum

NSWL like all new schools is immediately at a disadvantage: with no Ofsted reports; the school buildings are currently under construction and the school does not have any facilities. As the school will have a phased intake beginning with 4 FE Reception, 4 FE Year 7 and 4 FE Year 12

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Target Audience

The target audience will be all residents in Hounslow and neighbouring wards, partners and other stakeholders. Ensuring Members' are kept updated at every stage is also a major part of the plan.

This plan will be overseen by [REDACTED], [REDACTED] and [REDACTED] at Birmingham City University. [REDACTED] has extensive knowledge and experience of building partnerships; working with senior officers of local and national government; community networking; community consultation; and strategic marketing and communication. The progress of this work will be monitored and reported to the NST Board.

We shall establish a Stakeholder Engagement Steering Group. This group will develop a coherent marketing and communications plan to raise awareness of the proposed school, to establish and maintain good working relationships with key partners and to communicate and consult a diverse range of communities. We have identified the following groups of people who we will reach and below we provide brief explanation of how we will engage, consult, and develop productive working relationships with them.

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TARGET GROUPS FOR ENGAGEMENT, AWARENESS AND CONSULTATION

7. Parents:

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- Expected Response: Supportive and engaged. Actions:
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 - Consultation, admissions and building partnership: Direct mail using our own and other Gurudwaras' lists; Open Days; Focused Groups meeting with committed and undecided parents; Counselling and Advice surgeries; and ongoing communication on progress via regular Newsletter and website.
- **Of other faiths and no faith in the catchment area and further afield.**
 - Expected Response: Some uncertainty. Actions:
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- Expected Response: How will it affect "me"? Regeneration of local area? Traffic / School drop off times etc. Actions:
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 - Consultation, admissions and building partnership: invitation to Open Days.

9. Schools

- Other primary schools and secondary schools in the area.
- Expected Response: Concerned about loss of their pupils. Actions:
 - Reach to raise awareness: Personalised letters to Head Teachers to explain the reasons for the school; its ethos and approach followed by visits to the schools and invitation to attend a special Open Day for Head Teachers and Teachers.
 - Consultation, admissions and building partnership: invitation to Open

Days and development of local partnership agreements and if possible, sharing of resources and ideas on improving standards and learning experiences.

10. Business community in the area and further afield

- Expected Response: Regeneration and how they can work with the school.

Actions:

- Reach to raise awareness: Leaflet drops; seminar at local Business Associations and Citywide Institute of Asian Businesses and Chambers of Commerce.
- Consultation, admissions and building partnership: invitation to Open Day for businesses and creation of Friends of the Nishkam School West London.

11. Resistant groups

- Anti-Academy Schools Alliance; Trade Unions; Some Teachers; and some immediate community groups.
- Expected Response: Against principals of free schools and break from local authority control. Actions:
 - Letters to each group explaining the reasons for the school, that it is not for profit; its ethos and approach and filling a gap in the current provision. Explain HR policies, terms and conditions for teachers and other staff.
 - Consultation, admissions and building partnership: Build positive and open relationship – warmly well come groups to our public meetings. Non-confrontational approach in answering their questions and concerns.

12. Stakeholders

- London Borough of Hounslow City Council/Local Education Authority; SACRE; Department for Education; Skills Agency and other local agencies; OFSTED; Local FE Colleges and Universities.
 - Expected Response: Supportive but need to remain engaged. Actions:
 - Continue to develop our good relationships and channels of communications with MPs, Local Councillors and LA officers for their advice and guidance. Good relations with the LA are important to us as a matter of principal as well as in areas such as admissions policy and processes that are aligned with the LA; the further development of the Secondary School and Sixth Form; embedding of transferable skills into the curriculum; raising and meeting education standards; and raising aspirations of every child to progress to FE and HE.

- Seek guidance and assistance with the embedding of the 24 Dispositions in the curriculum. Help other schools to learn from our experience.
- Consultation, admissions and building partnership: On-going advocacy and engagement activity targeted for each group. Work with HEIs Schools of Education to build partnership for teacher training placements; staff development; curriculum development; and research into the effectiveness of Free schools and faith-based education.

We would envisage that the above process of community engagement, (and consultation) will occur early in the process should we have approval. We would anticipate producing information booklets and leaflets for this end by end of September 2012, ready for the above activities to peak in October – December.

Tools

The following marketing tools will be used to promote the school:

(a) Logo and strap line

The Nishkam logo and strap line ‘Nishkam School West London – delivering high quality faith inspired education for all’ will be used in all publicity and information relating to the communications and consultation process.

(b) E-Survey

An e-survey will be held with members of the public to explore the issues and will provide opportunities for individuals that are not able to attend an open public event.

(c) Stakeholder Meetings

Stakeholder meetings will be arranged across the ward. This activity will be used to target existing schools within the vicinity will receive a covering letter with the consultation leaflet encouraging their views and offering for a representative from the proposer group to speak at their meetings or let them know more about the admissions process

(d) Question time event

Nishkam School will host a question time event early in the consultation period, part of which members of the public will be encouraged to question the proposer group.

(e) Leaflet / booklets

Every household will be targeted directly with an information leaflet outlining details of the school and the admissions process. The leaflet will also be used for other aspects of the community engagement programme. Leaflets will be made widely available in libraries, leisure/community centres, doctors surgeries and other public buildings. Specific booklets will be developed for targeted groups – Parents, Students and Staff

(f) Website

A website has been set up and will be updated throughout the communications and consultation period – www.nishkamschool.org
Members of the public will be encouraged in all publicity to visit the site and read the

information it provides.

(g) Social Media

Create a parent's support group with social networking opportunities appropriate to the community

(h) Marketing Film

The creation of a marketing film will be commissioned to reach out to groups of potential parents.

(i) Progress updates

Stakeholders will receive copies of progress updates so that stakeholders are informed about the progress of the project.

(j) Press Releases

Press releases will be produced at every opportunity to encourage people to consult with the proposer group, to promote consultation events and provide updates against the project.

(k) School Prospectus

We will develop a school prospectus and information to prospective parents with details of the school, admissions policy and application form

(l) Corporate Plan

This document will detail the 5 year strategy for the school. The document will be sent to key stakeholders within the community.

(k) Uniform

Uniform will be a standard Uniform of good quality from a reputable high street manufacturer, at prices which are affordable to all.

All faiths and none.

NST values the government's recognition that faith schools are popular with parents and make a valuable contribution to helping this country to discharge its duty under Article 2 of Protocol 1 of the European Convention on Human Rights: "to respect the rights of parents to ensure education and teaching in conformity with their own religious and philosophical convictions". NST is established to support children and parents of all backgrounds in this regard. As families, society and civic organisations become increasingly secular, opportunities are being lost to be enriched by the positive legacy of faith traditions.

We believe schools need to go beyond the straight forward delivery of an RE curriculum and to learn **from** faith and not just **about** faith, if appropriate of each pupil, as well as building interfaith understanding. NSWL will have, therefore, a multi-faith ethos, where each faith is valued and supported. Worship for the whole School and within specific religious groups will be a unique and innovative feature of the School. The Sikh Dharam is emphatic in respecting all faiths and hence not seeking converts to the Sikh faith. Its teachings and traditions are the inspiration for our multi-faith ethos.

Regardless of faith background, by joining the school pupils and their families will have joined the wider school community. This community will provide support and guidance for all pupils where needed and will develop methodologies to ensure the same level of

support is given to those pupils who are not Sikh. The school and community will work together for a common goal and will regularly invite faith practitioners from all faiths, e.g. in assemblies to give share stories from their own traditions exemplifying values which are common to all faiths and none. This will be a key tenant of the school – in its aim to inspire children and young adults who contribute to society selflessly.

During the normal school day, there will be 2 lessons of RE per week. More importantly our values based ethos will be lead and encouraged through positive promotion in behaviour and interaction between pupil and pupil, or pupil and staff will be values led (as in the 24 dispositions described earlier in this section).

In addition, the school will offer faith practice for all faiths as an option, as either a preschool morning or post school late afternoon activity, by collaborating with local faith groups (Christian, Hindu, Muslim, Jewish, Sikh etc.). It is important to the school to be diverse to encourage interfaith understanding and most importantly respect. For the Sikh Dharam, it is a key tenant to encourage and inspire people into their own faiths.

Children of no faith, will not be pressured to partake in any faith activities, and will be encouraged to undertake other non-faith activities of which there will be a wide variety. Pastoral care and pupil well-being will be equal for all pupils.

Nishkam School West London will not only be a provision for children of all faith backgrounds with a multi-faith ethos where faith heritage and spirituality are valued and catered for, but also for children of no faith where all will equally be encouraged and monitored to succeed. For us, this is a key aspect of lifelong learning, which extends to all areas of life and will continue to grow beyond school years irrespective of background.

The School staff, and in particular the leadership team, will be made up of ability and not faith. They will need to have an affinity for the ethos, but will not have to be of faith. This is already reflected in the school's parent strategy group and governance.

Creationism or intelligent design will not be taught as valid scientific theories.

Community Usage of Facilities

We also fully expect to work with the community to make the relevant facilities (e.g. sports) available for use outside of school hours. Should we given approval to proceed, a key task will be to identify which specific facilities would be particularly useful for sharing in this manner and at what specific cost to us and price to any other users. Our principle in setting the price at which groups can use the facilities would include:

- Low or no cost for particularly "in need" groups e.g. groups catering for disadvantaged families or children
- Generating a sufficient income on the remainder of lettings to pay for cost of staff / volunteers associated with hiring out, and;
- Generate a small surplus to help pay for wear and tear.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

F1

Roles within team:

Strategy, leadership, education, project management, marketing, finance, infrastructure, legal, ICT, architectural

Time allocated below.



