



Department
for Education

Free School Application Form 2013

Mainstream and 16 to 19

THE NANAKSAR ACADEMY

Contents

Contents	2
Completing and submitting your application	3
Application checklist	5
Declaration	7
Section A: Applicant details	8
Section B: Outline of the school.....	8
Section C: Education vision	9
Section D: Education plan – part 1	21
Section D: Education plan – part 2	21
Sections D1, D2, D3 and D4	21
Section E: Evidence of need – part 1	61
Section F: Capacity and capability.....	71
F1 (a) Pre-opening skills and experience.....	88
F1 (b) Skills gap in pre-opening	88
F3 (a) Proposed governors	89
F3 (b) Skills gap for governing body	94
F6 Shared services	94
Section G: Budget planning and affordability.....	95
Criteria G1 and G2.....	95
Criterion G3.....	95
G3 Financial resilience to reductions in income	99
Section H: Premises	100
Annexes.....	101
CV template.....	102
Self-assessment form for independent schools (including privately run alternative provision and special schools).....	103

Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel template.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word and Excel templates.

In **Section G** we are asking specifically about costs and financial viability. This requires the completion the relevant sections of the Word and Excel templates.

In **Section H** we are asking for information about premises, including an outline of any research/progress you have made so far. This requires the completion the relevant sections of both the Word and Excel templates.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

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

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

The contents of the budget Excel template are excluded from the page limit.

Please include the name of your school in the file name for both your Word and Excel templates.

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

Data Protection

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

Application checklist

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

<p>7. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 9 Sept 2013 and 12 noon on 13 Sept 2013; ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>8. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application		
<p>9. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

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

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

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

Signed: [REDACTED]

Position: Chair of company / Member of company (please delete as appropriate)

Print name: [REDACTED]

Date: 12th September

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

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



Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education Vision

Our founder and Chair of Governors, [REDACTED], [REDACTED]. As an Academy Trust we are seeking to establish a second all through Academy (4 to 18), to be named the Nanaksar Academy, in the London Borough of Hillingdon, on the basis that there is a need for school places, a demand for this specific school, modelled as it is on the proven track record of establishing and operating successful schools and achieving the highest standards of education for our pupils.

The Nanaksar Academy will be a four form entry all through Academy with a Science specialism catering for children from the age of four to nineteen years old.

With a Science specialism we intend to develop our pupils' quest for knowledge, enhance and hone their enquiry skills and equip them with a broad array of learning and practical techniques that will provide the means to tackle new problems in a host of situations.

Our all through school will ensure that the particular needs of every pupil are and remain known to staff throughout their education, avoiding the potential disruption and setbacks arising from a school move. We will work to ensure that our offering is stage appropriate for pupils and will ensure that our key transitions across KS2-KS3 and KS3-KS4 are managed in a much more holistic and flexible way than can generally be achieved under the more traditional arrangements when moving from primary to secondary school.

For our lower phase pupils we will provide them with access to curriculum specialists from KS2 ensuring that they have a confident grasp of a wide range of subjects. All pupils from reception will have timetabled access to specialist teaching spaces including Art, Design Technology and Music to help facilitate a rich curriculum experience. For our upper phase pupils we will provide them with opportunities to develop their social, interpersonal and responsibility skills through a vertical tutoring system enabling them to mentor and support younger members of the school.

From its opening, the Academy will focus on nurturing and developing every pupil's gifts and talents to prepare them for their adult life in the twenty first century. As part of our proposal our Trust has received a commitment for a formal partnership to be created between The Nanaksar Academy and Brunel University; specifically with [REDACTED] [REDACTED]. This partnership will represent a unique innovation to create model classroom practice through curriculum planning and design academic challenge into every lesson. We will be able to incorporate BACE's world regarded expertise in this area to help us design, monitor and adapt our classroom practice to ensure that all our pupils are

continuously academically challenged in all their lessons. As part of this partnership all our pupils will have access to the Brunel Urban Scholars Programme, a course run at Brunel University at weekends, which is designed to encourage pupils to develop intellectual curiosity and support them in raising their aspirations to be engaged in higher levels of learning and to become lifelong learners.

High Quality of Guru Nanak Sikh Schools

Teaching and learning at Nanaksar Academy will be founded on the proven and highly successful Guru Nanak Sikh Academy methodology.

Guru Nanak Sikh Academy has achieved grade 1, outstanding, for every aspect of its work inspected by Ofsted in both the primary and secondary phases of the Academy (Ofsted Inspection 2008 Guru Nanak Sikh Secondary, Ofsted Inspection 2011 Guru Nanak Sikh Primary). In both cases this included, grade 1 for leadership and management, grade 1 for teaching and learning and grade 1 for standards of achievement. Recent performance league tables (January 2012) show Guru Nanak Academy to be the top performing school in Hillingdon for Value Added (Contextual Value Added score of 1046), Advanced level performance and the International Baccalaureate results. Guru Nanak Sikh Primary phase is the top performing school in Hillingdon for the percentage of pupils achieving level 4 and above in both English and Mathematics. Guru Nanak Primary phase has consistently been above local and national average in English and Mathematics at level 4 and the higher level 5 at Key Stage 2. In 2011, we achieved 44% level 5 in English (national 33%) and 72% in Mathematics, (national 35%). In 2012 there was a further rise in attainment at KS2, with 100% of pupils achieving at least level 4 in both English and Mathematics (national 79%). In this year 58% of pupils achieved a level 5 in English and 77% in Mathematics. In both 2011 and 2012 100% of pupils at KS4 achieved 5 or more A*-C grades at GCSE. The percentage of 5 or more A*-C grades including English and Mathematics for 2011 was 67% and in 2012 was 66%. This performance has been achieved in the context that over 50% of our pupils enter Primary school with little or no English and in both schools there is 100% English as an Additional Language need (EAL).

Guru Nanak Sikh Academy was designated as a Teaching School And National Support School in March 2013. As part of this designation it has formed an alliance with both local Secondary and Primary schools. In addition to this it is a strategic partner to the Surrey teaching schools alliance. This cross phase and cross border alliance gives us an enormous pool of expertise from which we will be able to draw advice and guidance, as well as make contributions which will expand the Continuous Professional Development (CPD) opportunities for staff at the Nanaksar Academy.

Guru Nanak Sikh Academy's Principal ([REDACTED]) was [REDACTED]

Harnessing the capacity of Guru Nanak Sikh Academy as a National Teaching School will be invaluable in terms of supporting staff recruitment, training and development.

If approved, the Nanaksar Academy will also benefit hugely from the learning we have undergone through the process of proposing and opening the Nanaksar Primary School. This 4 FE primary school that will initially open in temporary accommodation will be fully subscribed on opening and the team who lead the project are all available to support The Nanaksar Academy if approved through to opening in 2015 and beyond.

Local Schools

There are 14 schools within a mile radius of the postcode for the proposed site – one all-through special school (John Chilton School), one mainstream all-through school (Alec Reed Academy) one mainstream secondary school (Barnhill Community High School) and nine primary schools (described in the performance tabled below:

[REDACTED]

School	Distance	Phase	Type	Age
John Chilton School	0.497	All-through	Community Special School	2-17
<input type="checkbox"/> St Raphael's Catholic Primary School	0.532	Primary	Voluntary Aided School	3-11
<input type="checkbox"/> Alec Reed Academy	0.576	All-through	Academy Sponsor	3-19
<input type="checkbox"/> Downe Manor Primary School	0.650	Primary	Community School	3-11
<input type="checkbox"/> Viking Primary School	0.666	Primary	Community School	3-11
<input type="checkbox"/> Bourne Primary School	0.766	Primary	Community School	3-11
<input type="checkbox"/> Belmore Nursery and Primary School	0.767	Primary	Academy Sponsor	3-11
<input type="checkbox"/> Brookside Primary	0.809	Primary	Community	5-11

School			School	
<input type="checkbox"/> Brookside Primary School	0.809	Primary	Academy Sponsor	5-11
<input type="checkbox"/> Barnhill Community High School	0.831	Secondary	Academy - Converter	11-18
<input type="checkbox"/> Willow Tree Primary School	0.877	Primary	Community School	3-11
<input type="checkbox"/> Gifford Primary School	0.951	Primary	Community School	3-11

Performance Data

The closest secondary school is Barnhill Community High School, a 1400-student, mixed, academy converter school and sixth form in Hillingdon. The school became an academy in February 2012. The school currently has 54.5% of students receiving FSM (more than twice the national average), 28% with EAL and 9.5% with SEN (Statement and School Action Plus).

Overall, the school is of low/average performance, with 52% of pupils achieving 5 A-C (inc. E&M) in 2012. Its performance has remained static since 2010. It broadly achieves the national averages in terms of expected progress in English and Maths. Last year, the school had a 14% drop in pupils achieving A-C in Science.

In terms of attendance, they are in the bottom 40% of school nationally achieving 93.8% attendance in 2012. This puts them in the fourth quintile nationally. Ofsted deemed the school Good in March 2012 (one month after they converted to an academy).

The performance of the nine local primary schools is tabulated below:

Primary School	Ofsted	L4@KS2%	Type of Establishment
St Raphael's Catholic Primary School	2	87	Voluntary Aided School
Downe Manor Primary School	2	78	Community School
Viking Primary School	2	94	Community School
Bourne Primary School	2	79	Community School
Belmore Nursery and Primary School	3	66	Academy Sponsor

Primary School	Ofsted	L4@KS2%	Type of Establishment
Brookside Primary School	2	68	Community School
Willow Tree Primary School	3	72	Community School
Gifford Primary School	1	86	Community School

A common feature of the inspection reports arising from those schools across Hillingdon that perform least well in the area is the constant reference to the high proportion of pupils from ethnic minorities who have English as an Additional Language need and the high proportion of pupils with communication, speech and language difficulties. It is therefore vital, in the interests of serving the surrounding communities, that our local parents and pupils from ethnic communities, in order to make the necessary progress and achieve have access to at least 'good' schools. Building on the track record of Guru Nanak Sikh Academy, we will move pupils from below average attainment on entry, to meeting local and national standards at the end of Key Stage 1 and achieving above local and national standards at the end of Key Stages 2, 3 and 4.

We anticipate that many if not most of our prospective pupils will have English as an Additional Language (EAL) and we will structure our school to guarantee that EAL does not represent a barrier to academic success.

In all classes we will seek to have either the teacher or the Learning Support Assistant (LSA) as bilingual as we have found that this significantly impacts on pupil progress where there are 100% EAL learners. English for Speakers of Other Languages (ESOL) classes and ICT provision for the Community will also be a feature of our support for parents, who will then be better able to support their child's learning.

The quality of teaching will be enhanced by staff giving additional time, outside the school day, to support individual pupils through lunch time sessions, before and after school clubs.

Shortage of Places

In overall terms Hillingdon is experiencing dramatic population growth, particularly within the lower socio-economic categories, as changes to housing benefit support lead to an exodus from inner London Boroughs in addition to climbing birth rates. Hillingdon is now the second largest London Borough and continues to expand. The nature of the inward migration is also adding significantly to the diversity and complexity of the nature of the communities within the Borough.

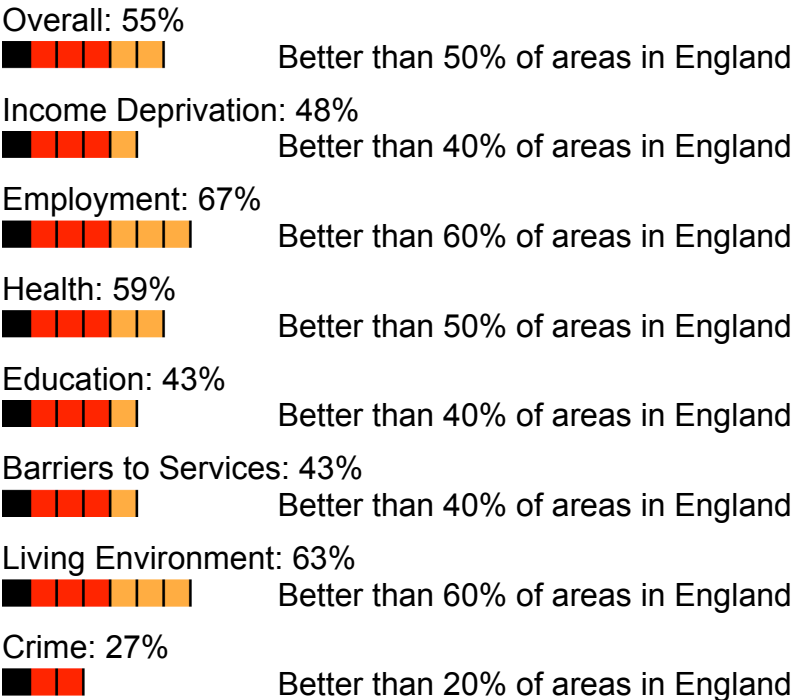
In a recent cabinet report (July 2013) Ruislip was one of the areas specifically identified as requiring additional primary places. In addition, across the borough Hillingdon forecast the need to provide an additional 16 forms of entry for secondary school students by 2016/17. [add link to document]. The cabinet report in April 2013 identified a need for 3,150 additional primary places across the borough in the next 10 years.