20- hours/week on the project



20-30 hours/week on this project



20 hours/week on this project



Adviser 5 hours/week on this project

***yet to be formally appointed as governor / director**

[REDACTED]

20-30hours/week on this project

***yet to be formally appointed as governor / director**

[REDACTED]

5 hours/week on this project

[REDACTED]

Adviser as and when required

[REDACTED]

10 hours/week on this project

[REDACTED]

5 hours/week on this project

[REDACTED]

25 hours/week on this project

[REDACTED]

15-20 hours/week on this project

[REDACTED]

15-20 hours/week on this project

[REDACTED]

15-20 hours/week on this project

[REDACTED]

5 hours/week on this project

[REDACTED]

2 hours/ week on the project

[REDACTED]

50-60 hours/week on the project

[REDACTED]

20-30 hours/week on this project

[REDACTED]

Advisor as and when required

[REDACTED]

Advisor as and when required

[REDACTED]

Adviser as and when required

[REDACTED]

Adviser as and when required

[REDACTED]

Adviser as and when required

██████████

Advisor as and when required

F2 – Both GNNSJ (the parent charity and sponsor) and now NST, which looks after 2 schools, has already a strong track record in managing complex financial. The key individuals involved are ██████████ and ██████████ (please see above list).

F3 – From the group of individuals above, there is a wide experience and a depth of knowledge in successfully setting up one previous free school (Nishkam Primary School) and in the process of setting up the second (Nishkam High School). This has included setting up Governance structures, ICT and construction, a very successful marketing campaign which meant our first free school was oversubscribed when we started and is now again oversubscribed by 50% for the new intake.

Even though the group is developing more than one school, the core project steering group has been made larger year on year, with the addition of local volunteers. The skills the core group has gained has meant there is greater efficiency and knowledge of the process.

This has all been driven not only by the selfless ethos underpinning the above individuals but a wider group of committed people numbering some 300, in committing huge amounts of time to the project (collecting demand, marketing, building and construction, raising funds)

F4: Staffing structure to deliver the planned curriculum

Background

The staffing structure and plans have been developed to meet curriculum planning, pupil number build up and availability of central support services of the federated structure.

Overall the approach to costs will be to recruit internal resources and minimise the non-teaching cost base by building the federated model. This will enable as large a proportion of the budget as possible to be devoted to class size minimisation and increase pupil/teacher contact time.

Pupil numbers build up

The school will open in September 2013 with the following year groups:

- 4 FE Reception: 100 pupils
- 4 FE Year 1: 100 pupils
- 4 FE Year 7: 100 pupils
- 4 FE Year 12: 100 pupils

Leadership and staffing

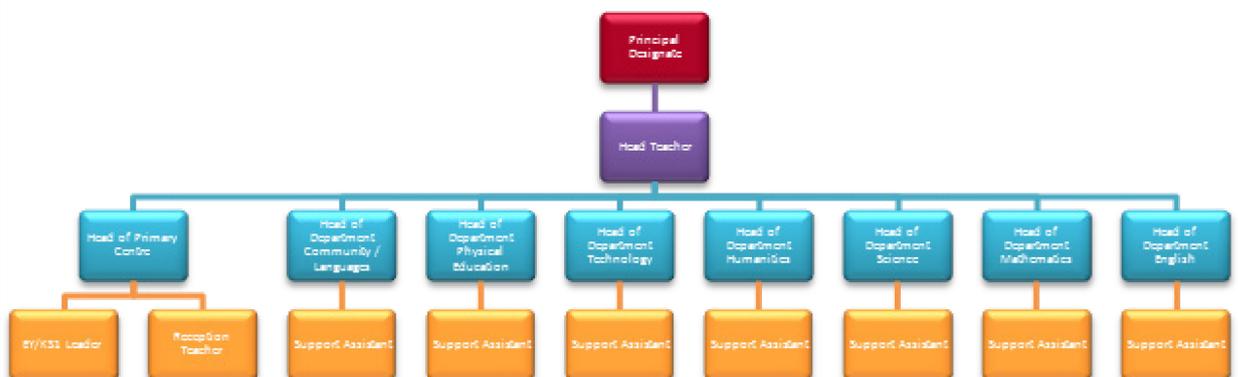
The School will be led by the Board of Governors (to support high standards of corporate governance, provide strategic vision and leadership); a Principal Designate (to lead the School, imbed the vision and values of the school; a Head Teacher for and Secondary (to shape and lead the curriculum and embed the ethos); a Business Manager (to support innovation, community engagement and lead/build central services); and Senior Management Team (to lead and manage key areas of operational delivery).

The school will develop in two stages as follows:

Stage 1 – from September 2013

In the first year the school will look to hire 7 Heads of Department and 7 support assistants to initially begin the setup and prepare schemes of works and resources for teaching.

Year 1/Stage 1 2013 / 2014 Staffing Structure



Stage 2 – post September 2013 development

Stage 2 comprises expanding the capacity as follows:

The following schematics represent the staffing structures that will lead the School into the next 5 years as it reaches full capacity and underpins the transition that is facilitated as schools have more powers to develop and deliver their own curriculum. The structure is essentially made up of four tiers of leadership over and above the leader of learning role that is the classroom teacher. The four tiers are:

1. Senior Leadership Team
2. Director(s) of Learning
3. Assistant Director(s) of Learning
4. Project Director(s) assistant

The structure is deliberately hierarchical in its nature and is formed around the principle of sub-dividing the School into 6 learning zones. Each zone will be directed and led by a member of the Senior Leadership Team and or a Director of Learning who will be accountable for all aspects of provision in the zone.

Supporting the Director, two Assistant Directors will be responsible for key aspects of delivery which will be subject focussed. Project Directors will operate across Learning Zones on a range of fixed term or permanent projects that support learning and will be responsible for their Project role to the identified Deputy Head Teacher and not the Director of Learning within whose Zone(s) they operate for their teaching commitment.

The **Learning Zones** will be comprised of a number of subject disciplines and a likely model is given below although some minor alterations may still be necessary following the uptake of subjects at KS4. Other areas of activity such as Learning Support will operate as now across all Learning Zones

1. **Scientific and Technical** – Science and Technology
2. **Global Community** – Geography, History, RE, PSHE (inc. Citizenship),
3. **Performing and Creative Arts** – Art, PE, Music, Dance and Drama
4. **Communications** – English and Community Languages
5. **Enterprise** – Mathematics, ICT, Business Studies and Enterprise
6. **Post 16 Curriculum**

Senior Leadership Team – Proposed areas of Responsibility

Principal

- Strategic Leadership of the Academy
- Governance and Policy
- Leadership and management
- Financial Management
- Health and safety
- Community engagement and partnership building

Head Teacher

- Overall Curriculum
- Extended Schools activity
- Line management of identified Project Directors
- Quality of Learning, Teaching and standards of provision
- Staffing and appointments
- Evaluation and monitoring

Head of Primary Centre

- Overall Curriculum
- Line management of all primary staff
- Quality of Learning, Teaching and standards in Primary Centre
- Staffing and appointments
- Evaluation and monitoring

Assistant Head of Primary Centre

- Behaviour / Attendance
- Inclusion including SEN/EAL/G&T

Deputy Head Teacher

- Educational Visits
- Primary Liaison
- VLE
- Line management of AST(s)
- Line management of identified Project Directors

Assistant Head Teacher (1)

- Curriculum KS3-5
- Timetable and staff allocation
- Assessment and tracking
- Connexions
- Line management of identified Learning Zones

Assistant Head Teacher (2)

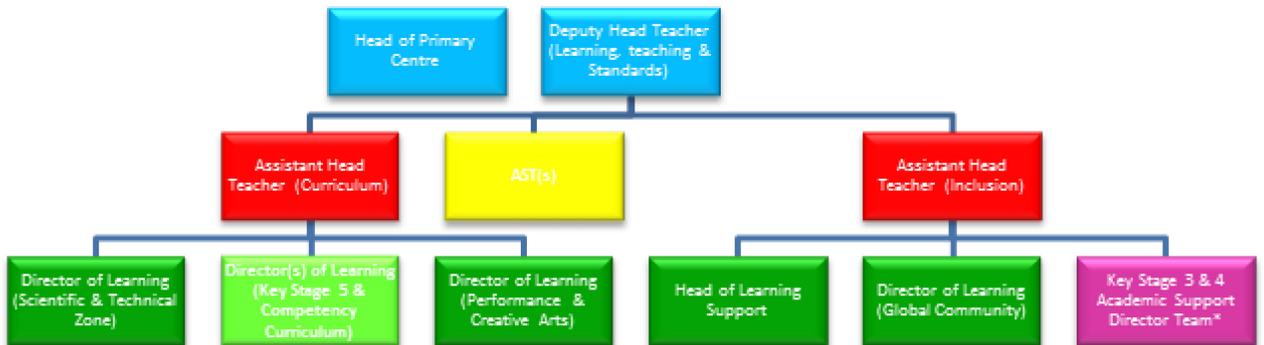
- Behaviour
- Attendance
- Inclusion including SEN/EAL/NEET/G&T
- Student Voice
- Line management of Head of Learning Support
- Line management of identified Learning Zones

Assistant Head Teacher (3)

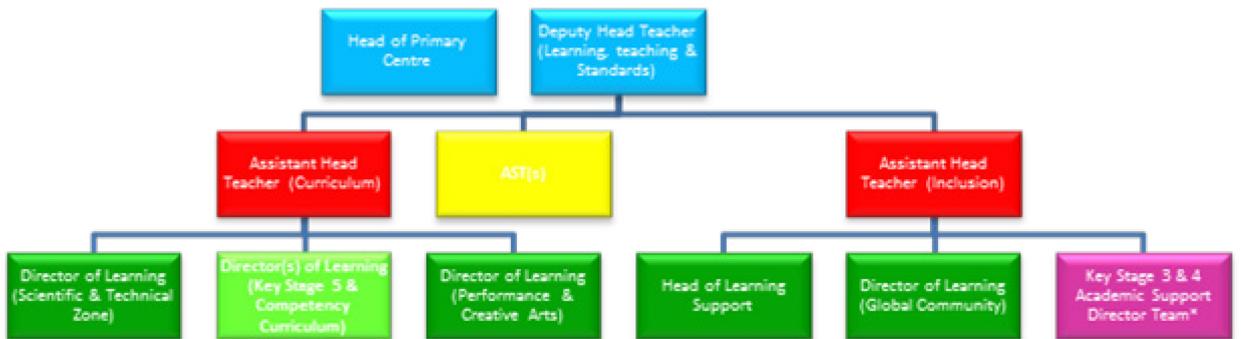
- Specialism
- Business links Enterprise education
- Work related learning including WEX provision
- Line management of identified Learning Zones
- Vocational Quality Assurance
- **Business Manager**
- Financial monitoring – value for money judgements
- Line management of Site, technical and Administration staff

Nishkam Secondary School - proposed staffing model

Tier 1 – Senior Leadership Team

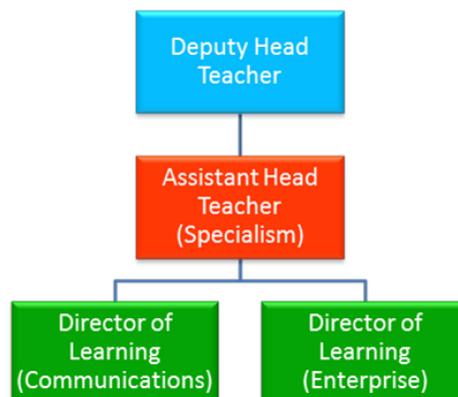


Tier 1 – SLT and Director of Learning Relationship – (1)



* Academic Support Director team refers to Heads of Year and Guidance Leaders

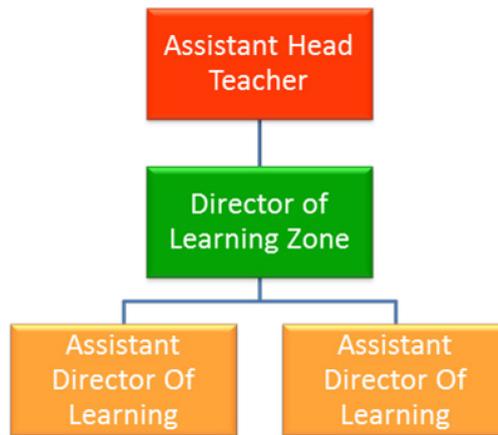
Tier 1 – SLT and Director of Learning relationship – (2)



Tier 2 and 3 – Director of Learning and Assistant Director

In all Learning Zones there will be two Assistant Directors of Learning with the exception

of Post 16 and Competency Curriculum Zone where support will be provided by Administration staff or a Project Director

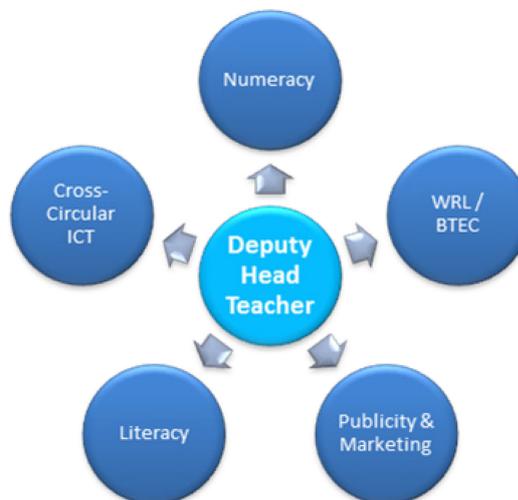


Tier 4 – Project Directors – (1)

Project Director positions are fixed term posts that will be reviewed annually dependent on the nature of the Project. The posts identified below are indicative and not necessarily a final list.

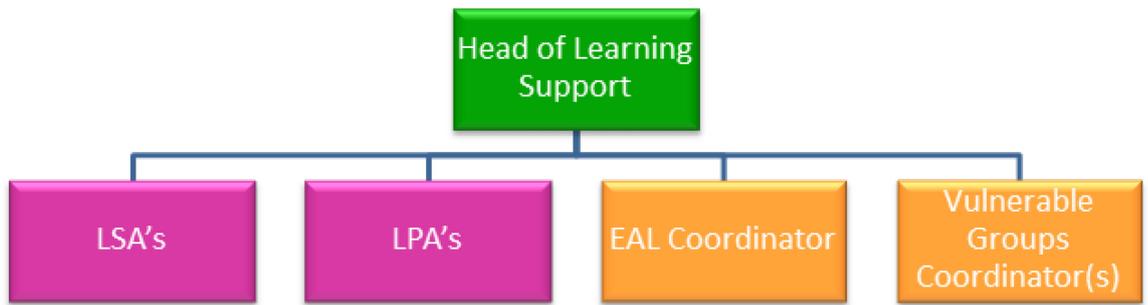


Tier 4 – Project Directors – (2)

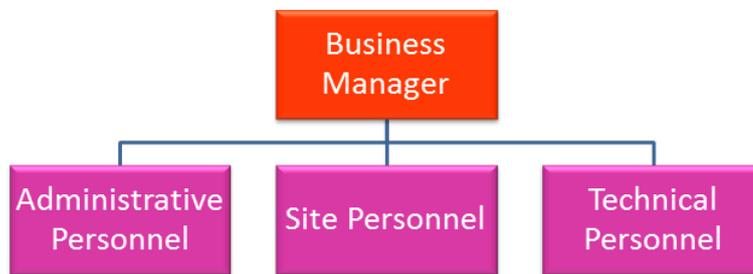


Additional relationships and structures

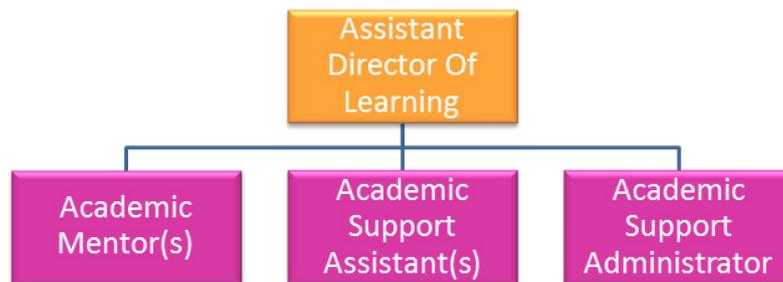
Head of Learning Support – Line management responsibilities



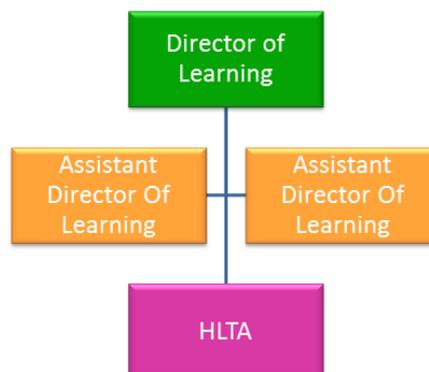
Business Manager – Line manager responsibilities



Academic Support Team – Line management responsibilities



Director of Learning – Line management responsibilities



Staff Appointments and Policies

1. INTRODUCTION

The Governing Body will have a statutory duty to “Conduct the school with a view to promoting high standards of educational achievement”. A fair, equitable, transparent pay policy will help the Governors achieve this aim.

The pay policy incorporates the principles expected from and applicable to those in public life, namely integrity, objectivity and honesty. Governors will be open about their decisions and will be prepared to explain those decisions to interested parties.

Having determined the policy, as set out below, the governing body delegates the management of the policy to the Principle Designate, Head teacher, Chair of Governors and the Pay committee of that body.

2. PRINCIPLES

The Governing Body will recognise that the determination of the remuneration of staff must operate and be seen to operate fairly and equitably for all employees. Pay will be used purposefully and selectively to strengthen leadership and management structures, recruit, motivate and retain staff of the highest quality and reward performance.

The staffing structure of the school will respond to the current and future needs of the school in accordance with the School Improvement Plan and available funding.

It will be guided by the following principles:

- Financial implications will be considered carefully with regard to the school budget.
- Salary determination will be fair, justifiable and considered within the whole school context and the short and long term requirements of the School Improvement plan.
- The process of determining remuneration will be properly and openly managed. The procedure for handling the process will be available to all staff.
- A need to maintain harmonious relationships within school
- Pay will be determined through the assessment of levels of duties and responsibilities undertaken.
- The governing Body is committed to equal opportunities for all staff and is aware that they may be subject to litigation if they fail to comply with anti-discriminatory legislation.

3. PERFORMANCE MANAGEMENT.

All members of staff will participate in arrangements made for Performance review in accordance with their conditions of employment, national legislation and School Policy.

Relevant information from Performance management statements may be taken into account by the Head and the Pay committee of the Governing Body in taking decisions on the use of any discretion in relation to pay.

4. PROCESS FOR DEALING WITH THE DETERMINATION OF PAY.

The Pay Committee:

Established by the Governing Body, this committee will, with delegated powers, determine the remuneration of staff and review this matter on an annual basis. It will consider both the financial and staffing issues which arise from this policy and the impact upon pay awards.

5. PAY SCALES FOR CLASSROOM TEACHERS

The Pay committee will determine pay for teaching staff using current government pay scales for guidance.

Experience

Teaching experience will be rewarded on the basis of one point for each year of service. The Pay committee will also count as service any period of absence approved by the Head and Governing Body during which experience relevant to teaching is acquired. Experience other than teaching will be rewarded at a rate of one point for every two years of experience deemed by the committee to be relevant to the job description and appointment criteria, to a maximum of two points.

The Pay Committee will recognise that a classroom teacher previously employed on the Leadership Spine or Advanced skills teacher shall not be paid less than point U3 on the upper pay scale.

Experience points may be withheld in a year when a teacher has performed unsatisfactorily. This will be in conjunction with formal capability procedures.

Threshold and Upper Pay Spine.

The pay committee will pay teachers who are successful at the threshold. The Pay committee will determine progression through the upper pay scale. This will be based on teachers demonstrating **sustained and substantial performance and contribution to the school.**

Teachers will only progress up the pay scale in two yearly intervals.

The process for assessing the above criteria is that:

Teachers are invited to provide evidence with regard to their targets and contribution to the school over the previous two years. Such evidence is optional. The head teacher may use other verifiable evidence including that of performance review. The reviews will take place in the autumn term with any pay outcomes backdated to 1st of September.

The Pay sub-committee will make their decision based upon evidence and recommendation provided by the head teacher and Principal.

Teaching and Learning Responsibilities - TLRs

Teaching and Learning Responsibilities will be awarded to the holders of posts indicated in the staffing structure agreed by Governors.

These payments will be for clearly defined and sustained additional responsibility in the context of the school staffing structure to ensure the continued delivery of high quality teaching and learning. Job descriptions will be regularly reviewed and will make clear the responsibility for which the TLR is awarded.