This is creating both a general need for additional places and specifically a need for schools capable of embracing this changing demographic and with a track record of supporting the learning of students who have English as an Additional Language.

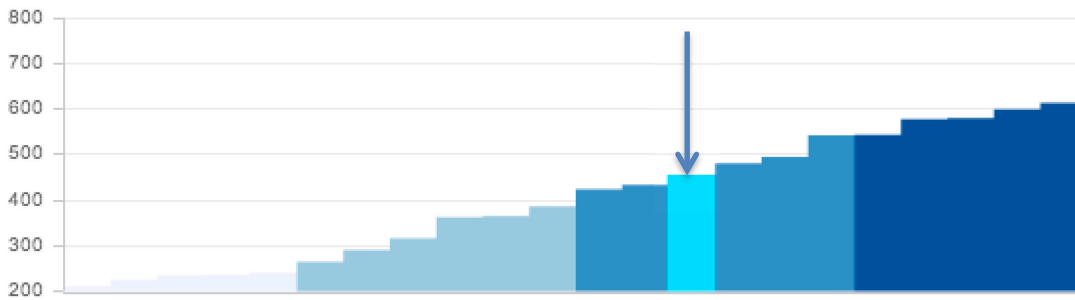
Deprivation within South Ruislip Ward

In the latest Index of Multiple Deprivation (IMD) this area was ranked 18,071 out of 32,482 in England, where 1 was the most deprived and 32,482 the least.

This is broken down further by income; employment; education, skills; health; barriers to housing and services; the living environment; and crime (England).



South Ruislip is a relatively privileged ward comparing favourably within the borough, and compared with regional and national statistics. South Ruislip ranks 452nd of 627 wards in London, while the Hillingdon average rank within London is 401:



In fact, across all GLA statistics, South Ruislip is remarkably non-descript. Average educational attainment rates compare favourably with local, regional and national statistics; benefits claimants' rates are significantly lower than those in Hillingdon and London as a whole; life expectancy and other health outcomes are generally good and economic activity is relatively high.

The Demand for Our School

The proximity of the proposed Nanaksar Academy to our current schools will enable it to benefit from being able to provide for some of the unsatisfied demand for places we currently experience. Guru Nanak Sikh Academy had a total of 268 applications for 60 reception places and 448 applications for 120 Yr 7 places in 2012/13. In addition the Nanaksar Primary School opened in September 2013, having seen only four pupils not take up a place at the school despite the funding agreement being signed just days before the school opened. We would anticipate the school being full within 2 weeks.

The London Borough of Hillingdon and the adjoining London Borough of Ealing around Southall are heavily populated with Sikhs with the largest concentration of any region in Europe. Above and beyond this there is a significant demand from all sections of the community for schooling that has the highest expectations and ambitions for children and where families can expect their child to be supported to reach or exceed the national average for attainment.

Our team began collecting evidence of demand on 13th July 2013. In a relatively short period of time the parents of 722 children of primary age or younger have stated that they would select Nanaksar Academy as their first choice. Of these, 107 children are of the correct age to enter our school at reception at 2015, and 122 at Year 7. We will continue to gather support. From this evidence, we are confident that we will open in 2015 with a 120 pupils in both Reception and Year 7, and that this will continue in subsequent years.

Our Ethos: our all through academy will have a 4-18 age range with a designated religious character that promotes a Sikh ethos. We will provide a happy and outward looking school within which all pupils will work hard to realise their full potential intellectually, physically, personally and socially and in which the Sikh religion is fostered and other faiths are respected and supported. The Sikh faith is emphatic in respecting all faiths and does not seek to convert. We will instil in pupils a desire to serve others without expectation of reward or recognition, in line with government policy of creating better citizens for tomorrow's Britain.

Our Vision is to create an outstanding all through academy that will enable our pupils to achieve above local and national averages at the end of all Key Stages. From this auspicious start we expect our pupils to go on to further education and then to make a significant contribution to society.

Our Aims are to:

- Build a strong community based on the principles of Sikhism (honesty, hard work and service to others). We expect our pupils to put back into society the advantages they will gain from their high achievement in our school.
- Provide quality education that is broad, balanced and relevant to the needs of pupils within modern society. We will provide a curriculum that promotes thought, knowledge and understanding to enable pupils to respond to a changing society.
- Through our unique partnership with BACE we will enable all pupils to achieve their potential through the highest standards of teaching and learning, which will identify, nurture and develop every pupil's talents from an early age. Pupils will always come first in our school and the provision and promotion of excellent teaching and learning experiences will be a priority.
- Develop each pupil's self-esteem, confidence and independence with consideration and service for others. Every pupil will be nurtured and supported to develop into the best they can possibly be. The development of such self-confidence will promote independence of thought and a willingness to share and contribute.
- Strengthen bonds between home, school and community, providing a preparation for each pupil's entry into the wider community. We recognise the importance of parents and the home environment in shaping children's achievement and will always welcome parents into school and encourage participation of the community.
- Be committed to encouraging every member of the community to invest in life-long learning and personal development. We will promote continuous building of

knowledge and skills through adult education, to promote social inclusion, active citizenship, personal development as well as competitiveness and employability.

Teaching and Learning

We will build on the successful teaching and learning practice present in Guru Nanak Sikh Academy, to help embed the programme of teaching and learning in the new school. We will have a regular monitoring programme of lesson observations, pupil scrutiny of work and scrutiny of teacher planning to promote high standards.

We will focus on achieving a consistently good level of differentiation of work to support excellent levels of progress across the spectrum of ability, both drawing from the experienced teachers' work in this regard, supporting newer teachers in developing this degree of expertise and maximising the impact of our partnership with BACE. All our staff will have high expectations of pupils and provide appropriate support to accelerate the progress of any pupil in danger of underperforming.

Curriculum

The curriculum will be broad and balanced and designed to be responsive to the cultural backgrounds and needs of the pupils. Resources will be strategically directed to support pupil progress.

In the Early Years pupils will pursue the seven areas of learning:

- personal, social and emotional development
- physical development
- communication and language.
- literacy
- Mathematics
- understanding the world
- expressive Arts and Design.

Recognising that Nanaksar Academy will contain a mix of children from different backgrounds and cultures, from the outset we will promote and value diversity and difference through characters in stories and structured play. Pupils will be encouraged to listen, speak and write, initially in their home language (if not English) but increasingly in English as they gain in confidence. Promotion of literacy will be prominent in the Early Years curriculum to lay a secure foundation for future learning. We will provide purposeful play with an appropriate balance of teacher directed and child initiated activities. Bilingual teachers and LSAs will provide a challenging and enjoyable programme of intensive learning and development. By the end of the

Foundation Stage we expect that all pupils will have been supported sufficiently to attain at least an average score in their areas of learning and the majority will be well above average in many areas by the end of Reception.

In Key Stage 1 and Key Stage 2, pupils will be expected to follow the National Curriculum and access the core areas of English, Mathematics and Science. They will also be expected to follow courses of study in the Foundation subjects of History, Geography, Music, Art, Design Technology, Information Technology, Religious Education and Physical Education. The foundation subjects will in part be delivered through the themed International Primary Curriculum (IPC), with a focus on combining academic, personal and international learning through innovative, exciting, engaging and creative means. The IPC has been selected because it develops knowledge and skills as well as broadening cultural awareness with an international dimension. Given the likely diversity of cultures in our pupil cohort, the IPC will better meet their learning needs. The activities within IPC are varied and challenging which encourages problem solving and develops confidence. Promotion of literacy across the curriculum to help pupils to become independent learners will be a key component of learning.

At the end of Key Stage 1 we will expect pupils to achieve above the national average in the percentage of pupils gaining level 2 in reading, writing and Mathematics. This expectation will be carried forward to Key Stage 2 and beyond. At the end of Key Stage 2 we will expect the percentage of pupils achieving at Nanaksar Academy to be above the national average at level 4 and level 5 in English and Mathematics.

Drawing on our all through structure, pupils will receive specialist teaching throughout Key Stage 2 and in particular as they prepare to progress to Key Stage 3.

In Key Stage 3 pupils will be introduced to a range of subjects that provide them with an equal emphasis on knowledge, skills and understanding. Our Science specialism will ensure that all curriculum subjects are exposed to enquiry based learning techniques. In addition we will promote a range of cross-curricular and extra-curricular activities to develop the broader skills and experience of our pupils and prepare them to apply their abilities in a variety of academic, workplace and broader contexts. Equally we expect all pupils to make good levels of progress and be involved in a range of extra-curricular activities.

Key Stage 4 maintains the focus on setting and achieving high academic standards and provides pupils with a suitably rigorous study environment from which they can progress to further academic studies or more vocational options. All students will study Science at level 2 through enquiry based learning techniques and with lessons

designed in consultation with [REDACTED]. In addition it will be compulsory for all students to study the subjects of English, Maths, Computer Science, French, Punjabi and one Design and Technology subject. Core P.E. will be compulsory but a G.C.S.E will not necessarily be taken unless it is chosen as an option subject. Students will also select option subjects from Art, P.E, Music, Drama, Geography, History and Business Studies.

Extra-curricular GCSE subjects, in particular those with a Science focus such as Astronomy, will be offered at key stage 4.

There will be an expectation of the highest academic achievement at key stage 4 at The Nanaksar Academy, as has been consistently demonstrated over many years at Guru Nanak Sikh Academy.

Our Key Stage 5 offering is shaped around assisting pupils pursue their career through studying at university. In line with our Science specialism we will offer both academic and vocational options in Science at key stage 5, in addition to level 3 qualifications in English, Maths and a range of other subjects.

All pupils, whether of a particular faith or none, will be equally valued and provided for through our broad and balanced curriculum. Weekly Religious Education (RE) lessons with a focus on faith and values will enable pupils to explore key world religions reflecting on similarities and differences. Assemblies will bring pupils together, for collective worship of a shared faith or multi-faith festivals (Christmas, Eid), or class assemblies, to share learning and achievements with parents and year groups. Our extra-curricular provision through after school and lunch clubs will reflect the interests of our ethnic communities, offering for example Bhangra dancing, African drumming and community language instruction such as Urdu, Hindi. All aspects of Nanaksar Academy School life, as with Guru Nanak Sikh Academy, will promote an outward looking approach valuing the contribution of all pupils and the surrounding community. This, in part, will be achieved by regularly taking part in video conferencing, making visits out of school and inviting guests, parents, local community members and experts in to the school.

Summary

If approved, The Nanaksar Academy will adopt the key characteristics of existing Guru Nanak schools, demonstrating an ethos of hard work and pursuing a relentless focus on standards that is implemented by all staff and pupils. We will expect pupils to respect how hard the staff work to make their learning interesting, creative and engaging and in turn respond positively to this support. We will ensure standards and

achievement, teaching and learning, behaviour management and attendance are excellent.

We will provide for the needs of the community which has shown a strong desire for additional access to a school with our vision, ethos and approach as evidenced by our demand and the current heavy oversubscription of our currently open all-through and primary schools. Nanaksar Academy will also provide much needed additional school capacity within central Hillingdon.

We will deliver a supportive, safe and challenging environment where the development of the whole person is cherished and every pupil is given the encouragement and opportunity to reach his or her full potential.

Our all through model with a Science specialism will provide pupils with stimulating learning environments from the outset and help them develop enquiring minds that will sustain their future learning throughout life.

In short, the Nanaksar Academy will draw from the proud heritage of the Guru Nanak Sikh Academy and rapidly develop to a point where it will be offering the highest moral, spiritual and academic standards to enable its pupils to enjoy happy, full and active roles as future citizens.

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 more than one school you will need to complete a separate table for each.

If you are making a case to open in 2014, please add a column at the beginning.

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception	0	120	120	120	120	120	120	120
Year 1	0	0	120	120	120	120	120	120
Year 2	0	0	0	120	120	120	120	120
Year 3	0	0	0	0	120	120	120	120
Year 4	0	0	0	0	0	120	120	120
Year 5	0	0	0	0	0	0	120	120
Year 6	0	0	0	0	0	0	0	120
Year 7	0	120	120	120	120	120	120	120
Year 8	0	0	120	120	120	120	120	120
Year 9	0	0	0	120	120	120	120	120
Year 10	0	0	0	0	120	120	120	120
Year 11	0	0	0	0	0	120	120	120
Year 12	0	0	0	0	0	0	120	120
Year 13	0	0	0	0	0	0	0	120
Totals	0	240	480	720	960	1200	1440	1680

Section D: Education plan – part 2

Introduction

Our curriculum design and delivery strategy flows from the vision for The Nanaksar Academy. We will create an environment where honesty, hard work and service to others is encouraged within a challenging, rich and stimulating educational environment.

The core curriculum principles at The Nanaksar Academy will thread throughout the entire school from Reception to Yr. 13. The curriculum will be broad and balanced and responsive to the cultural backgrounds and needs of the pupils. Challenge will be embedded within each lesson for the entire class to ensure that all pupils are developed to their full potential. Our Science specialism will provide learners with a range of enquiry skills to support their independent learning and curiosity as they progress. Our curriculum offering throughout the school will be structured to ensure pupils have the skills, attitudes and qualifications to support them in their future life choices.

Vision for Learning

Our pedagogy at The Nanaksar Academy will be firmly grounded in the principle of life-long learning, developing each individual pupil through the Sikh ethos of hard work, showing mutual respect and humility by helping others. As pupils move up through the school, the expectation will be for them to achieve academic excellence and to acquire skills, confidence and the desire to make a positive contribution to their community and the world around them.

The Nanaksar Primary School curriculum for EYFS (Early Years and Foundation Stage) and KS1 and KS2 (Key Stage 1 and Key Stage 2) is a broad, balanced and rich curriculum focusing on meeting individual needs and recognising and developing pupils' individual talents and interests. The curriculum design will be responsive to both the differing cultural backgrounds and the needs of the pupils.

The KS3 curriculum will be based on that currently being delivered at the Guru Nanak Sikh Academy, which Ofsted recently described thus:

The curriculum is outstanding at Key Stage 3 and 4 and in the sixth form. The school continues to strive to ensure that the courses offered meet the needs of all students. Curriculum provision has been broadened, and there has been substantial support for community partners. The school is aware of the need to use their specialist status to drive improvements in teaching and learning across the school and is already supporting departments in introducing enterprise strands to their schemes of work. There is a wealth of extra-curricular and enrichment activities for the students and the majority of them get involved.

The primary curriculum reflects the strengths of the very successful curriculum model developed at Guru Nanak Sikh Primary School which fully meets National Curriculum standards. The strong curriculum and strategies employed for teaching and learning have delivered consistently excellent academic achievements in Guru Nanak Sikh Primary. The school is the top performing school in Hillingdon for the percentage of pupils achieving level 4 and above in both English and Mathematics. The school has consistently been above local and national averages in English and Mathematics at level 4 and the higher level 5 at Key Stage 2.

This level of performance will be sustained as pupils move up the school and join the senior phase, where high expectations, specialist learning environments and instructors will continue to provide students with the resources and support required to reach their potential. The academy will consistently and significantly exceed local and national levels of attainment at Key Stages 3 and 4, ensuring that our ambitious performance targets are realised (see section D2).

In order that pupils can fully access the curriculum, and support their broader academic performance, our pedagogy will specifically reflect the needs of the local community that is pre-dominantly EAL, composed of different ethnic groups, in an area of high deprivation. The sustained, supportive approach to develop literacy skills from the earliest stages of learning employed within Guru Nanak Sikh Academy will ensure that EAL is no barrier to academic success.

The specific needs of pupils will be met through a curriculum with a focus on:

Being outward looking, developing pupils understanding of the world

The foundation subjects will in part be delivered through the themed International Primary Curriculum (IPC), with a focus on combining academic, personal and international learning. IPC helps pupils to develop a sense of their own nationality and culture as well as showing respect for the nationalities and cultures of others.

The school will have dedicated video conferencing facilities for pupils to make links with the world and community beyond the classroom. Teachers and subject leaders across the whole academy will plan regular student visits out of school and invite guests (parents, local community members and experts) into the school. As a school we will celebrate cultural differences and similarities through assemblies, wall displays, and music and dance performances.

In the secondary phase students will be given the opportunity to take part in community leadership programmes, such as the Alan Senitt Programme and ASDAN. Students will also be actively encouraged to take part in both the Duke of Edinburgh Award and Sports Leaders Programme.

Developing 'good' citizens

The core values of Sikhism encourage hard work, and humility through helping others and doing Seva (service for others). As a school, pupils will be encouraged and supported to take part in charity work to support local, national and international causes e.g. local homeless night shelter, raising funds for Children in Need and supporting our sister school in Delhi, Garib Niwaj.

Developing pupil's resourcefulness

In the core subjects, English, Mathematics, Science, and across IPC/foundation subjects, work and activities will be planned to give pupils choices and a degree of autonomy in order to develop their independent learning skills and the ability to organise themselves and others.

This will be further developed and refined through the utilisation of scientific enquiry-based learning that will be delivered on a cross-curricular basis from KS3 onwards.

Developing pupils' sense of responsibility and confidence.

The school will offer a rich programme of extra-curricular activities to develop the whole child and give pupils the opportunity for performance. Pupils will be given responsibility through the School Council and as producers/editors of the school radio show and news programme in press clubs.

All pupils, whether of a particular faith or none, will be equally valued and provided for through our broad and balanced curriculum provision. Weekly Religious Education (RE) lessons with a focus on faith and values will enable pupils to explore key world religions reflecting on similarities and differences. In addition assemblies will bring pupils together, for collective worship of a shared faith or multi faith festivals (Christmas, Eid), or class assemblies, to share learning and achievements with parents and year groups.

By utilising vertical tutor groups, older pupils will be able to demonstrate their social responsibility skills by providing positive role models for their younger peers. We will also employ a 'buddy' system so that all reception pupils entering the school will be specifically supported and mentored by a year 6 pupil and year 7 pupils will be mentored by a year 11 pupil.

Developing excellent Literacy skills

A wide range of teaching and learning strategies will be used to support all pupils to become competent in the four Literacy skills: Speaking, Listening, Reading and Writing. Pupils will be encouraged and supported through the use of bi-lingual LSAs,

to listen and speak, initially in their home language, but increasingly in English as they gain in confidence. The promotion of literacy will be prominent in the primary phase to lay a secure foundation for future learning through:

- The provision of dual resources
- Enlivening stories through role play and acting
- The use of songs and repetitive nursery rhymes
- Strong parental home school links

Parents will be empowered on how best to support their children with Literacy by providing ESOL (English for Speakers of Other Languages) classes and workshop support, e.g. 'How best to read with your child.' High quality teaching and excellent adult English language role models across the school will further support language development. A specialist Literacy LSA will work across the primary phase with identified groups and individuals to target any underperformance.

A communicative approach to learning will be encouraged through the use of group and pair work to develop speaking and listening skills. A cross-curricular foundation curriculum, the International Primary Curriculum (IPC), will provide pupils with further supported guided opportunities to reinforce their literacy skills through discussion, reading and writing. Excellent use of both kinaesthetic and visual resources and learning displays across the school will aid language acquisition.

As pupils progress through the primary phase, a whole school culture of enjoying writing and acquiring the skills to self-evaluate and improve their own writing will be developed through shared systems such as those promoted in 'Big Writing'. 'Big Writing' is a series of planned regular extended writing opportunities across the whole school which are evaluated by pupils and adults through a shared criterion breaking down the components of writing into parts, e.g. vocabulary for impact, starting sentences, punctuation and connecting words. This mode of developing writing particularly suits EAL learners as language is broken down into manageable parts. Excellence in writing for all pupils, including higher ability writers, will be reinforced through the setting and monitoring of individual writing targets.

As pupils progress into the secondary phase of the Academy, English will be taught as a discreet subject, however sound literacy skills will be considered as the backbone to our curriculum for all subjects at key stage 3 and 4. This will be seen in our secondary phase *literacy across the curriculum policy* attached.

ENGLISH AND LITERACY IN KEY STAGE 3

All students will follow the National Curriculum for English and the schemes of work developed by the English Department to ensure all students can develop the

language in an interesting and enriching context. This involves integrating the new government initiatives for improving literacy skills and ensuring continuity from the primary to the secondary phase. Our teaching of English in the secondary phase will follow some of the methods of the primary literacy hour by using the Word, Sentence and Text level approach and the use of VCOP (vocabulary, connectives, openers and punctuation) as a reminder to improve writing.

Reading

Students will be expected to read a range of texts. This will include a class novel which is shared and discussed in order to understand the author's craft and to help develop students' understanding and enjoyment of Literature. There will be focused study on poetry, plays, and non-fiction and media texts. There will also be opportunities for shared and independent reading.

Writing

Students will need to extend and develop their range of writing styles. In order to engage and motivate students to write well, there will be opportunities to produce project booklets and write for a real audience. Some examples are as follows: non-fiction styles of factual explanations, recounts through diary writing and newspaper reports; scripting a play; a bilingual story book for younger children. Students will also be involved in cross-curricular writing tasks.

Speaking and listening

Speaking in different contexts is essential to help continue the development of literacy skills. Students will be given opportunities for this through group work, Individual and group presentations, both in English lessons but most importantly in all subjects across the key stage 3 curriculum through the implementation of the Academy's literacy across the curriculum policy.

ENGLISH AND LITERACY IN KEY STAGE 4

The emphasis in the GCSE examination is very much on the need for students to develop skills in speaking, listening, reading and writing (both in a creative and practical context). They will be required to produce a wide range of work demonstrating their grasp of these skills, in line with the new examination regulations. All students will study for two English GCSEs, namely English Language and English Literature.

Developing excellent numeracy skills

The Academy recognises that as a Science specialist school all pupils will require excellent numeracy skills to fully engage with the Science curriculum. From

foundation stage, the academy will use every opportunity to promote the importance of numeracy skills in the laboratory as well as everyday life. Pupils will be organised into ability groups for some specific numeracy activities to encourage all pupils to reach their potential in a secure but challenging and engaging environment.

The numeracy programme is based on the fundamental belief that there is no subject or topic of enquiry that will not have a mathematical element to it. Therefore, while each pupil will have dedicated numeracy sessions in the primary phase and Mathematics lessons in the secondary phase, these will be supported by a cross-curricular approach, whereby the mathematical aspects of each other subject is explored and maximised.

In key stages 3 and 4 students will be taught in differentiated Mathematics sets for five 45 minute lessons each week. Time will be given for oral, mental, written and practical applications of Mathematics in a wide range of contexts. Wherever possible, concepts will be delivered using problem solving approaches and will be related to Mathematics in the 'real world'. As students progress through key stage 3 and into key stage 4 they will develop and extend their range of Mathematics skills and techniques, using them in more complex, structured and unstructured problems.

Science

As a Science specialist Academy we will ensure that we undertake a cross-curricular approach to Science in order to develop pupils' enquiry based learning skills and equip them with the understanding and confidence to apply these skills across a broad range of situations and challenges.

Within the primary phase Science will be taught through the International Primary Curriculum (IPC) with a themed approach that provides a good context for studying Science and supports pupils understanding. In the EYFS pupils will explore Understanding of the World again through their IPC and topic work. Pupils' understanding of Science will be taught within the context provided by their IPC topic with their understanding of Science concepts further strengthened through 'hands on learning' e.g. Year 2 IPC topic 'The Magic of Toys', in which pupils will play with and create toys to understand the scientific concepts of pushes, pulls and friction.

Year 6 will have dedicated Science lessons each week supporting their transition to year 7 where Science is taught as a discreet subject. They will have the opportunity to use the specialist science laboratories in the secondary phase facilities at the academy.

All Key Stage 3 pupils will follow a Science course that covers aspects of Biology, Chemistry and Physics. The Science department will develop schemes of work that will provide opportunities for the students to develop and practise a range of inquiry

and investigative skills. The lessons will be designed to follow the recommended scheme developed by the QCA, which incorporates a variety of learning styles. 'CASE' (Cognitive Acceleration through Science Education) lessons will also be delivered to groups in both Years 7 and 8.

At KS4 there will be two GCSE courses available – Triple Science (three GCSEs) and Core and Additional Science (two GCSEs). Both options will cover topics from Biology, Chemistry and Physics as well as 'How Science works'. It is expected that the majority of students will choose to study Triple Science GCSE as all students who are level 6 and above at Key Stage 3 will be entitled to select this course.

Design and Technology

Design and technology will be delivered through the IPC in both KS1 and KS2. Within Design & Technology at KS3 we will offer two key disciplines: Product Design and Food Technology. Students in KS3 will study both disciplines to work through a variety of design projects which are current, engaging and meet the NC levels. The projects will allow students to focus on the Design & Technology key strands to produce creative and well manufactured outcomes. In KS4 our students will choose to study Product Design, Food technology or Engineering at GCSE level.

Art

Art will be taught through the IPC curriculum at key stages 1 and 2 and as a discreet subject from key stage 3 onwards.