Governors will adhere to the national single criteria: A single specified responsibility focused upon teaching & learning, that is not required of all classroom teachers and

requires a teacher's professional skills and judgement.

In awarding TLRs the Governors will refer to the agreed principles underpinning the Teaching and Learning Responsibilities Structure:

- Significance of the responsibility focused on leading Teaching and Learning
- Level of decision-making authority and accountability
- High expectations of all students
- Inclusive environment for pupils and staff
- Opportunities for personal development for pupils and staff
- Workforce remodelling
- High degree of care for pupils and staff
- Effective preparation for adult life
- Promotion of a healthy and safe environment
- Recognition of staff contributions to the various aspects of pupils' learning.

The criterion and factors for the award of TLRs will be:

A TLR may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which s/he is made accountable.

School criteria

- Number of pupil periods taught in subject
- Impact on pupils across or outside the curriculum
- Number of staff (teaching and support) line managed
- Impacts upon raising pupil attainment
- Impact on pupils including extracurricular and out of hours commitment
- Cross-curricular co-ordination

National criteria

Before awarding a TLR, the Governing Body will be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that it

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- Involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR 1, the Governing Body will be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

If a post meets the criterion and all of the factors, governors will not automatically grade the post as a TLR1.

Governors may base a TLR on a job description that itemises several different areas of significant responsibility.

Revision of Staffing Structure

The Governors' will keep the allocation of TLR payments under review annually,

through its Personnel committee, having regard to any revision or addition to the responsibilities allocated to such posts or demands of the School Improvement Plan, the continuation or acquisition of specific funding streams and the financial position of the school.

The staffing structure will be presented to finance sub-committee as part of the annual budget setting exercise.

Out of School Hours Responsibilities/Learning Activities

Staffs who are required to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a payment to be determined in line with the type of activity and the existing Pay policy.

Special Needs Allowances

This point will only be awarded to teachers who are engaged wholly or mainly in taking charge of special classes of children who are hearing or visually impaired or who teach pupils with statements of Special Educational Needs in designated special classes. SEN Allowance 1 may also be awarded to classroom teachers who make a particular contribution to the teaching of pupils with special educational needs which is significantly greater than that which would normally be expected of a classroom teacher. SEN 2 Allowance will be awarded to classroom teachers who qualify for SEN 1 and who either:-

- Hold recognised SEN qualification or undertakes specific activities with SEN pupils.

Advanced Skills Teachers

The Pay committee will determine a five point range on the AST spine in accordance with government pay scales

The agreement of Performance Objectives for ASTs will be delegated to the Head teacher. Where agreement is not achieved the AST may agree them directly with the Pay Committee.

The ASTs performance will be reviewed annually against the objectives and will be awarded 1 point where objectives are met.

Excellent Teacher Scheme.

Pay committee will determine pay in accordance with the TPCD and any other statutory guidance.

Qualified Supply teachers

Casual qualified supply teachers will be paid at the hourly rate of the full-time salary for the actual hours which they work under the direction of the head teacher, on the basis that fulltime teachers may be directed to work for 1265 hours over 195 days.

The daily hours should not normally exceed seven hours and the number of days employed in any one year shall not exceed 195.

Unqualified teachers and those undertaking the Graduate Teacher Programme

Placement on the pay scale will be based upon qualifications and experience with one point for each year of unqualified teacher service.

One point for each year of unqualified teaching service which has been completed will be awarded.

A further point may be awarded for each complete three year period of non-teaching experience which is of value to the teacher's duties, to a maximum of three points.

Unqualified teachers who transfer from other L.A.'s will be paid according to their existing (or last) point on the Pay Scale for Unqualified teachers.

Other Payments

Discretionary Payments in relation to In-service training at weekends, out of Term time payment for Initial Teacher training activities and out of school learning activities will be in accordance with the TPCD.

Acting allowances

Payments of acting allowances will be paid to any member of staff acting up into significant middle or senior leadership roles. Where the need is unexpected there will be a qualifying period of 30days and for expected need the qualifying period must be for at least 30 days. "Need" is deemed to be the result of a vacancy or staff absence.

6. LEADERSHIP GROUP PAY

New Head teacher's Pay

The Governing Body will, when appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

The Pay Committee will review the school's Principal/head teacher group and the Individual School Range (ISR) with the government pay scales as a guide.

Will have regard to the provisions of the formula for the calculation of the salary for the highest paid post-holder outside the leadership group to ensure that there are reasonable differentials between posts of differing responsibility and accountability.

New Deputy Head's Pay

The Governing Body will, when appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

Will determine the Deputy Head pay range as a guide with the government pay scales

Will have regard to the provisions of the government pay scales in all respects and ensure that there are reasonable differentials between posts of differing responsibility and accountability.

Will record its reasons for the determination of the Deputy Head range as a guide with the government pay scales

Will exercise its discretion in accordance with the TPCD and pay on the bottom three points on the Deputy Head range in order to secure the appointment of its preferred candidate.

New Assistant Head Teacher's Pay

The Governing Body will, when appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

Will determine an Assistant Head pay range as a guide with the government pay scales.

Will have regard to the provisions of the government pay scales in all respects and ensure that there are reasonable differentials between posts of differing responsibility and accountability.

Will record its reasons for the determination of an Assistant Head range in accordance with the TPCD

Will exercise its discretion as a guide with the government pay scales and pay on the bottom three points on the Assistant Head range in order to secure the appointment of its preferred candidate.

Other Leadership spine posts.

The pay committee will determine the spot point on the spine for agreed posts.

Fast track teachers

If a fast Track teacher is employed at the school the Pay Committee will, on the advice of the Head teacher, award recruitment or retention amount of up to £2,000pa for a period of no more than two years.

Upon expiry of the incentive and following review, the Pay Committee may replace it with a retention award for up to a maximum of two years.

10. SALARIES OF NON-TEACHING STAFF

The Governing Body Personnel Committee will determine the duties to be carried out and choose a grade for each post from among those used by the Authority, where applicable.

In selecting a salary grade they will have regard to the job description and may seek advice from the Authority.

Regrading of posts.

Consideration for regrading will only be given where there has been a substantial change in the duties and responsibilities of the post.

Increments

Appointments/regrading

New entrants will be placed on the minimum of the appropriate salary scale except where experience and qualifications relevant to the post are considered in order to secure the appointment of the preferred candidate.

Personnel committee will use its discretion to award additional increments to recognise previous experience which results in payment above the minimum point of the salary scale.

Accelerated/withheld increments.

Increments may be accelerated within a scale on the grounds of special merit, ability or higher relevant qualifications achieved. The maximum of the scale will not be exceeded. An increment may be withheld following an adverse report only if formal procedures have resulted in a disciplinary sanction being issued.

Temporary undertaking of additional duties

A member of staff who has undertaken the full duties of a higher-grade post for a continuous period of at least four weeks will be entitled to receive a salary in accordance with the post that they have taken on.

Payment will be backdated to the first day the additional responsibilities were taken on. Pay Committee may consider paying an honorarium where a member of staff has performed duties outside the scope of their post for an extended period.

Performance Review

All members of staff will participate in arrangements made for Performance review
The line manager will conduct this every two years. They will make recommendations to

the Pay committee following the criteria stated above regarding any proposed changes. Where objectives have been met and the member of staff is at the top point of their salary range an incentive payment of £50 may be paid.

Notification to non-teaching staff.

When the salary rate has been determined under this policy, the employee will be notified of that determination

Job Descriptions

The deployment, management and allocation of duties to staff are the responsibility of the Head teacher.

Each member of staff will have a job description that complies the staffing structure determined in accordance with the needs of the School Improvement Plan and approved by the Personnel Committee.

Revision of job descriptions will be carried out in accordance with appropriate consultation procedures.

Pay Review

A pay review will be undertaken annually or when an appointment needs to be made, or when a member of staff makes a request. The pay committee will only consider the latter when there is a valid reason for doing so.

A member of staff who seeks an individual review of their pay may discuss this request with the Head teacher and may be accompanied by a representative of their Trade Union or Professional Association. Following this any member of staff may submit a request, in writing, to the Chair of the Pay Committee.

The Pay Committee will meet as soon as is practicable and advise the member of staff, in writing of their deliberations.

F5. Staff Recruitment

1. Rationale

These guidelines will be used to ensure that the school appoints the very best people to Posts in the school and that safe recruitment practices are rigorously enforced.

2. Purposes

2.1. To ensure all those employed at The Nishkam Academy are suitable individuals to work with children and young people

2.2. To ensure all those employed at The Nishkam Academy are the best qualified and experienced to work with children and young people

2.3. To ensure all those employed at The Nishkam Academy share the school's ethos, values, ways of working and aspirations for its pupils and the community it serves

2.4. To meet the requirements of the safeguarding agenda and protect both pupils and employers within the establishment

2.5. To meet government recommendations for appropriate training especially for safe staff recruitment

2.6. To ensure all employees understand the requirements within safeguarding and their role

3. Guidelines for implementation

3.1. Identification of the need for an appointment. The need for certain posts will be assessed as appropriate e.g. when a member of staff leaves; when the budget is under review.

3.2. Advertisements & post details

Once the need for an appointment has been identified the school will proceed to advertise internally, locally and nationally as appropriate. Advertisements will carry information about the school and the post. Potential candidates who request details will be sent candidate information pack which will contain the following:

A brief letter from the head or other member of staff in certain cases (e.g. SENCO for LSAs). This will include details of how to apply for the post (e.g. what is required in a letter) and the closing date

- ✓ Details of the post
- ✓ A job description and person specification
- ✓ Information about the school
- ✓ An application form
- ✓ Proposed pay scale

All literature pertaining to posts will contain this statement of commitment to safeguarding children and young people:

“This school and the local authority are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced Criminal Records Bureau Certificate is required for this post prior to commencement.”

Literature that will contain this statement includes:

- ✓ Advertisements
- ✓ Publicity materials
- ✓ The school website recruitment section
- ✓ Candidate information pack
- ✓ Job description and person specification
- ✓ Invitation to interview

3.3. Applications and short listing

- ✓ An appointment team will be established at this stage which will usually consist

of:

- ✓ The head teacher or other senior member(s) of staff.
- ✓ The appropriate line manager
- ✓ A governor where practical
- ✓ Other relevant staff e.g. LSAs; the SENCO; a deputy head.

Applications can be made electronically or as hard copy. Once the closing date has passed the appointment team will shortlist the candidates and invite them for interview, explaining what they need to do in preparation. This will include bringing appropriate documentation so that a criminal record bureau check can be initiated for the successful candidate.

3.4. Selection procedures

Interviews will normally take place over the course of a day – more if it is for a senior post. The day will normally start with a welcome and introduction by the head and – at some stage – a tour of the school with pupils. Candidates also will need the opportunity to find out about the post and the team they will be working with.

A variety of selection procedures will be used, for example:

- ❖ **Critical incident interviews.** Candidates are asked to talk about particular events or developments in their career. This can be a useful way of analysing a candidate's motives and ways of working.
- ❖ **Student interview panel.** Candidates are quizzed by pupils. This allows pupils to provide feedback to the final panel and it often provides a fascinating and very useful insight into how candidates communicate with pupils. Pupils very often provide interesting and perceptive feedback which adds much to the selection procedure. Normally a member of staff will observe this panel to provide pupils with guidance and support.
- ❖ **Teaching a lesson.** This provides very important information especially about how well the candidates plan lessons, how they interact with pupils and how well they teach. This does need careful planning and pupils need to be told in advance what they are doing and why. Where it is not practical for a lesson to take place, something as simple as a discussion between the candidate and a group of pupils can provide useful insights.
- ❖ **In-tray exercises.** These show how effectively candidates can organise their work and communicate in writing. Time needs to be set aside later in the day for their work to be scrutinised.
- ❖ **Group exercise.** A structured discussion with other candidates to assess team working and negotiation skills.
- ❖ **The final interview.** Will take place later in the day and will involve the key members of the appointment team. The final interview panel will receive feedback from each of the various selection activities that have taken place and then proceed to agree questions for the final interview. Questions and tasks for

all these activities need to have been worked out in advance. All candidates must be given the same questions and tasks to do although it is entirely appropriate to ask candidates about issues arising from their initial application and from other selection methods used on the day.

3.5. References

References will be requested from both of the referees nominated by the candidate, one of which should be an up to date employer referee, i.e. current or most recent employer. The school will request a written reference and – in appropriate cases – for the referee to complete simple tick sheet. The school will request information about:

- ✓ The candidate's suitability for the post
- ✓ Attendance, health and punctuality
- ✓ Whether the candidate has passed the pay threshold for teachers (where appropriate)
- ✓ Whether there are any outstanding disciplinary issues
- ✓ Whether there are any reasons why the candidate should not work with children and young people.
- ✓ Whether the referee recommends them for the post – without reservation, with reservation or not at all.
- ✓ References will be read before the interview so that any issues arising can be investigated during the interview.

3.6. The appointment

Taking all the evidence gathered the panel will make its choice. The successful candidate is made a verbal offer of the post. If they accept then they are sent a formal offer which states that their appointment is subject to satisfactory references and satisfactory medical and CRB disclosure checks.

The unsuccessful candidates are informed and offered a de-brief on their performance.

3.7. Safeguarding procedures on the interview day

During the day, the following checks will be made:

- ✓ Proof of identity
- ✓ Academic qualifications
- ✓ A criminal record bureau check will be initiated for the successful candidate - all candidates will be asked to bring appropriate documentation for this

The application form will ask for, where appropriate: DFE reference number

- ✓ Confirmation of registration with the General Teaching Council
- ✓ Confirmation of qualified teacher status
- ✓ The candidate will also be asked in the interview to explain any gaps in time on the application form

3.8. After the appointment

The successful candidate is sent a formal offer of the post to which they must respond in writing. A contract will be issued in due course. An induction programme is compiled by the relevant member of staff which will include ensuring the appointee understands the school's safeguarding procedures.

Training will be provided where gaps have been identified.

4. Monitoring, evaluation & review

The monitoring checklist below for the governor on the interview panel to use to ensure all the relevant safeguarding procedures have been followed. The school will evaluate its appointment procedures each year and make appropriate revisions. This will include asking people involved in selection procedures – staff, pupils, governors and candidates – how they can be improved.

5. Responsibilities

The Head teacher – oversight of the policy and its implementation

Governor for appointments – to ensure the correct procedures have been used

Head's PA – to collect documentation for the CRB check

Monitoring checklist of relevant safeguarding procedures for staff appointments

Procedure:	Tick if carried out:
1. The school's statement of commitment to safeguarding children and young people is shown in:	
❖ Website recruitment page	
❖ Candidate information pack	
❖ Job description & person specifications	
❖ Invitation to interview	
❖ The advertisement	
2. Proof of identity has been checked	
3. Academic qualifications have been verified	
4. References have been:	
❖ Requested	
❖ Received	
❖ Provided by the referee	
❖ Provided by the candidates' current or most recent employer	
5. Gaps in the candidates' records were accounted for	
6. For the successful candidate:	
❖ A criminal record bureau check has been initiated	
❖ A medical and fitness check has been initiated	
7. For teaching posts the successful candidate has provided	
❖ Their DfE registration number	
❖ Proof of their registration with the General Teaching Council	
❖ Evidence of their qualified teacher status	

Checked by:	
Position:	
Signature:	
Date:	

F6 GOVERNANCE

INTRODUCTION

In order to develop, operate and manage Nishkam School West London, Nishkam School Trust has put in place a Governance and management structure that will also take full responsibility for the proposed All-through School. The structure has been designed with the following key immediate aims:

- Establish a transformational organisation to meet high expectations of children, parents,
- Community, partners and the DfE with limited resources and a changing landscape.
- Fully engage partners to make effective contributions and build long term commitments of parents, stakeholders and the local community, including universities, local government and business, in order to enhance the education offer and support for parents, and to share and promote our values.
- Attract and develop high quality leaders and staff with a focus on educational excellence,
- Value based learning and challenging extra curricular activities.
- Contribute to the regeneration of the local community; support the economic and social wellbeing of the area; promote community cohesion; and strengthen families.
- Develop an enhanced and enriched curriculum for children; supportive professional development and post graduate study for staff; collaborative projects and action research
- Initiatives with our community and partners, in order to build a sustainable organisation.
- Build an effective corporate structure and an efficient business with clear performance management and quality assurance infrastructure.

Nishkam School Trust

Nishkam School West London will be operated and managed by a School Trust called Nishkam School Trust – a charitable company limited by guarantee, which already operates Nishkam Primary School and Nishkam High School. The constitution of the company is defined in its Memorandum and Articles of Association which are based upon the standard model documents prepared by Department for Education (DfE). The governance of the schools has been carefully considered in line with both the standard model documents and the intended operational and management requirements for the schools.

Corporate Plan

The following objectives of the school governance have been identified:

Short Term Objectives already in progress

- To constitute and implement a focused local sub Board of Directors/Governors.
- To constitute and implement an educational management structure clearly placing the Principal at the centre of educational delivery and standards.
- To constitute and implement an operational/support management structure to procure, implement and manage a professional range of support services.
- To have regular reviews in place to ensure the structure is working.
- All the above to be designed within the constraints of a federation model Memorandum and Articles (M&A) as produced by DfE, to accommodate more effectively the Nishkam family of schools (Nishkam School West London, Nishkam Primary, Nishkam High school, Birmingham).

Long Term Objectives – Sept 2014

- To constitute and implement an educational management structure within each school
- delegating key authorities to a local Governing board and clearly placing the Principal at the centre of educational delivery and standards
- To constitute and implement an operational/support management structure to procure,
- implement and manage a professional range of support services across all schools within the federation.
- To have regular reviews in place to ensure the structure is working.
- The constitution of the federated company will be designed within the constraints of a model set of Articles for Federated schools, to be agreed with DfE at an appropriate future point.

Current Governance Structure

NST has appointed five Governors (who are also Directors of the company) and have

assigned responsibilities for Chair and Vice Chair. The five Governors are:

- [REDACTED],

- [REDACTED],

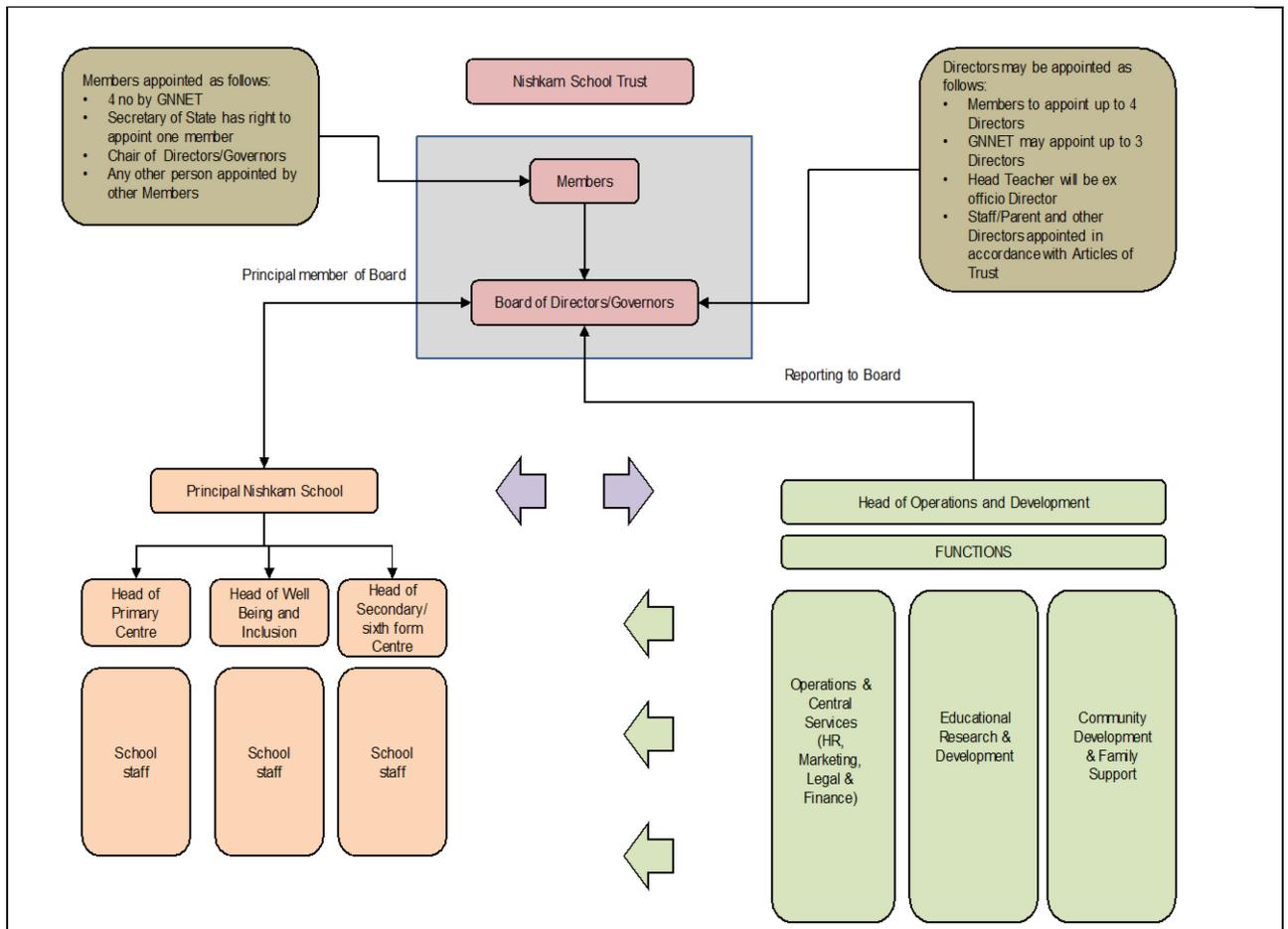
- * [REDACTED],

*(not formally appointed yet).

- [REDACTED],

*(not formally appointed yet)

- [REDACTED],



Members of the Board of Directors/Governors will carry out three distinct roles as follows:

- Directors in accordance with company law
- Trustees in accordance with charity law
- Governors in accordance with education law

For clarity the term Governor will be used to refer to members of the Board of Directors/Governors. Terms of Reference for the Board have been developed and are in place. Each Member appointed Governor acts as a 'champion' to take responsibility for a particular area of interest. Four specific areas have been identified as follows:

- Company/Charity law and operation
- Educational standards
- Marketing and Corporate Social Responsibility (including community and stakeholder engagement)
- HR/Finance

- Heritage and Faith

The Governors are also responsible for setting and monitoring of quality standards and may implement this as needs dictate by either:

- Appointing/nominating an individual
- Appointing/nominating a group
- Delegating tasks to existing governors
- Appointing an external independent organization

Below the Board of Governors, the school will be split into two distinct elements: Educational Delivery – which will be led by the Principal who is responsible directly to the

Governors for the following areas:

- Educational Research & Development – this will lead on educational thinking leading to best practice and the implementation of the values and ethos of the school. This forum will also advise and lead on the school development up to full capacity and beyond.
- Embodiment of the school culture and ethos.
- Development of the educational delivery and staff structure.
- School and Staff leadership and development.
- Educational standards and quality.
- SEN and other inclusion policies and requirements.
- Educational standards.
- Admissions procedures and processes.
- Discipline and exclusion policies and processes.
- Every Child Matters and other statutory and advisory educational policies.

Operations and Development – which will ultimately be lead by a designated Operations and Development Director to oversee the following Central Services:

- Educational Research & Development – this will lead on educational thinking leading to best practice and the implementation of the values and ethos of the school. This forum will also advise and lead on the school development up to full capacity and beyond.
- Finance/Budget management
- Payroll
- Marketing
- Community Development & Family Relations – building the links and partnerships with families and the community both on individual, social and commercial levels to ensure full participation to the benefit of each individual child

It is not expected that these two elements will work independently of each other but that the Head of Secondary, Head of Primary, the Principal and their staff will fully engage with the Operational and Development Teams to ensure the school maximises its exposure, support and benefit from the community.

Following the opening of the School, staff governors and parent governors (through an election process) will be appointed creating the full constitution of the Board by early 2014. Details of any election process will be defined during the Pre-Opening Phase of both schools.

The Responsibility of Governors

The key responsibilities of the Governing Body will be to:

- Define and implement a process for monitoring and ensure the quality of the educational provision and embedment of the schools ethos, vision and values into all its activities
- Define and implement a process that allows constructive and effective challenge and monitoring of the schools overall performance
- Define and implement a process for full engagement with the family and community
- Oversee and ensure the effective management of the school trust's finances, property and other assets
- The Governing Body will be the admissions authority for the school. The Governors will ensure the legality and operate the admissions process each year as appropriate.
- Implement the admissions appeals process.
- Oversee and ensure a full range of operational services are provided in support of the school
- Oversee educational research and development to maintain best practise.
- Guide a structured and managed increase in the size of the school as it develops all year groups towards full capacity.
- On the advice of the Principal and Head of Schools or other recruitment panel, employ suitably experienced staff.
- Implement disciplinary and contract termination.
- Ensure the requirements of Company and Charity law are fully met.
- Oversee and manage the liabilities of the School Trust

Although there are many similarities between the role of a governor within a maintained school and a Free School, there are significant differences especially associated with the role of Company Director and Charity Trustee. The initial governors have been chosen for their previous knowledge and experience not only as school governors but also as Directors and Trustees of other organisations.

The Board is in the process of:

- Developing a clear scheme of delegated authority defining task/topic focused management groups, their terms of reference and reporting lines back to the Board.
- Setting clear performance objectives and targets for the Principal and the Heads of Schools.
- Preparation of a set of educational materials and plans, in particular an assessment model and code of practice – linked to the assessment and development of individual children.
- A comprehensive staff orientation plan linked to the schools values and vision together with a continuous professional development programme to ensure best practice is maintained by both teaching and support staff.
- Development of an effective performance management system for both staff and

children.

The objective of the above will be to define clear lines of authority, reporting and processes which monitor the development and performance/progress of staff and children within an environment of personal skill building, learning and life skills.

Long Term Governance Plan

It is the aim of Board that the Nishkam School Trust will ultimately be a formal Federation allowing for the expansion of national education provision to be managed under the umbrella of a Federated Trust with shared values and ethos and access to centralised services.

Should at some point in the future the Trust decides to convert to a Federated structure, the following changes will be required:

- A Chief Executive will be appointed – depending on timing and suitability both the existing Principal and Operations Director will be considered for this post should they wish to be.
- The Operations & Development Team will become a Federation wide group providing services and support to all schools within the federation.
- The existing schools will continue without disruption as a single school within the **Federation**.
- New schools or centres can join the federation utilizing the same model as the existing school i.e. a local governing body and Principal.
- The purpose of the above is in part to create the centralised support group allowing the effective, efficient and economic distribution of services with standardised and consistent quality across a range of schools and to ensure the implementation of best practise at all times.

Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

Appendix Gi – 100% Financial Case
Appendix Gii – 90% Financial Case

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

The Nishkam School Trust (NST) was founded by the local community in Handsworth, Birmingham, in response to parental demand for improving education within the local and wider area. The community had aspirations for several years to open a “faith-based and values-led” school through the Nishkam School Trust (NST) and have created a model for others to benefit from. The support for the school has always been extended by the faith based communities throughout London and especially West London where there is a very large Sikh community. Since opening the Nishkam Primary School in Handsworth, Birmingham, the trust has had considerable support and interest from the local community of Hounslow and Heston to open a through school in West London.

As with Birmingham the main sponsor for establishing a 'Faith based and Value led' school for West London is GNNSJ. GNNSJ West London, through self-help and community participation has invested considerably in both resource and funds in providing services to the local community. They have been regenerating the spirit of individuals through teaching values in Saturday schooling and supporting local and global interfaith and intra-faith initiatives. It is the same community that supports GNNSJ's endeavours and created the Nishkam School Trust, who have identified Hounslow as the ideal location for delivering NST's new model of education.

Following a very positive parental demand exercise NST has considered a number of sites in and around the Hounslow area with the Option A site being the preferred location for the proposed 4FE Through School and sixth form centre, given its position within the community it will serve. The vision of NST's new model of education is to create an inspirational learning environment that not only engages with the children and staff but also with strong partnerships from parents, businesses and the wider community. NST's goal is to provide children with high morals and academic achievement through these partnerships. This, NST believes is possible through locating the Through School within the Hub of the community for whom it will serve. In this location the school would have the full support of the community and local and national businesses.

NST has already invested substantial funds into the primary school site in Birmingham and knows the impact of nurturing children through this model of education. It has already seen the benefits from the achievement and well-being of the children that have been educated through the Nursery and Primary.

Description of the Proposed Sites and Existing Uses

Appraisal A – () - Preferred (see also Appendix Hi)

This 23.5 acre site sits close to a well-established residential area in , Hounslow. , with 2 other main roads acting as it's boundary. It is bordered by the over ground tracks of the and is near . There are . Many trees and much shrubbery lie around the grounds shielding once prominent playing surfaces. The existing buildings would need to be demolished as they don't complement the surrounding open space. The boundary of the site offers established streets, footpaths and cycle ways making the site accessible to residents who surround the site. The site is fenced all around with dense trees and shrubbery adding to the boundary line, with large expanses of green space bordering the site. The site is extremely accessible by road and is very close to the local railway station. It is very well connected to all surrounding areas with the B454 connecting it directly to Southall and is easily accessible from Hounslow, Heston and Osterley. The slight detachment from the nearby densely populated residential areas means accessibility would be easy and would not add to current congestion in the built up areas. The site only lies miles from the existing hub of the community, namely GNNSJ Gurudwara and the supporting community that surround that.

Appraisal B – () (see also Appendix Hi)

The development site is located west of and accessed from . to the East. The land surrounding the site is primarily residential. The site would need to be acquired from the current developers and developed into the required 4FE Through School and sixth form centre. . The building would need to be developed to create an access area for a lift, toilets and walkways to access the classrooms. The development would also need to include a kitchen dining hall, sports hall and associated facilities. The site lies from the existing GNNSJ Gurudwara and the main hub of the community.