"The Arts are fundamental ways of organising our understanding of the world, and call on profound qualities of discipline and insight. They must be included in education wherever schools are concerned to develop the full range of children's intelligence and abilities." (Gulbenkian Report - "The Arts in School" 1982).

We believe Art and Design to be an essential element of general education, offering, as it does, a unique opportunity for self-expression and communication. The aim is to achieve this by a wide range of practical and critical activities. All students regardless of ability need to be aware of the complex nature of visual imagery, either as a future artist, designer or adult consumer in a modern technological society. The Art syllabus will focus on the aesthetic and the functional outcomes that may be expressive, communicative or problem solving. It requires that students' perceptual, analytical and critical skills are developed. It is important that students develop practical skills and also that they are encouraged to develop their ideas as imaginatively and creatively as possible, using a variety of media and techniques. Students manipulate a visual language, comprising of line, shape, form, tone, colour, pattern and texture in order to realise their intentions.

The Art department is committed to the cultural development of its students and the fostering of appreciation of cultural diversity. Critical and historical work will play an important role throughout the three years, emphasis being placed on its integral nature, rather than as a separate component of study. The use of visiting museums is encouraged whenever possible.

The GCSE course aims to foster in students a broad understanding of the nature of Art and Design. Students build on areas of experience as well as learning new skills and how to apply them. Areas of activity within the course include drawing, painting, print making and three dimensional works. Computer Graphics will be integrated in areas of research and presentation. ICT will also be invaluable for critical and historical elements of the course. We would expect to include at least one gallery visit to London to collect research and resource materials.

The art department will aim to develop the self-confidence and independence of students and see this expressed in their work. It is particularly important that students possess high levels of self-discipline and motivation, but above all we will foster interest, curiosity, adaptability and perseverance in the subject.

Geography

Geography will be taught as part of the IPC in Key Stage 1 and 2 and as a discreet subject from key stage 3 onwards.

Geography stimulates our curiosity about the natural and human worlds, about places and people from the local area to distant countries and about our precious and fragile environment. It allows us to think about how we live and the impact this has on the planet. Throughout the KS3 course students will study the basic concepts of Geography. An enquiry based approach will enable students to develop their geographical skills, knowledge and understanding. Focusing on real people, places and issues for inspiration will encourage students to take an active approach in learning about the world around them, helping them to understand the relevance of Geography in their lives.

Some of the topics in Key Stage 3 will be Map Skills, Tourism, Geography of Sport, London Our City, Population and Settlement, Natural Hazards, Crime, Development, Rivers and Flooding, Coasts and Antarctica.

Levelled assessments will be set for each Unit studied and will form part of the student's KS3 Geography Portfolio. Along with on-going marking of students' books, this will be used as an indicator toward their level of attainment.

At Key Stages 4 and 5 the learning will be influenced by the statement that "Geography is all around us in the discovery of planet earth. The opportunities for personal discovery and learning have never been greater in this age of travel and individual responsibility for the environment." The aim of the GCSE and A level courses are to encourage students to take an active role in their learning; developing decision-making and problem solving skills; along with geographical techniques and knowledge. Real work situations are emphasised and fieldwork will play an important part in these courses.

History

Like Geography this is taught as part of the IPC in Key Stage 1 and 2 and as a discreet subject from key stage 3 onwards.

"How do you know who you are unless you know where you've come from? How can you tell what's going to happen, unless you know what's happened before? History isn't just about the past. It's about why we are who we are and about what's next."
(Tony Robinson, Actor and Television Presenter)

History fires students' curiosity about the past in Britain and the wider world. Students consider how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced people's actions. As they do this, students develop a chronological framework for their knowledge of significant events and people. They see the diversity of the human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In History, students find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence and argue for their point of view. In so doing they are developing key skills which are prized in adult life.

During Key Stage 3, students will learn about significant individuals and events in the History of Britain from the Middle Ages to the twentieth century. They also learn about key aspects of European and World History. They show their understanding by making connections between events and changes in the different periods and areas studied, and by comparing the structure of societies and economic, cultural and

political developments. They evaluate and use sources of information, using their historical knowledge to analyse the past and explain how it can be understood. In History, students acquire and apply knowledge skills and understanding in six main areas:

- Chronological understanding;
- Knowledge and understanding of events,
- People and changes in the past;
- Historical interpretation;
- Historical enquiry;
- Organisation and communication

These aspects of knowledge, understanding and skills are developed in the programme of study for History through three British studies, a European study and two world studies.

During the Key Stage 4 course, since the school is an Academy with a Science specialism, students will undertake one study in development - Medicine and Public Health Through Time. This is a chronological study of medicine over a period of time. Students will examine developments during different periods of History. This will include the study of change and continuity, similarities and differences that relate to events in the History of Medicine and their wider historical context.

They will also undertake one study in depth, a modern world study, and study a historical site.

Information and Communication Technology (ICT)

ICT will be taught as discreet skill lessons within cross-curricular contexts. This skills based curriculum will be reviewed and updated annually to reflect the rapidly changing ICT skills profile of our pupils. In line with current Government thinking on applied ICT, we will draw on the expertise of the IT industry to shape the curriculum and will seek opportunities for pupils' ICT skills to be applied across all areas of learning both in and outside school. As an important component of our pupils' education, pupils will be actively encouraged to be confident users of ICT to support and enhance all their learning from an early age.

In the secondary phase students will study Computer Science courses, to give them a thorough understanding of Computer Programming skills as well as the use of Computer Applications.

Music

In the primary phase, in addition to music provision within the IPC curriculum, pupils will also have a half hour weekly singing/music lesson given by our music specialist

teacher from the secondary phase of the school. Pupils will have opportunities to take part in specialised instrument tuition provided by peripatetic, specialist instrumental teachers. Primary phase pupils will have access to specialist instruction and instruments/music technology through access to the secondary facilities.

As a Science specialist Academy the Key Stage 3 and 4 music curriculum will contain units that focus on scientific aspects of music; two examples would be the science of sound and the development of recording technology.

In key stage 3, students will learn to recognise, identify and evaluate the use of the different building blocks of music in a variety of different pieces and will learn to evaluate and respond to the expressive quality of different musical styles from around the world.

The syllabus covers the following musical activities:

- Performing: All students will learn to perform music both as an individual and as part of a group.
- Composing: All students will be involved in creative music making, composing music in a variety of styles and techniques from cultures and musical traditions from around the world.
- Listening: All students will follow a structured listening course linked to the components mentioned above.

Music is an art form that promotes concentration, teamwork, individual confidence and self-discipline. It is also a language that cuts across national and ethnic boundaries. At Key Stage 4 our music GCSE course will cater for a wide spectrum of abilities and will cover the three main areas of composition, performance and listening. Students will be able to play an instrument or sing to a high standard by the end of year 11. Music will be offered as an option at key stage 4.

Modern Foreign Languages

We understand the importance of teaching our students to master other languages in order to help prepare them for the global market they will enter on finishing their studies.

Pupils will be introduced to a foreign language at EYFS. From Key Stage 1 all pupils will have a minimum of 1 hour of foreign language teaching each week. Foreign languages offered will be French and Punjabi. Provision for French will be enhanced through the expertise of the French Department at the secondary phase of the academy. French will be taught to primary students by specialist French teachers from year 4. To reflect the needs of our pupils, other community languages e.g. Urdu and Hindi will be offered through extra-curricular provision after school delivered by specialist instructors.

Every student at Key Stage 3 will learn French as a compulsory language. Students will continue to develop: understanding of the spoken and written forms of French in a range of contexts and topics; the ability to communicate effectively in French using a range of vocabulary and structures; knowledge and understanding of French grammar and the ability to apply it; and positive attitudes to French and language learning. The teaching of French will foster an awareness and understanding of the social and cultural background of countries where French is spoken, provide balance and variety to suit the needs of a range of study and arrange the content in an appropriate sequence to offer progression and allow development of skills.

Students will be encouraged to work independently both at school and at home. They will learn to respect the views of other members of the group while expressing their own.

Students will be assessed throughout the year by: observing their responsive attitude and interaction in class, listening to them, and keeping records of mini-tests and regular testing (vocabulary/ grammar points).

Every student at key stage 4 will study French as a compulsory language. Students will develop language skills in a variety of contexts, use a range of contexts and purposes for Writing and Speaking units, have continuity from KS3 level by carrying forward structure from the existing specification and applying this to the Listening and Reading assessments, build on the KS3 study and prepare students for further study, e.g. GCSE Course leading to AS; then AS to A2.

PE and Games

All pupils will take part in PE and games in line with government recommended hours. In addition to these dedicated lessons, the school will offer a range of extra-curricular sports coaching both at lunch times and after school e.g. football, gymnastics.

As a Science specialist Academy the Key Stage 3 and 4 PE curriculum will contain units that focus on scientific aspects of PE, for example the cardiovascular system.

At key stage 3 and 4 PE is taught in single sex groups and students will have 90 minutes of PE per week. There will be extracurricular clubs at lunchtime and after school. School teams such as football (boys and girls), cricket, athletics, netball gymnastics, hockey and rounders will be run when the number of students in the Academy is sufficient. GCSE PE will be offered as an optional subject at key stage 4.

The BTEC National Award in Sport and Exercise Science will be offered at KS 5. The PE department will also run the Duke of Edinburgh Award and offer the Level 1 in Junior Sports Leaders Award (JSLA).

Religious Education (RE)

All pupils in KS1 and KS2 will have a weekly 1 hour RE lesson. Pupils will be taught about faith and values and about the key world religions. In addition, all pupils will take part in daily collective worship which will celebrate the key festivals of different religions. Pupils will learn about other religions through topic work and stories e.g. Christmas, Diwali, Eid.

Critical Thinking

Critical Thinking will be taught at Key Stage 3 to all students. They will receive 1 period per week of Critical Thinking. The primary resource for teachers at key stage 3 will be “Critical Thinking: A Programme for Able Key Stage 3 Pupils” by Casey and Koshy, 2004. These resources were written and tested as part of the Brunel University’s Able Children Education Centre.

The aims of the Critical Thinking lessons will be to:

- Enrich, challenge and extend the learning experience of students
- Provide content and skills which will allow students to access higher order thinking skills in life and in other academic subjects
- Prepare students for GCSE and GCE study.

Whole school/year group assemblies

All pupils will take part in daily collective worship. Four times a week, there will be a dedicated place for Sikh pupils to worship together, as well as visual/audio facilities for other faith pupils to be able to take part in worship according to the rituals of their own religion or alternatively take part in an assembly exploring social and emotional aspects of learning (SEAL). Each week there will also be a multi-faith whole school assembly to celebrate festivals from different religions and to reflect on similarities between religions. In addition, four times a year there will be pupil led class/ year groups assemblies where parents will be invited in to the school to share aspects of school life with their children.

RE and whole school/year group assemblies	EYFS	KS1	KS2	KS3	KS4
RE	30m a week	1 hour a week	1 hour a week	45 mins per week	45 mins per week
Assemblies					

Collective faith/ non-faith	2 hours a week = 4 days a week 30m each
Whole school multi-faith e.g. festivals	1 day a week 30 minutes
Class-pupils and parents	Attend x 4 year class assemblies 4 times a year Give one class assembly a year = 40 minutes

Enrichment and Extra-curricular activities

The curriculum will be enriched through the provision of a number of different engaging opportunities for pupils.

Pupils will have the opportunity to take part in an extra-curricular after-school programme e.g. Bhangra Dance Club, Art and Craft Club, Gardening Club, Gymnastics Club, Pod-casting Club. Where there is pupil need, after school clubs will also be offered for targeted support in the core curriculum subjects where under-achievement has been identified. Most clubs will take place after school between 3.45 and 4.45 or during the lunch breaks. The final choice of programme offered will depend on the interests and needs of the pupils. They will be consulted on the design of the after-school programme through the school council.

Educational visits

Pupils' enjoyment and understanding of different curriculum subjects will be further supported by visits out of the school. Teachers will plan visits out of the school for their pupils in all curriculum areas making particular use of local opportunities. This could include Reception classes visiting a local farm to supporting understanding of the world around them or KS 1 visiting local churches to support RE.

e Learning

In order to make best use of the vast range of digital learning resources and environments that are available and to both develop and draw upon pupils' understanding and interest in technology we will provide a range of curriculum embedded and extra-curricular activities throughout the school. For example we will provide dedicated video conferencing facilities for pupils to make links with the world and community beyond the classroom. Video conferencing will allow our multi-cultural target pupils to interact with the 'world' beyond the classroom, to reflect on their own identities and learn from others. Pupils will have access to and learn with experts, e.g. links with the NASA space station for pupils in Year 5, and form on-going learning partnerships, e.g. with other international school children also following the International Primary Curriculum.