Appraisal C - () (See Appendix Hi)

This option is the only other area of land available within the vicinity of the local community NST has been set up to support. The site would need to be acquired from the city council and developed into the required 4FE Through School and Sixth Form Centre. The site is amongst 3 large residential areas and is on the fringe of the M4 and A312 connecting it well to all local amenities. It is the only large area of land available in the vicinity of the community and is approximately 2.3 miles from the current Gurudwara. This site is believed to be green belt land or part of.

Appraisal D – [REDACTED]

The site is currently unused, however 11 of the 13 acres have been sold to others developers for industrial use. The current owner has specified that the remaining 2 acres are unsuitable for educational use. The land is being marketed by [REDACTED] and [REDACTED].

Tenure – Existing and Proposed

Appraisal A – [REDACTED] – preferred site.

The site is being marketed by an individual and the full availability will need to be confirmed. The site is currently not in use. It is anticipated that a Freehold purchase would need to be undertaken by the DfE with a view to gift the property to NST for the delivery of education or alternatively a lease of the property would need to be obtained from the current owner.

Appraisal B – [REDACTED]

This option would require the current owner to sell the site to accommodate a new school and associated facilities. NST would require the DfE to acquire the site on its behalf.

Appraisal C - [REDACTED]

This option would require the city council to release / sell some of its green space to accommodate a new school and associated facilities. NST would require the DfE to acquire the site on its behalf.

Appraisal D – [REDACTED]

This option would require the current developers to sell the site to accommodate a new school and associated facilities. The industrial site is being marketed by [REDACTED] and [REDACTED]. The site would not however meet the requirements to accommodate the size of the 4FE Through School and Sixth Form Centre.

The Proposed Works

A number of options have been explored as part of this business case. A detailed summary of these can be found in Appendix Hi. This section describes the preferred option and associated works.

Appraisal A – [REDACTED] – preferred site.

The proposed development on this site to accommodate a 4FE Through School and Sixth Form Centre would be the preferred option. This site would require an entirely new development to be undertaken. So far as NST is aware the site does not have any restrictions for any commercial development to be undertaken.

The proposed layouts are contained within Appendix Hi

Appraisal B – [REDACTED]

If [REDACTED] is not available the alternative proposal will be for a 4FE Through School and Sixth Form Centre to be developed on this site, by converting and extending the existing building. An extensive refurbishment would have to be undertaken. A structural assessment would need to be undertaken to ascertain the suitability of the existing structure to be remodelled into a 4FE Through School and Sixth Form Centre.

The proposed layouts are contained within Appendix Hi

Appraisal C - [REDACTED]

This site would require an entirely new development to be undertaken to accommodate the proposed new secondary school and sixth form centre. This would inevitably be the most expensive option.

The proposed layouts are contained within Appendix Hi

Appraisal D - [REDACTED]

This site would require an entirely new development to be undertaken to accommodate the proposed 4FE Through School and Sixth Form Centre. The costs associated with this proposal would be high due to the constraints of the site, the school would need to be built as a multi-storey structure, including below ground to achieve the required space allocation.

Planning Issues**Appraisal A – [REDACTED] – preferred site.**

A full planning application will be required for the works envisaged within this business case.

Appraisal B – [REDACTED]

A full planning application will be required for the works envisaged within this business case.

Appraisal C - [REDACTED]

This option has not been discussed with the city council planning office.

Appraisal D – [REDACTED]

This option has not been discussed with the city council planning office.

Surveys**Appraisal A - [REDACTED] – preferred site.**

No surveys have been carried out on this site.

The following surveys will be carried out to inform the proposals:

- Topographical survey
- Ground investigation

- Utilities survey including drainage (location and capacity)
- Measured building / condition survey
- Asbestos Survey

Appraisal B - [REDACTED]

No surveys have been carried out on this site.

The following surveys will be carried out to inform the proposals:

- Topographical survey
- Ground investigation
- Utilities survey including drainage (location and capacity)
- Measured building / condition survey
- Asbestos Survey

Appraisal C - [REDACTED]

No surveys have been carried out on this site.

The following surveys will be carried out to inform the proposals:

- Topographical survey
- Ground investigation
- Utilities survey including drainage (location and capacity)
- Measured building / condition survey
- Asbestos Survey

Appraisal D – [REDACTED]

No surveys have been carried out on this site.

The following surveys will be carried out to inform the proposals:

- Topographical survey
- Ground investigation
- Utilities survey including drainage (location and capacity)
- Measured building / condition survey
- Asbestos Survey

Delivery Programme and Temporary Accommodation Issues

Appraisal A - [REDACTED] – preferred site.

There is a low to moderate risk to the works associated with this option not being complete in time for the September 2013 opening. It is unlikely that any temporary accommodation will be needed. However if there is a delay in acquisition or planning then it is envisaged the cost of temporary accommodation for the hire of classrooms, science and technology classrooms would be [REDACTED]. Alternatively the school could be partially completed under a phased development to accommodate the first cohort of pupils. If temporary accommodation was required then it could also be situated on part of the site.

Appraisal B – [REDACTED]

There is a moderate to high risk to the works associated with this option not being complete in time for the September 2013 opening. However if there is a delay in acquisition or planning then it is envisaged that temporary accommodation will need to be provided at an alternative location whilst to new school is developed.

Appraisal C - [REDACTED]

Due to this option meaning the loss of green space there may be a longer consultation period and objection from the local residents surrounding the space. The building programme will also be longer and would inevitably require the school to open in temporary accommodation for the first year, September 2013-4 .The temporary accommodation may cost in the region of [REDACTED]

Appraisal D – [REDACTED]

There is a high risk to the works associated with this option not being complete in time for the September 2013 opening due to the extensive works required to develop the school within the constraints of the site. However if there is a delay in acquisition or planning then it is envisaged that temporary accommodation will need to be provided at an alternative location

Options Appraisal

Costs

Anticipated Lease / Purchase payments:

- A) [REDACTED] [REDACTED] preferred site.
 - i) Available but outright purchase price Unknown
 - ii) or a lease unknown

- B) [REDACTED]
 - i) Cost and availability unknown

- C) [REDACTED]
 - 1) Cost and availability unknown

- D) [REDACTED]
 - 1) Cost and availability unknown

The preferred options are as follows with detailed delivery programme including in-take schedules and contingencies plans.

Summary Appraisal A –4 FE Through School and Sixth Form – [REDACTED] – [REDACTED] – preferred site.

[REDACTED]

Summary Appraisal B – 4FE Through School and Sixth Form – North

Summary Appraisal C – Through School and Sixth Form –

Lifecycle costs allowances are assumed as advised by Partnership for School

Envisaged advisory costs associated with developing the full planning applications and overseeing the projects to completion:

Appraisal A –

The **estimated** capital cost for developing this proposal is [redacted] excluding advisory fees and VAT.; the total advisory fees for this option equate to **approximately** [redacted]

- Architectural (4.5%)
- Mechanical & electrical (1.7%)
- Quantity surveyor (2.15%)
- Structural Engineers (1.75%)
- Project Management (2%)

Appraisal B –

The **estimated** capital cost for developing this proposal is £19,456,000.00 excluding advisory fees and VAT; the total advisory fees equate to **approximately** £2,354,176

- i. Architectural (4.5%)
- ii. Mechanical & electrical (1.7%)
- iii. Quantity surveyor (2.15%)
- iv. Structural Engineers (1.75%)
- v. Project Management (2%)

Appraisal C –

The **estimated** capital cost for developing this proposal is £19,540,000.00 excluding advisory fees and VAT.; the total advisory fees equate to **approximately** [redacted]

- i. Architectural (4.5%)
- ii. Mechanical & electrical (1.7%)
- iii. Quantity surveyor (2.15%)
- iv. Structural Engineers (1.75%)
- v. Project Management (2%)

Procurement

Advisory Services and Project Management

NST would prefer to conduct procurements for the following services to

further develop the proposals for the preferred sites. The anticipated values are however above the relevant OJEU thresholds and therefore NST would like to seek assistance as to how it can play a part in the site infrastructure development. NST would like PFS and its advisors to work in partnership to deliver its school.

- a. Architectural
- b. Mechanical & Electrical
- c. Structural Engineers
- d. Quantity Surveyor
- e. Project Management
- f. CDM
- g. Acoustic Engineers

NST will look to procure the above services in line with its vision and ethos and in line with the timelines for the preferred options. NST strongly believes that the supply of these services should be offered to local and regional businesses to encourage sustainability and further regeneration. NST would like the tenders to be evaluated under the following categories:

- How they align with NST's vision and ethos
- Evidence of corporate and social responsibility
- How have they engaged with community and faith organisations
- Price

Works

Appraisal A – [REDACTED] - [REDACTED]

NST would prefer to conduct procurements for the following services to further develop the proposals for the preferred sites. The anticipated values are however above the relevant OJEU thresholds and therefore NST would like to seek assistance as to how it can play a part in the site infrastructure development. NST would like PFS and its advisors to work in partnership to deliver its school.

Appraisal B – [REDACTED]

NST would prefer to conduct procurements for the following services to further develop the proposals for the preferred sites. The anticipated values are however above the relevant OJEU thresholds and therefore NST would like to seek assistance as to how it can play a part in the site infrastructure development. NST would like PFS and its advisors to work in partnership to deliver its school.

Appraisal C – [REDACTED]

NST would prefer to conduct procurements for the following services to further develop the proposals for the preferred sites. The anticipated values are however above the relevant OJEU thresholds and therefore NST would like to seek assistance as to how it can play a part in the site infrastructure development. NST would like PFS and its advisors to work in partnership to

deliver its school.

Funding – Capital Investment

NST is a community organisation and as such has no income (with the exception of a Funding Agreement for its Primary Free School) other than charitable donations to support the delivery of its educational vision. For funding the acquisition of the [REDACTED] site, the preferred option, NST could only consider 3 options;

A 100% loan from the Bank with the DfE paying a lease to cover the loan costs for the site.

A request to the local community to assist in part-funding the acquisition of the site through fund raising and a loan from the bank. The community would then lease the premises to NST for the delivery of its education.

The DfE acquire the site and gift it to NST for the delivery of its education.

ICT

NST's vision is to deliver a new model of 'faith based and values led' education through engagement with children, teachers, parents, community, business and other organisations. ICT is seen as a central component to deliver this vision.