Visitors into the school

Again to support pupils learning and to captivate their interest in learning, teachers and subject leaders will regularly invite guests into the school. This might be, for example, parents with a skill for sewing to support a DT project or a local community member such as a community police officer working with a class on road safety. All such school visitors will comply with the Academy's strict child protection policy.

The Nanaksar Academy Primary Curriculum

We will teach the full National Curriculum with an emphasis on the core subjects of English, Mathematics and Science. There will be dedicated lessons every day for Literacy and Numeracy across all year groups. We will ensure that basic literacy and numeracy skills are further applied through a cross-curricular approach to teaching and learning in all other subjects.

Pupils' progress and attainment will be assessed at the end of KS1 and KS2 in reading, writing, English and Mathematics using Standard Assessment Tests (SATs) and teacher assessment. In EYFS Communication and Language, Literacy and Numeracy will be assessed through the Early Years E profiles. Pupils will also be expected to follow courses of study in the Foundation subjects of History, Geography, Music, Art, Design Technology, Information Technology, Religious Education and Physical Education. The foundation subjects will in part be delivered through the themed International Primary Curriculum (IPC), with a focus on combining academic, personal and international learning through innovative, exciting, engaging and creative means.

The IPC has been selected because it develops knowledge and skills as well as broadening cultural awareness with an international dimension and links to national curriculum objectives. Given the likely diversity of cultures in our pupil cohort, the IPC will better meet their learning needs. The activities within IPC are varied and challenging which will encourage problem solving and develop confidence.

EYFS Curriculum

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Numeracy	5	Mandatory	The EYFS curriculum will be delivered through hour-long sessions over a 19-hour week. These eight curriculum elements will map onto seven areas of learning described in greater detail
Literacy	5	Mandatory	
Topic Work	5	Mandatory	
Circle Time	1	Mandatory	
Religious studies	0.5	Mandatory	
Music	0.5	Mandatory	

Physical Development	1	Mandatory	below.
Foreign Languages	0.5	Mandatory	
ICT	0.5	Mandatory	

Recognising that The Nanaksar Academy will contain a mix of children from different backgrounds and cultures from the outset, we will promote and value diversity and difference through characters in stories and structured play. Pupils will be encouraged to listen, speak and write, initially in their home language (if not English) but increasingly in English as they gain in confidence. Promotion of literacy will be prominent in the Early Years curriculum to lay a secure foundation for future learning. We will provide purposeful play with an appropriate balance of teacher-directed and child-initiated activities. Bilingual teachers and LSAs will provide a challenging and enjoyable programme of intensive learning and development.

Learning in EYFS will be based around the seven areas of learning, namely the three prime areas:

- Personal, social and emotional development
- Physical development
- Communication and Language

These areas are important to ignite pupils' curiosity and enthusiasm for learning. Their development in these areas will be supported and strengthened through:

- Literacy
- Numeracy
- Understanding of the World
- Expressive Arts and Design

During Topic Work and through structured and child initiated play, pupils will choose to take part in activities that are set up to allow further exploration of the seven areas of learning within a free flow learning environment, both inside and outside the classroom. In Circle time, there will be teacher directed activities focusing on the seven areas of learning. Literacy and Numeracy will be delivered through teacher directed activities.

In line with DfE recommendations phonics will be taught from Early Years through KS1 and beyond if needed, to develop both reading and writing skills. It will draw on the good practice of Letters and Sounds. Children will be assessed against the EYFS scale points. Assessment will be through focused child observation, photographs and post-it notes. Opportunities will be provided for children to achieve these scale points within the learning environment, both indoors and outdoors.

KS1 Curriculum

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Numeracy	5	Mandatory	The weekly timetable for Key Stage 1 will be delivered in one-hour sessions and last a total of 20 hours and 25 minutes.
Literacy	5	Mandatory	
Guided Reading	1.7	Mandatory	
IPC - including Art, History, Science, Geography, DT	4.5	Mandatory	
RE	1	Mandatory	
Music	0.5	Mandatory	
PE/Games	1	Mandatory	
Foreign Languages	1	Mandatory	
Information Technology	0.7	Mandatory	
Tag rugby		Voluntary	
Bhangra		Voluntary	
Needlework		Voluntary	
Knex construction		Voluntary	
Gardening club		Voluntary	
Film club		Voluntary	
Jewellery making		Voluntary	
Football		Voluntary	

The KS1 curriculum builds on the skills and experiences of pupils achieved at Foundation Stage, moving to a more structured learning environment and style.

In Key Stage 1 and Key Stage 2, pupils will be expected to follow the National Curriculum and access the core areas of English, Mathematics and Science. They will also be expected to follow courses of study in the Foundation subjects of History, Geography, Music, Art, Design Technology, Information Technology, Religious Education and Physical Education. The foundation subjects will in part be delivered through the themed International Primary Curriculum (IPC), with a focus on combining academic, personal and international learning through innovative, exciting, engaging and creative means.

The IPC has been selected because it develops knowledge and skills as well as broadening cultural awareness with an international dimension. Given the likely diversity of cultures in our pupil cohort, the IPC will better meet their learning needs. The activities within IPC are varied and challenging which encourages problem solving and develops confidence. Promotion of literacy across the curriculum to develop pupils to become independent learners will be a key component of learning.

To provide even greater enrichment and stimulation for pupils, all KS1 pupils will have regular access to specialist Art, Design, ICT and Music rooms.

To further support pupils' Literacy skills, KS1/2 will have additional teacher directed time dedicated to developing reading skills in targeted groups. A School Library and book clubs will further promote reading for pleasure.

KS2 Curriculum

Drawing on our all through structure, pupils will receive specialist teaching throughout Key Stage 2 and in particular as they prepare to progress to Key Stage 3.

Pupils are taught the core subjects of English, Numeracy and Science alongside the foundation subjects of History, Geography, Music, Art, DT, ICT and PE, which will be taught through the International Primary Curriculum.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Numeracy	5	Mandatory	The weekly timetable for Key Stage 2 will be delivered in one-hour sessions and last a total of 22 hours and 40 minutes.
Literacy	5.8*	Mandatory	
Guided Reading	1.3	Mandatory	
IPC - including Art, History, Science, Geography, DT	5	Mandatory	
RE	1	Mandatory	
Music	0.8	Mandatory	
PE/Games	2	Mandatory	
Foreign Languages	1	Mandatory	
Information Technology	1	Mandatory	
Tag rugby		Voluntary	
Bhangra		Voluntary	
Needlework		Voluntary	
Knex construction		Voluntary	
Gardening club		Voluntary	
Film club		Voluntary	

Jewellery making		Voluntary	experiences, are fun and some specifically support academic learning.
Football		Voluntary	

*The KS2 daily Literacy sessions are longer at 1 hour 10 mins.

In addition to the percentage of learning time dedicated to the subjects above, pupils' curriculum needs will also be met through extra-curricular activities. It should also be noted that as the curriculum is cross-curricular, the core skills are applied across the subject areas e.g. writing or data interpretation (Mathematics).

In support of the significant efforts the academy will make to ease transition into Key Stage 3, pupils towards the end of KS2 will gradually experience classes in the specialist classrooms, laboratories and learning areas in the school to familiarise them with the environment and expectations they can anticipate during their time in the senior school. Furthermore, as an all-through academy, Nanaksar will be able to expose pupils in year 6 to subject specialist instruction to gain a deeper knowledge of the core subjects they will take at KS3.

The Nanaksar Academy Secondary Curriculum

The secondary phase curriculum at Nanaksar Academy will build on the achievements of – and intelligence gathered from – the primary phase. Each student will follow a curriculum which:

- is broad, balanced and designed to emphasise the relevance of the knowledge, skills and understanding developed through learning programmes and experiences
- satisfies the requirements of the National Curriculum while ensuring that sufficient time is allocated to collective worship and the study of religious education
- provides continuity of learning experiences, as well as progression within, between and beyond the key stages
- offers challenge and support leading to the highest standards of personal achievement through the recognition of individual needs according to ability and aptitude
- provides a religious education that promotes the principles and practices of Sikhism, while also taking account of those of other religions and none
- develops spiritual awareness and aesthetic appreciation that fosters respect for each other and the environment
- extends knowledge, experience, imagination and understanding in ways which develop critical and analytical capabilities, awareness of moral values and capacity for enjoyment
- actively prepares students for the responsibilities and opportunities that arise throughout life, including those offered by the family and the world of work, within a multicultural and technological society

- promotes equality of opportunity and develops an understanding of, and respect for, the rights of others
- develops constructive attitudes and qualities, promotes the importance of healthy living and emphasises the value of personal relationships based on mutual respect
- works in partnership with the family, the business community and society at large, leading to an appreciation of the value of cooperative development.

KS3 Curriculum

In Key Stage 3 pupils will be introduced to a range of subjects that provide them with an equal emphasis on knowledge, skills and understanding. Our Science specialism will ensure that all curriculum subjects are exposed to enquiry based learning techniques. In addition we will promote a range of cross-curricular and extra-curricular activities to develop the broader skills and experience of our pupils and prepare them to apply their abilities in a variety of academic, workplace and broader contexts. Equally we expect all pupils to make at least two levels of progress from KS2 to KS3, and be involved in a range of extra-curricular activities.

In years 7, 8 and 9, all students will follow the same curriculum. Students will be continually assessed through KS3 with parents receiving reports each term.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Maths	3.75	Mandatory	Key Stage 3 will be delivered through a weekly timetable of 35 sessions each lasting 45 minutes. Some subjects (e.g. science) will be taught in double sessions lasting 90 minutes. *PSHCEE will be taught once a week on a rolling timetable.
English	3.75	Mandatory	
Science	3.75	Mandatory	
Scientific & Critical Thinking	0.75	Mandatory	
Computer Science	1.5	Mandatory	
Geography	1.5	Mandatory	
History	1.5	Mandatory	
RE	0.75	Mandatory	
Music	1.5	Mandatory	
PE	1.5	Mandatory	
Art	1.5	Mandatory	
Design Technology	1.5	Mandatory	
French	1.5	Mandatory	
Punjabi	1.5	Mandatory	
PSHCEE*	0.75	Mandatory	

KS4 Curriculum

Key Stage 4 maintains the focus on setting and achieving high academic standards and provides pupils with a suitably rigorous study environment from which they can progress to further academic studies or more vocational options.

The curriculum at KS4 allows students to study triple Science, or core and additional Science, or a BTEC in Science. In addition it will be compulsory for all students to study the subjects of English, Maths, Computer Science, French, Punjabi and one Design and Technology subject (Engineering, Product Design or Food Technology). Core PE will be compulsory but a GCSE will not necessarily be taken unless it is chosen as an option subject. Students will also select option subjects from Art, PE, Music, Geography and History.

Extra-curricular GCSE subjects, in particular those with a science focus such as Astronomy, will be offered at Key Stage 4. There will be an expectation of the highest academic achievement at Key Stage 4 at Nanaksar Academy, as has been consistently demonstrated over many years at Guru Nanak Sikh Academy.

All students in years 10 and 11 follow courses leading to GCSE examinations. The curriculum will enable students to take between 8-12 GCSE courses according to their abilities and interests.

The expectations in pupil progress from KS3 to KS4 are:

Level 5 Students: Expected to achieve 8 GCSEs minimum grade C

Level 6 Students: Expected to achieve 9 GCSEs minimum grade B

Level 7 Students: Expected to achieve 10 GCSEs at grade A/A*

Parents will receive progress reports every term. The following table shows both the core (mandatory) and option courses available for all students:

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Maths	3.75	Mandatory	As with KS3 above, Key Stage 4 will be delivered through a weekly timetable of 35 sessions each lasting 45 minutes. Some subjects (e.g. Science) will be taught in double sessions lasting 90 minutes. *PSHCEE will be taught once a
English	3.75	Mandatory	
Science	4.5	Mandatory	
Computer Science	1.5	Mandatory	
French	1.5	Mandatory	
Punjabi	1.5	Mandatory	

Design and Technology	3.0	Mandatory	week on a rolling timetable.
PE	1.5	Mandatory	
RE	0.75	Mandatory	
*PSHCEE	0.75	Mandatory	
Art	2.25	Voluntary	
PE (GCSE)	2.25	Voluntary	
Music	2.25	Voluntary	
Geography	2.25	Voluntary	
History	2.25	Voluntary	

In addition to the core subjects, students will choose optional subjects from two groups:

- Group 1 – Either Geography or History
- Group 2 – Art or Music or PE

KS5 Curriculum

Our Key Stage 5 offering is shaped around assisting pupils to pursue their career through studying at university. In line with our Science specialism we will offer both academic and vocational options in Science at KS5. In addition to this we will offer level 3 qualifications in English, Maths and a range of other subjects.