The ability for children to fuse with ICT throughout their development is vital as ICT plays an ever more pivotal role in how we work and live. It is the vision of NST that children should be able to work from home and submit assignments online. Parents should be able to check on the child's progress and achievements and assist further in developing their child from what reports that they see.

Parents, Businesses and other organisations should be able see the schools overall progress online and offer support in assisting in the development of the school as part of the community. This could be through taking part in extracurricular activities or offering support for mentoring those children that need it, through whatever specialism they can bring. It is hoped that the interaction through ICT will engage the wider community through partnerships to bring a sense of community responsibility for the welfare and wellbeing of all children and society.

The secondary school ICT experience will build upon the ICT systems put in place for the primary school. It is envisaged that the fundamental strategic vendor agreements and policies will be leveraged where possible.

There are a number of key aspects of the desired learning experience that can be supported by ICT and NST is keen to explore these opportunities.

It is intended that learning is experiential and interactive.

Interactivity can be supported by:

- innovative use of interactive white boards;
- wireless, mobile learning devices, small handheld devices in particular have potential for powerful collaborative learning experiences;
- voting systems, particularly the more sophisticated versions.

Experiential learning can be supported by:

- access to software that provides learning experiences that are authentic representations of how adults work in that subject area;
- video-conferencing access to expertise and mentors;
- still image and video devices to capture out-of-school experiences.

The use of technology must be kept in perspective however: it will not be allowed to replace real experiences and interactions with others or to dominate the learning environment.

Students will be encouraged to see how ICT can be of benefit in the world today. Where ICT can play a key part in business and community projects. It is expected that as secondary school pupils they will have more of an appreciation of application of ICT. The use of case studies or projects to enhance this will be considered alongside the study of ICT as a subject.

Parental support for their children is key. There is a desire that parents will have remote access from home to the school's systems so that they can:

- see the achievements of their own children;
- support the progress of their own children through systems that automatically offer a 'next steps' activity;
- contribute as mentors to the progress and development of all pupils;
- assist in the development of parenting skills;

children are expected to have or be developing a level of independence and this should also be reflected in the use of ICT and the opportunity for children to express themselves in a safe and respectful way.

These goals can be supported by:

- a parental portal to the school's Learning Platform or Virtual Learning Environment (VLE);
- mobile learning devices that pupils are allowed to take

home;
home broadband connectivity.
a school website or area where students can create
web based groups for particular areas of interest

Reliable and adequate broadband connectivity for the school and for the community will be essential. A safe and secure internet connection with sufficient bandwidth to permit home access to resources and maximise the benefit of web based services will be required, and ideally the connection method will permit bandwidth to increase to meet future requirements.

This means a minimum of a 10mb line to the primary site and a minimum of a 100mb line to the secondary site. The reliability and resilience of the broadband connection will need to be close to 100% as the school will be dependent on it for communications, management information systems, access to the virtual learning environment, teachers' planning, assessment. Ideally the school will be able to procure broadband connectivity through the LA/RBC, which would also provide proxy servers and internet filtering for security and e-safety, and access to the Joint Academic Network (JANET) and the National Education Network (NEN).

The local area network will require network switching (core and edge) to support the wired infrastructure. This will be supplemented by a managed wireless solution (capable of growing with the school) to support concurrent connections of user devices.

A local server infrastructure will be required to support a range of devices and peripherals, document and file storage, server based applications, data backup and network security including virus protection.

User, device and software deployment management tools. Computers and other user devices for pupils, teachers, management and administration. Device ratios (e.g. pupils 1:4, teachers 1:1, Administration minimum of 2) Software for all users including office applications, curriculum specific packages and a management information system (MIS). A range of peripherals including printers, digital cameras, projection and other AV solutions. Building systems e.g. VoIP, Access control and CCTV.

The installation of technology will have an impact on the school building and consideration has been given

to:
network cabling (containment and termination);
power, including the use of power over Ethernet (PoE) where possible;
storage of core infrastructure e.g. servers and switching.
specific rooms where ICT hardware can be setup to focus on music or art, etc.

The importance of on-going ICT support is recognised and the proposers will ensure that appropriate support arrangements are put in place. Due to the more intensive ICT requirements at this level, it is envisaged that a small team of ICT technicians will be required to keep the systems running and setup class loads.

ICT will be procured to enable the creation and development of environments that are learning led, with a focus upon:

- Enhanced learning: central data centre; integrated learning platform underpinned by management information system; and other core systems.
- Developing business partnerships: school management; other initiatives aimed at anytime, anywhere ICT access
- Promoting emotional well-being (such as through the equitable provision of access to the benefits of ICT. This is a fundamental and underlying principle of this programme, the home access programme)
- Delivering sustainable solutions

It is proposed that a Managed Service will be implemented to deliver:

- Flexibility
- Localised services to schools
- A learning platform that is adaptable
- ICT apprentice roles at schools
- A highly resourced helpdesk

The programme is an enabler to provide a step-change in access to education through ICT.

The ICT managed service will approach ICT implementation on two different levels, these being:

- Area-wide services
- School based services

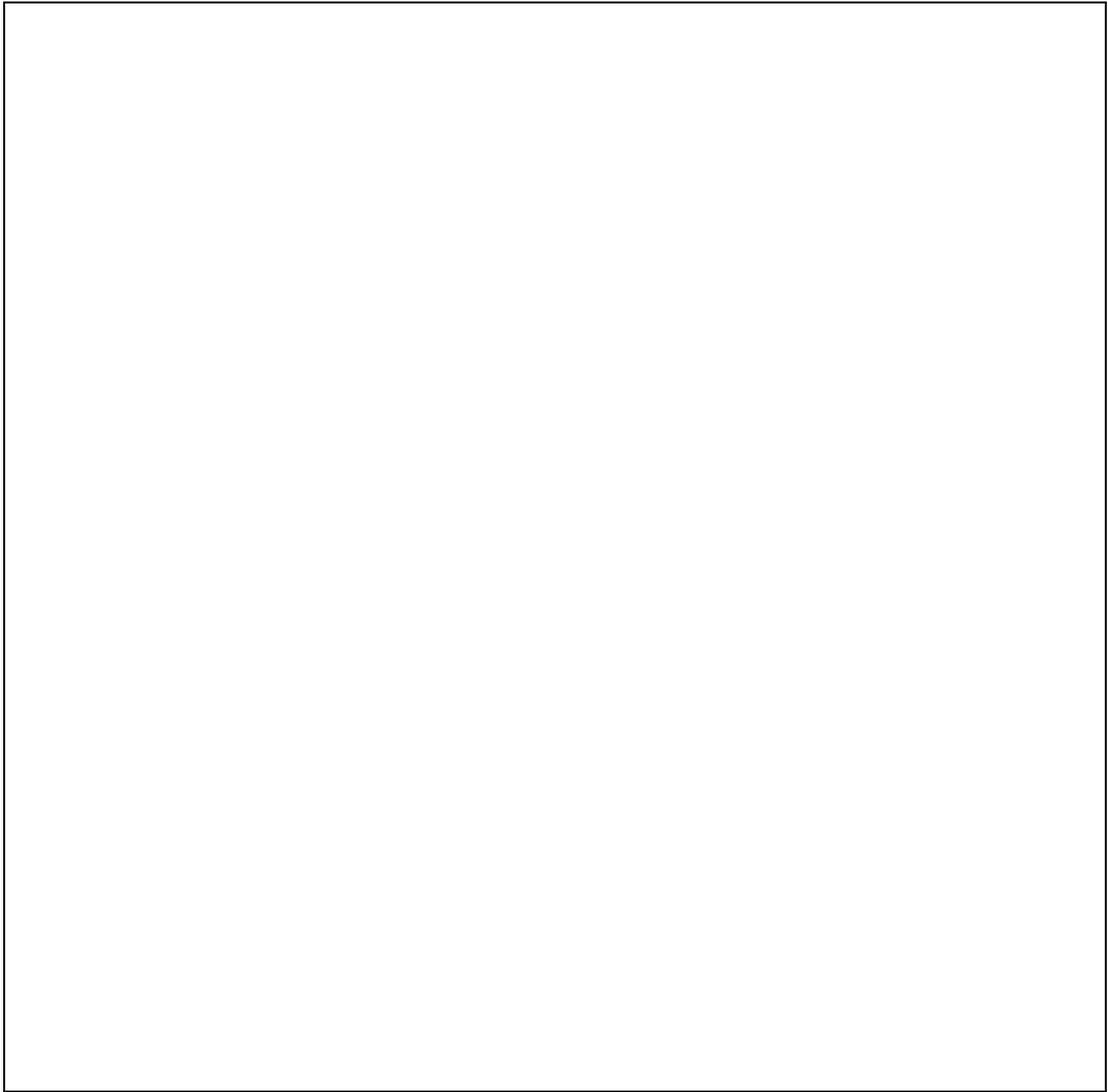
In practical terms we are looking to provide:

- ICT designed into the fabric of the building.
- Technology will be used to facilitate.
- ICT will be provided and supported centrally.
- We envisage being able to:
Implement automated registration systems

Access one's own workspace
Access your workspace from anywhere
Access shared spaces
Have access to remote direct support services
Have the reassurance that services are robust and effective

These, along with a range of other benefits will support our desire to implement effective courses, provide equality of learning opportunities.

- The school will continue to benefit from locally provided ICT technical support services supplemented by additional technical staff with a central role. This new service will be targeted – on providing the requisite technical support for schools and will provide extended learning into the evening for remote student access. Local technical staff will have a distinct role in supporting ICT at a school level, but will have a governance and personal development structure that could ultimately enable them to progress, rather than leaving to seek opportunities elsewhere.
- The school should be seen as a 'technology hub' where access to ICT and the requisite support services will act as a catalyst to further schools' aspirations with regards to their specialism.
- The school can also be seen as a community hub, encouraging parental engagement – not only regarding their children's attainment, but also to provide opportunity for parents to learn, to network with and become members of other community groups, and thus schools serving the wider community in general.



Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

- Appendix Ci – Vegetarian Diet
- Appendix Ei – Postcode and DOB of Demand Signatures
- Appendix Eii – Letters of Support
- Appendix Gi – 100% Financial Case
- Appendix Gii – 90% Financial Case
- Appendix Hi – Site
- Appendix Fi – CVs

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