Nanaksar Academy Sixth Formers will be role models for the rest of the school and we expect them to lead by example. They do this most effectively by:

- Working hard and utilising their private study time effectively by helping younger students to improve their academic performance, especially in basic skills
- Conducting themselves around the school in a highly mature and responsible way
- Contributing to Sewa and helping others
- Showing humility towards others
- Keeping the Sikh principles, which include respect for parents, other adults, other religions and God.

As an Academy our aim is to help the development of young people in our Sixth Form so that they come to regard themselves as key members of an exciting new school.

The Academy intends to offer a range of academic subjects alongside vocational courses. The year-on-year growth of the school means that there will not be any requirement for 6th form provision until 2020 (excluding exceptional circumstances for gifted and talented pupils). However, the following list illustrates the core subjects

and courses that the Academy intends to provide. These will be subject to review as the school prepares to open its 6th form and any changes or developments to the KS5 curriculum will be undertaken in consultation with students, parents and the broader school community.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Physics	4.5	Voluntary	The subjects available at KS5 are described as voluntary as most students will choose to study four A level subjects.
Chemistry	4.5	Voluntary	
Biology	4.5	Voluntary	
Maths	4.5	Voluntary	
Further Maths	4.5	Voluntary	
Design Technology (Engineering)	4.5	Voluntary	
English	4.5	Voluntary	
Psychology	4.5	Voluntary	
BTEC Science	4.5	Voluntary	
Accounting	4.5	Voluntary	
Computer Science	4.5	Voluntary	
French	4.5	Voluntary	
Punjabi	4.5	Voluntary	
Geography	4.5	Voluntary	
History	4.5	Voluntary	
Art	4.5	Voluntary	
RE	4.5	Voluntary	
PE	4.5	Voluntary	
PE	0.75	Mandatory	
PSHE	0.75	Mandatory	

Assessing and Meeting Pupil Needs

The Nanaksar Academy will provide an inclusive learning environment that encourages and challenges all pupils to achieve their full potential. High expectations will be set of every child and young person and will provide each pupil with the best support and resources appropriate to their needs.

The academy will actively seek to remove any barriers to learning and participation. It is the academy's belief that, with the right resources, training and support, almost all pupils, including those with special educational needs and disabilities, can successfully be included in mainstream education.

Inclusion and SEN

Nanaksar Academy will ensure that its SEN provision is consistent with the current SEN Code of Practice and all relevant statutory guidance. The Academy intends to develop and implement an outstanding provision of SEN services to ensure that every child reaches their potential. The Academy is committed to ensuring:

- All students realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need or academic ability
- All students with special educational needs are identified, assessed and adequately supported
- Our SENCOs have the time and resources needed to fulfil the demands of the role and the effectiveness of the department

Our aim will be to adopt a proactive approach to promoting equality and eliminating discrimination. Pupils with disabilities will be encouraged to take an active role in the classroom and extra-curricular activities of their choice. The promotion of a positive attitude towards people with disabilities will be central to the school's inclusive ethos. All pupils with disabilities will be members of a class and share lessons with non-disabled pupils.

Gifted and Talented Students

We will create model classroom practice through curriculum planning and design academic challenge into every lesson, supported by our formal partnership with The Brunel Able Children's Education (BACE) Centre [REDACTED]. We will incorporate BACE's world regarded expertise in this area to help us design, monitor and adapt our classroom practice to ensure that all our pupils are continuously academically challenged in all their lessons.

As part of this partnership all our pupils will have access to the Brunel Urban Scholars Programme, a course run at Brunel University at weekends, which is designed to encourage pupils to develop intellectual curiosity and supports them in raising their aspirations to be engaged in higher levels of learning and to become lifelong learners. This expertise will ensure that in particular our children with High Learning Potential are regularly challenged and developed to their full potential.

The Academy will implement a range of strategies to ensure that there is effective provision in place to support G&T pupils and students. The strategies will include: our comprehensive enrichment programme, accelerated learning techniques, and structural processes that exploit the all-through environment. This will enable the highest performing children to learn alongside older children, with more specialist

educators, therefore providing greater challenge and accelerated learning opportunities.

Transition arrangements at Nanaksar Academy

Transition from pre-school to Reception To support pupils' smooth transition into Reception the following induction steps will be implemented. Pre-entry home school visits, staggered entry with older pupils entering first or those who have already attended the school's Nursery, staggered attendance of half days and no lunch, half days with lunch, 3 full days, 4 full days and then a complete week of 5 days.

Transition from Reception to KS1 In the latter stages of Reception pupils will make regular class visits to year 1, KS1.

Transition from KS1 to KS2 In line with transition procedures within all KS2 years, all pupils will spend time with their new teacher before the class moves up. All teachers will have data handover meetings with the pupil's previous class teacher. Across KS1 and KS2 there will be a number of shared teaching and learning and behaviour policies and procedures which will support transition e.g. there will be a common writing, marking and feedback procedure for pupils and adults.

Transition from KS2 to KS3 Year 6 to Year 7 As an all-through academy, pupils will experience a seamless transition from Year 6. Pupils will have already have taken part in learning in the secondary school through the use of specialist instructors and facilities. They will also have opportunities to familiarise themselves with secondary school life through taking part in shared projects such as dance events. All pupils will also have the opportunity to spend a day in their new buildings and take part in shared familiarisation activities.

Transition at KS4 The Nanaksar Academy intends to fully support Ealing Local Authority to raise the participation of young people in education, employment or training. In accordance with the latest statutory guidance placing new duties on local authorities relating to post-16 education, the academy will provide 240 places at 6th form. Furthermore, the academy recognises its own responsibilities in respect of changes to the statutory requirements regarding the raising the participation age in 2015.

The Academy will encourage all students to continue in full time education for as long as is appropriate for each individual so that all our students reach their full potential.

All students will follow a programme of Work Related Learning at KS4 to ensure that whether or not a student intends to continue into post-16 studies, all students will have the skills and knowledge to successfully enter the workplace by the end of KS4. Similarly, the academy will offer a programme of Enterprise Education across KS4 to develop entrepreneurial skills and extend the students' understanding of business and economics. Furthermore, the Academy will build on its existing relationships within the local business community to provide work experience opportunities to all students.

The Academy will adopt the course pathways approach to post-16 education and training currently in operation at the Guru Nanak Sikh Academy. This process will ensure that all students consider carefully their options for continuing their education at the Academy. By offering a broad range of traditional A-Level courses and a number of high-quality vocational qualifications, we will ensure that every student receives the best preparation for adult life.

For years 9-11, Careers Education will be delivered as part of the PSHCEE programme to support immediate school leavers who do not intend to progress to further or higher education. This integrated programme will include interview practice, CV preparation and employer bulletins.

Transition from KS5 The academy will draw on its successes achieved at the Guru Nanak Academy to provide pastoral and academic support to all members of the 6th form, whether continuing on to university or further professional training, or entering employment. Students from Guru Nanak Sikh Academy have already achieved places on many prestigious courses at universities such as Oxford, London, Essex and Sheffield.

School Calendar Year

In planning the school year and term dates, we have been mindful of the needs of the local community that the Nanaksar Academy will serve. It is important for the school to match with the local schools' term dates, which siblings may attend. The term dates will also match those recommended by nearby Local Authorities. The year will be divided into three terms, Autumn, Spring and Summer. Each term will be divided into two half terms of approximately 6-week periods with a half term holiday of 1 week. In addition, pupils will have 2 weeks holiday at the end of the Autumn term (Christmas) and the Spring term (Easter) with a further 6 weeks holiday at the end of the Summer term. There will be an additional five occasional days when the school will be closed to pupils, and staff will take part in professional development. There will be at least 190 school days per year for pupils as outlined below:

Nanaksar Academy term and holidays for the school year 2014-15

Autumn Term 2014		School Days
Term Starts	Wednesday 4th September 2014	73
Half-Term Holiday	27 th October – 31 st October 2014	
Term Ends	Friday 19th December 2014	
Spring Term 2015		
Term Starts	Tuesday 6 th January 2015	54
Half-Term Holiday	16 th February – 20 th February 2015	
Term Ends	Friday 27 th March 2015	
Summer Term 2015		
Term Starts	Tuesday 14 th April 2015	63
	May 4 th Bank holiday school closed	
Half-Term Holiday	25 th May – 29 th May 2015	
Term Ends	Friday 17 th July 2015	Total Days: 190

The Nanaksar Academy School Timetable

In the Primary phase the core school day will start at 8.30 am and finish at 3.10 pm. The main structure of the timetable will replicate the successful timetable in use at Guru Nanak Sikh Academy Primary Phase. In the EYFS and each of the key stages, there will be 4 main 1-hour lessons each day. With the EAL literacy needs of our target pupils in mind, the morning Literacy lessons for KS 2 will be longer at 1 hour 10 minutes and there will be an additional 20 minute Guided Reading lesson, four times per week. This will give pupils an additional 2 hours 10 minutes of focused Literacy learning a week in KS2. KS1 will have daily Guided Reading lessons of 20 minutes representing 1 hour and 40 minutes of additional Literacy Learning per week. This reflects the school commitment to support pupil achievement in Literacy.

At secondary phase, students will undertake seven periods of 45 minutes per day (35 periods per week) beginning with registration at 8.00am with the final 45-minute period ending at 3.15pm. Some lessons will be taught in double-periods lasting 90 minutes.

The main after school extra-curricular programme for both phases (see D1) will take place between 3.15 and 4.30pm. Some extra-curricular activities e.g. football and specialised musical instrument tuition will be offered to pupils during lunch breaks.

Organisation of pupils and students

The Nanaksar Academy will be organised into six stages:

- EYFS - Reception
- KS1 - Years 1 and 2
- KS2 - Years 3-6
- KS3 - Years 7-9
- KS4 - Years 10 and 11
- KS5 - Years 12 and 13

Classes and Year Groups

Teaching and learning throughout the school will be organised to best support the whole school vision for pupils to develop a willingness to share and collaborate, become self-confident, gain independent learning skills and reach their full academic potential.

In the Primary phase the class size (30 pupils) will facilitate the use of targeted small group work, both within and outside of the main class. Small group work (6 pupils), will support those pupils identified as in danger of underperforming, through a rigorous system of pupil progress monitoring. For the teaching and learning of the main curriculum, each class will have a maximum of 30 pupils with a good balance of gender and representation of the school's ethnic communities. This will facilitate the sharing of different viewpoints and differentiated/targeted learning to take place, as well as the use of other collaborative learning groupings e.g. pairs work, talk partners, debating teams. Each class in EYFS and KS1-2 will have a class teacher and a dedicated LSA (Learning Support Assistant). In each year group there will be four classes. One of the teachers will be the year group leader with an overall Key Stage Manager. Whilst the norm will be that pupils will stay in the same year groups, class groups and friendship groups, on occasion exceptions will be made:

- Behavioural issues may be resolved by returning a pupil to a different class
- For some of the time pupils may be grouped according to their Literacy or Numeracy ability in order to challenge able pupils and add pace to learning

In the Secondary phase, in each year group students will be placed in mixed ability form groups of 30 students. In Maths, Science and English, students will be placed in ability sets. All other subjects will be in mixed ability groups. In both Technology and Computer Science the maximum group size will be 24 students.

Organisation of enrichment activities

We will offer an extensive extra-curricular programme for pupils throughout the school to develop each pupil's self-esteem, confidence and independence and to give pupils the opportunity to excel in non-academic subjects that may not be covered in the main curriculum.

Most clubs will take place after school between 3.15 and 4.30pm or during lunch breaks. Where clubs are non-academic and do not require a high level of skill, pupils will be organised into mixed year clubs e.g. year 1 and 2, year 2 and 3 or year 4 to 6 including mixed ability clubs. Pupils will be able to build friendship groups outside their normal class and share and learn with pupils from different year groups. The size of the groups will depend on the demand for each activity, but experience has shown that pupils enjoy the benefits of learning in smaller groups of no more than 15 pupils. For academic booster clubs and skills clubs e.g. cricket, pupils will be grouped according to their needs and abilities.

To develop pupils' self-esteem, confidence, sense of responsibility, consideration and service for others, we will run a Whole-School Council. The council will be organised across the school with one representative from each class. Upper key stage pupils will support the development of school councillors in the lower key stages and will take on leadership roles for example chair and secretary.

Pupils will take part in a range of assemblies: collective faith/non-faith assemblies, whole school multi-faith assemblies, and class year group assemblies. All pupils, whether of a particular faith or none, will be equally valued and provision made for them. For faith or non-faith collective worship, pupils will be grouped according to the needs of their faith across two-year groups e.g. year 3 and 4. For multi-faith assemblies, all pupils will be grouped across two-year groups e.g. all of year 1 and 2. Class assemblies will take place four times a year for each year group. The school actively values the contribution of parents and they will be invited to join the assembly of the performing year group.

Pastoral Care

At primary phase, all pupils' first port of call for pastoral care will be their class teacher or their class learning support assistant. Within the class there will also be systems built in to facilitate pupil access to pastoral care through regular circle time, weekly PSHE lessons or specific class systems such as a 'Problem box'. Pupils will be encouraged to seek support, help or advice from any teacher or LSA. There will also be specific members of staff who will be able to further support and advise on pastoral care; the Child Protection Officer, the Welfare Officer and the Inclusion Manager. Pupils will be supported through the consistent implementation of school policies and procedures e.g. the Behaviour Policy detailing rewards and sanctions.

These procedures will also include peer group pupil support networks such as playground buddies.

Other whole school systems will be put in place to support pupils' pastoral care such as regular visits from local Community Police Officers, the local Fire Services and the participation in whole school events such as anti-bullying week or E-safety Day.

Pastoral care at secondary level will be based on the firm belief that students achieve their best when they feel happy, secure and confident. Each student will have a form tutor, who will know each student as an individual, with an overview of their academic performance and progress, their attendance and behaviour as well as their personal circumstances as related to their wellbeing at school.

D2 - Measuring pupil performance effectively and setting challenging targets

The Nanaksar Academy will implement a comprehensive assessment regime to ensure that every pupil and student at the academy reaches his or her full potential. The Academy will replicate the systems and processes in place at the outstanding Guru Nanak Sikh Academy that currently focus on every aspect of learning - not limited to: behaviour, attendance, engagement, attainment - to ensure successful outcomes for every child and young person.

The school will develop and implement a range of success measures – academic, vocational and those related to well-being and good citizenship.

Behaviour and Attendance

At Nanaksar Academy we know that full and punctual attendance at all lessons makes a vast difference to achievement and performance and demonstrates commitment and responsibility from our pupils/students and their families. Attendance and punctuality are monitored twice daily and all concerns are dealt with promptly. Any causes for concern will be followed up with telephone calls, meetings or letters to help support parents to improve their child's attendance and punctuality.

All staff at The Nanaksar Academy will have a duty to encourage high attendance rates and to monitor attendance and punctuality. The Academy will implement rigorous policies and processes to minimise truancy and absenteeism and unacceptable behaviour.

- All Classroom/Subject Teachers will keep an attendance register for their lessons and follow up unexplained absences.
- Classroom/Subject Teachers should expect pupils to provide legitimate explanations for any and all absences from school.
- Classroom Teachers at EYFS, KS1-2 and Form Tutors for KS3-5 will maintain registers that record attendance in both the morning and afternoon sessions.
- Form Tutors are expected to contact home within three days if a pupil is absent; classroom teachers at the primary phase will notify the academy office of any absences, which will be investigated by the administrative team on the day.
- When a pupil's or student's attendance gives rise for concern, depending on KS, either the Classroom Teacher or Form Tutor will alert the Head of Year, the parents and the Education Welfare Officer as appropriate.
- Attendance data will be included in school reports. Improved or good attendance will be positively commented on.
- When pupils/students are absent through illness for an extended period of time, staff will set appropriate work to be completed at home and mark it on his or her return.
- After extended absence Key Stage Co-ordinators and Classroom Teachers/Form Tutors will make arrangements for smooth reintegration of the pupil into school.

The rates of authorised and unauthorised absence on a year, key stage and school basis will be collated on a half termly basis by the Welfare Assistant. Attendance rates will be discussed at Pastoral Meetings and appropriate action taken. Registers will be monitored by Key Stage Co-ordinators and the Welfare Assistant.

Behaviour

A set of rules will be implemented across the whole school, thus creating a positive climate and setting realistic expectations that staff, pupils and parents are all familiar with. The implementation of a clear set of rules in each classroom across the school will not only ensure consistency, but also support the ethos of the school, promoting honesty, courtesy, kindness and respect for others.

A system of rewards and incentives will be established at The Nanaksar Academy, to motivate and encourage pupils to make the 'right choices' and promote good behaviour as well as academic achievement.

Whole-School Targets for Behaviour and Attendance

- The target for attendance will be 96% in the first year, rising thereafter
- There will be no fixed-term or permanent exclusions
- In the first Ofsted inspection post-opening, the school will be graded Outstanding in this category

Pupil performance

Given the different assessment mechanisms appropriate to each key stage, the following section is broken down into each KS phase:

Early Years Foundation Stage

By the end of the Foundation Stage we expect that all pupils will have been supported sufficiently to attain at least an average score in their areas of learning and the majority will be well above average in many areas by the end of Reception.

KS1

At the end of Key Stage 1 we will expect pupils to achieve above the national average in the percentage of pupils gaining level 2 in reading, writing and Mathematics. In Guru Nanak Sikh Academy Primary phase we achieved 100% level 2 in reading, writing and Mathematics. We will also expect Nanaksar Academy pupils to achieve at level 3, as they do at Guru Nanak Sikh Academy Primary phase, above the national average in the percentage of pupils gaining level 3 in reading, writing and Mathematics.

KS2

At the end of Key Stage 2 we will expect the percentage of pupils achieving at Nanaksar Academy to be above the national average at level 4 and level 5 in English and Mathematics. We also expect all pupils to make at least two levels of progress in English and Mathematics from Key Stage 1 to Key Stage 2.

KS3

The academy will seek to match and indeed exceed the performance of its sister school Guru Nanak Sikh Academy, which was recently graded 'Outstanding' by Ofsted in terms of Achievement and Standards. The Ofsted inspection report states:

Students start Guru Nanak School with standards that are in line with national average. They make outstanding progress throughout Key Stage 3 and achieve significantly above average results in the national tests at the end of Year 9. In particular, students achieved exceptionally high standards in Mathematics and English with a very high proportion achieving the highest levels in their examinations.

KS4

Nanaksar Academy expects to achieve at least the equivalent GCSE results achieved at the outstanding Guru Nanak Sikh Academy. In 2012, at Guru Nanak, 66% of students achieved at least five GCSEs including English and Maths at grades between A*-C and 100% of pupils achieved five GCSEs or equivalent at KS4. Consistent with the last four years of results at Guru Nanak Sikh Academy, our school expects to exceed national and local averages.

The academy is particularly aware of the challenges and risks associated with NEETs – students leaving school without education, employment or training secured in place. The academy will strive to support each student as they leave school with a target of 0% NEET at KS4 and KS5.

KS5

Similarly, to our GCSE targets, Nanaksar Academy will meet or exceed those results achieved at Guru Nanak. In 2012, these were:

- 94% of KS5 students achieving 3 or more A levels at A*-E (including equivalences)
- 100% of KS5 students achieving 2 or more A levels at A*-E (including equivalences)
- Average point score of 829.9 per student (including equivalences)
- Average point score of 202.0 per entry (including equivalences)

Monitoring pupil performance

Primary Phase

Detailed records will be kept of each pupil's progress through the primary phase. Assessments will be made by the teachers throughout each school year and progress records will be updated at least six times per year. The Foundation Stage profile will summarise each pupil's achievement in the seven areas of learning as outlined in the curriculum section above.

Pupils at the end of years 2 and 6 will take a combination of National Standard Assessment Tests and Teacher Assessments in accordance with the National Curriculum guidelines.

Individual and end of year test results will be available to parents at the end of the summer term and aggregate results will be published in the school profile. All of these individual progress reports will be available to parents for discussion in the Academic Progress Meetings described in the Communication section below.

Secondary Phase

In year 7 target levels will be set for each student in all subjects based on Cognitive Ability Tests as well as prior attainment in the primary phase. In each subject student attainment will be regularly measured against these targets. Assessment levels will be collated each term and these will be sent home in a report to parents. Each department will closely monitor student attainment against target levels and grades. Where students are failing to meet their targets intervention strategies will be employed. Form tutors will meet with every student in their form at least twice each year to help support departments in ensuring underachievement is addressed. Heads

of Year will also monitor student attainment across the curriculum and will be in a position to arrange intervention strategies to help support any students that are underachieving.

On entry to key stage 4 all students will be given ambitious but achievable target grades. These will be based on attainment at key stage 3. The tracking and monitoring process will mirror that used at key stage 3. An additional mentoring programme will also be in place for any student who is seen to be underachieving. Identifying each student's specific educational needs and setting individual targets for them will be a key part of the process.

At key stage 5 the ALIS system will be used to generate target grades for each subject. The same system of rigorous monitoring of student performance against these grades will be used.

Communicating pupil performance to parents and carers

The Nanaksar Academy will ensure that parents and carers are fully informed of their child's progress as they progress from EYFS to A-level results. Primarily, this will take place through comprehensive, personalised reports, twice yearly, to cover attendance, behaviour, performance and attitude to learning, highlighting progress against ambitious targets and describing the means by which the school will support each pupil or student to achieve them.

The school will do its best to alert parents at as early a stage as possible to anything of significance that is hindering their child's academic or social development. The school will also welcome and encourage enquiries from parents about matters that concern them.

The parents and carers of each pupil at Nanaksar Academy will have an annual Academic Progress Meeting with, dependent on phase, the child's Classroom Teacher, Form Tutor and Subject Teachers. Where appropriate, parents and carers will be invited to exceptional progress meetings with heads of KS or Year where there are specific issues with a pupil's or student's performance.

Monitoring and improving the quality of teaching and learning

The Nanaksar Academy will implement a robust approach to the performance management of its teaching staff to ensure that every pupil and student receives the highest level of support to achieve his or her academic targets.

The performance management process will include the following:

- All members of the teaching staff will be subject to on-going performance review
- There will be six performance review sessions per academic year
- Part of each review will consist of a lesson observation, which will focus on improving specific aspects of classroom performance
- The outcomes of the lesson observation will directly influence the planned individual professional development programme for that teacher
- 80% of teaching at the Academy will be good or outstanding. Where this does not happen intervention and support strategies will be put in place for a period of 12 months
- Failure to improve, within 12 months, to the standards that the school requires will lead to discussions regarding suitability
- Teaching staff will be set 3 targets each year. They will be based on improving classroom performance, enhancing student outcomes and involvement in the 'wider' school

D4 – The needs of all children are fully provided for within the curriculum (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

The Nanaksar Academy will be a school with a designated Sikh religious character. The Sikh religion, as described in Section C, is a religion which respects other faiths and does not seek to convert. The key principles of the Sikh ethos which will pervade all aspects of school life for both pupils and staff are: the merits of hard work, honesty, respect towards everyone and service to others. We believe that these principles will enrich the lives of all our pupils whether of a particular faith or none, help them to achieve high academic standards and enable them to make valuable contributions to their communities.

As noted in the recent Ofsted inspection report regarding the Guru Nanak Sikh Academy, where the Sikh ideals underpin the school ethos:

‘Spiritual, moral, social and cultural development is exemplary and underpins the very strong ethos within the school. The school identifies high ideals for it to make a positive contribution to humanity.’ OfSTED October 2011

Similarly, Guru Nanak’s sister school in India, Guru Nanak Garib Niwaj (www.gurunanakschools.org.uk/primary/ the school) is founded and run on Sikh principles and values. Garib Niwaj is a school where over 90% of its pupils are non-Sikh, and yet as a Sikh school it still receives the full support of all the parents.

Our ethos is strongly supportive of every individual’s needs and talents, providing an excellent backdrop for the delivery of a strong, varied and differentiated curriculum, enabling pupils to attain the highest possible standards.

We will strive to make our school welcoming and attractive to all local families; for example our uniform will be consulted upon as part of our formal consultation if we are approved. Our recently opened Nanaksar Primary [free] School also has a Sikh ethos, even though our standard uniform is not reflective of our culture or heritage. (This is offered as a choice for those who wish to adopt it)

All pupils, whether of a particular faith or none at The Nanaksar Academy will be equally valued and provision made through a broad and balanced curriculum as described in Section D1. The table below outlines the aspects of our proposed curriculum that will support our faith ethos within the context of our broader curriculum offering.

Key curriculum provision promoting inclusion	EYFS	KS1	KS2	KS3	KS4	KS5
Religious Education (minutes per week)	30	60	60	45	45	-
Punjabi	-	-	-	45	45	-
Assemblies						
Collective faith/ non-faith	2.00 hours per week			1.50 hours per week		
Whole school multi-faith e.g. festivals	30 minutes per week			30 minutes per week		
Class; pupils and parents	Attend x 4 year class assemblies 4 times a year give one class assembly a year = 40 mins.			-		
Total curriculum time for other subjects	18.5 hours per week	19.4 hours per week	21.9 hours per week	25.5 hours per week		-
Extra-curricular opportunities Including community languages and interests	None	A minimum of 10 clubs will be run per night giving each pupil the opportunity to take part in at least x 1 club of 1 hour per week		A wide variety of clubs, teams and activities will be available including Art, Music, Drama and Literature. The school will participate in the local school sporting leagues in addition to offering a variety of dance, keep fit and martial arts sessions. Academic clubs for Maths, Literature, Science and ICT will be available together with the opportunity to participate in the Duke of Edinburgh Award Scheme		

Religious Education Lessons

All pupils in KS1, KS2 and KS3 will have a weekly RE lesson following the multi-faith locally agreed, HSACRE (Hillingdon Standing Advisory Council for Religious Education) Religious Education Syllabus. Pupils will be taught about faith and values and will, in addition, explore some of the key world religions. In EYFS pupils will learn about other religions through topic work and stories.

At KS4 all students will study for a GCSE in Religious Studies.

Whole school/Year group assemblies

All pupils will take part in daily collective worship. There will be a dedicated space for Sikh pupils to worship together and visual/audio facilities will be provided for other faith pupils to be able to take part in worship according to the rituals of their own religion. Alternatively, those of no faith will take part in an assembly exploring Social and Emotional Aspects of Learning (SEAL). There will be a weekly whole school assembly for multi-faith and non-faith pupils to celebrate festivals from different religions and to reflect on similarities and between religions e.g. Christmas, Diwali and Eid. We will invite guests from other religions into these assemblies and foster learning links with other religions through groups such as the Three Faiths Forum and by making links with local places of worship. Class assemblies will take place in year groups on a rotational basis, bringing pupils and parents together to share an aspect of their school life of which they are proud. As with our current staff at the Guru Nanak Sikh Academy and Nanaksar Primary School we would hope that our staff would include representatives of most of the world religions and we would call upon them to lead some assemblies.

The Curriculum Provision

The Nanaksar Academy is underpinned, not only by expectations of high academic success for all pupils, but also by a belief that all pupils need to understand the world around them to become fully active and integrated citizens, see Section D1. The Nanaksar Academy will support all pupils in this understanding through the use of the International Primary Curriculum (IPC) in the primary phase which has dedicated strands focusing on internationalism.

Throughout KS3 and KS4 our PSHCEE programme of study will enable and encourage students to develop the knowledge, skills and understanding to become informed, active and responsible members of local, national and global communities. Students will explore such diverse issues as citizenship, crime, democracy and human rights. The programme is based on a commitment to equal opportunities for

all students and a respect for cultural diversity. In addition, it aims to prepare students for life in a multi-cultural society.

Other aspects of school life will also promote this outward looking approach which values all pupils e.g. the provision of video conferencing facilities for pupils to make links with the world/community beyond the classroom, regular class visits out of school, inviting guests (parents, local community members, experts) into the school and the celebration of cultural differences and similarities within school through assemblies, wall displays and music /dance performance.

The extra-curricular provision will give pupils an opportunity to study subjects in more depth e.g. cooking, and to take part in activities not covered in the main curriculum e.g. judo. The clubs will also reflect the interests of our local community e.g. Bhangra dancing, African drumming, community language instruction (Urdhu, Hindi).

We will also develop a specific outreach programme whereby pupil volunteers will participate in a range of activities designed to support the broader local community and increase understanding of the Academy by hosting events within the school for the wider community.

The Nanaksar Academy will draw upon the best practice currently in place within the Guru Nanak Sikh Academy and Nanaksar Primary School to ensure we are an inclusive school that truly values and celebrates diversity. As reported in the recent Ofsted report for Guru Nanak Sikh Academy:

'The school has a great appetite to seek out effective links with other schools and outside agencies to benefit pupils' learning. It is very inclusive and promotes equality of opportunity and tackles any discrimination extremely well.' OfSTED October 2011

Section E: Evidence of need – part 1

Please complete the table on the next page, 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. $D = ((B+C)/A) \times 100$.

If you are making a case to open in 2014, please amend the years in the table to 2014 and 2015.

Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	120	107		89%	120	65		54%
Year 1					120	107		89%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	122		102%	120	112		93%
Year 8					120	122		102%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of need – part 2

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

E1 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 their first choice for their child.

Survey forms were made available to parents on Guru Nanak Sikh Academy's website and distributed via 11 Libraries, 7 Gurdwaras, a number of Hindu Temples, 5 Primary Schools, 1 Children's Centre, 6 Nursery Schools and local shops. Staff commissioned a stall at the Prakash festival at Guru Nanak Sikh Academy in July 2013. This was attended by more than thirty thousand people and provided an opportunity for staff to speak to members of the community on a one to one basis to describe the bid and proposed Academy in detail. We also surveyed parents who were on the waiting list of Guru Nanak Sikh Academy Primary phase and had been unsuccessful in gaining a place in our school. A total of 314 parents responded to our survey indicating they would send their child to our school, as at Sept 2nd 2013.

New School Support Survey

We are carrying out this survey to see how much support there is for a new school in our area covering

London Borough Hillingdon	London Borough Ealing	Other
Uxbridge	Southall	Ashford
Hayes	Greenford	Cranford
Harlington	Northolt	Twickenham
West Drayton	Perivale	Slough
Yeading	Norwood Green	

We may share this information with the Department of Education as part of our application for a new school. We are proposing to set up a new Free School in the Southern area of the London Borough of Hillingdon from September 2015. This will be a four form entry new all through school, 4 to 18 years that will be directly funded by the government. It will be led and managed initially by the very successful, oversubscribed Guru Nanak Sikh Academy (see Ofsted reports 2008 & 2011). The new school will have a Sikh ethos of achievement through hard work but will admit children of other faiths. In order to do this we need to demonstrate that there is parental support for a new school. Please register your interest in sending either your primary age child in to the reception year 2015 or your secondary age child in to year 7 for September 2015 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 Nanaksar Academy Free School as first choice for my primary reception age child(ren)	I would select Nanaksar Academy Free School as first choice for my secondary year 7 age child(ren)	OR I am interested in finding out more information	Email address

Please complete and return by 2nd September 2013 to Nanaksar Academy Free School Bid, Guru Nanak Sikh Academy (Secondary Phase), Springfield Road, Hayes, Middlesex, UB4 0LT. We welcome your views.

Our analysis shows:

Those reaching age five in the academic year 2015/16 (Reception classes 2015)
107

Those reaching age eleven in the academic year 2015/16 (Year 7 classes 2015)
122

Parents were asked to state their name, postcode, date of birth of the child/children who would use Nanaksar Academy, and if they would specifically select the school

as their first choice, or would like further information and wanted to give their email address for this purpose. The front of the survey was written in English, the reverse in Punjabi to reflect the most common language spoken. It should be noted that the proposed new school is adjacent to the boundary between two London Boroughs, Hillingdon and Ealing. As of 2nd September 2013, numbers of parents with children born in years suitable to join reception and year 7 in 2015 break down as follows: Hillingdon residents 60, Ealing residents 53, Others 32.

We sent letters to all local school Head Teachers detailing our Free School bid. We invited comments from them and requested they contact the school to arrange a meeting should they wish to discuss the bid with Guru Nanak Sikh Academy's Head Teacher. No objections or requests for such a meeting were received.

E2 Demonstrate how you intend to reach out to the wider community, including where relevant, children from a range of backgrounds, faiths, and abilities.

The Parental Survey and letters of support demonstrate that the Sikh community wholeheartedly supports the development of Nanaksar Academy.

After initial consultations we have received letters of support from

- John McDonnell, our local Member of Parliament for Hayes and Harlington
- Virendra Sharma, Member of Parliament for Ealing Southall
- [REDACTED]
- Councillor Julian Bell, Leader of Ealing Council
- [REDACTED]
- [REDACTED], Representative of the Jewish Community
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- In addition staff of Guru Nanak visited the Christian, Hindu and Muslim local places of worship to discuss the proposed new school with Religious Leaders and their followers.

As well as distributing our 'New School Support Survey' forms to the centres named earlier, staff from Guru Nanak Sikh Academy ran a stand at the Prakash event at

the school on the weekend of 12th – 14th July 2013. Staff spoke face to face with hundreds of people attending to explain our bid for the proposed Academy and many of the signatures of support came from this event.

Given more time, the Academy Trust will demonstrate that it could fill the school places in the new school since they have gained the respect and support of local people across two Local Authorities. Our preliminary meetings with the London Borough of Hillingdon indicated that they were short of primary school places and would support the development of a new school. They have enabled us to access the most recent Cabinet Report that shows that whilst the number of school places has increased there is still a shortage of primary places across the area served by the proposed new school.

The report states the following:

- Primary school places – as reported to Cabinet in February 2013 there is a need to secure an additional 3,150 primary school places over the next ten years over and above the existing successful schools expansion programme. The growth in pupil numbers is concentrated in the south/south-east of the Borough. The development of two new primary schools in the Borough will provide essential school places. Officers are developing further proposals for meeting the need in the medium- to longer-term. This could include ‘all-through schools’ and so options are being developed for consideration to dovetail with proposals to meet the demand for the increase in secondary school places.
- Secondary school places – predictions from the Greater London Authority indicate the number of secondary pupils in Hillingdon is set to increase by 25% (an extra 3,900 pupils) to more than 19,000 between September 2012 and 2021/22. The rate of increase is faster for year 7 pupils (the entry year into secondary schools) as the growth in primary pupils moves into secondary education. This is consistent with the increase in primary pupil numbers and similarly is concentrated in the south/south-east of the Borough. In the medium-term there are sufficient secondary school places. The pressure for secondary school places is expected to begin from the year 2016/17 onwards. Officers are developing proposals for consideration to meet the increasing need for secondary school places. This could include ‘all-through schools’ and so options are being developed to dovetail with proposals to meet the demand for the increase in primary school places.

The Cabinet Report for Ealing Council in January 2011 reported a requirement in

the primary sector of 15 new forms of entry for August 2011. The subsequent Cabinet Report of July 2011 indicated that whilst reporting that all was in hand, none of the permanent expansions (6FE) were complete, some were still subject to planning revisions and the majority of provision would be through temporary arrangements. The Cabinet Report of July 2011 highlighted a need for 24 new forms of entry for 2012, (a revision down from their previous forecast of 30, but based on birth data up to September 2010). Ealing Council reported a need for 31 new forms of entry by 2012 but this estimate, given their retention rates of residents, could be as high as 34.

The table below details the future predictions for school places in Ealing over the next five years:

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Primary	29,345	30,800	32,162	33,297		
Secondary	18,089	18,229	18,472	19,009	19,658	20,496

The policy of the Hillingdon Local Authority is not to support individual applications but the Cabinet Member for Education has stated that he will endorse the development of Nanaksar Academy, if the DfE gives approval for the development of the school. Local Councillors from both the Labour and Conservative group have verbally given support to the development of a new Academy school in the area and acknowledge the experience we have in developing excellence.

We will further publicise the school through local council publications such as Hillingdon People and Around Ealing that are distributed to every household in the area served by the school and produce information leaflets for libraries and local theatres. We will also produce multi-lingual leaflets for the two main supermarkets in the area as they are well used by members of the community (more so than Libraries). We will use meetings and direct communication because of the number of languages spoken in the area and the need to communicate both in English and other languages. There will also be a web site created for the new school whereby parents can log in and receive up to date information about the new school and how to apply. We will also use Twitter and Facebook to promote and publicise the new school. We have very good links with local radio stations and will capitalise on these relationships to reach the local community.

Given the deprivation factor of Townfield and Southall and the response to the survey that has come from these areas, our indications are that deprived communities and families have been reached. In planning for Nanaksar Academy we will reflect their needs by ensuring that the uniform is commonly available at low cost and that facilities are available for family learning including the promotion of literacy, numeracy and ICT. We will ensure that Nanaksar Academy has high standards of attainment as well as producing young adults who make a positive contribution to the local community. Parents will be welcomed into the school for both formal and informal events and be an integral part of their child's education.

Our present practice is to promote the use of the school by the community it serves and it is open seven days per week. For example we have a Gurdwara at the heart of the school where the corporate act of worship is held for pupils and adults, with further use at the weekends when weddings are held. All our present facilities have been used by local schools through hosting Football Camps in the summer holidays, opening up food technology specialist facilities, hosting local and national festivals to name but a few examples. Adults have usage of the facilities for sports, ICT, adult literacy and numeracy and ESOL classes. Our present governors have developed policies to support usage of the school by the community through the allocation of funding for support staff duties and alarm systems to isolate and allow sections of the school to be used. There is a sound lettings and charging policy in place. Nanaksar Academy will introduce and develop similar open access and inclusive policy and practice to better meet the needs of the community we serve.

Nanaksar Academy, through its admissions policy and through the routes described above, will reach out to and welcome pupils from a range of backgrounds: Sikh pupils, those of other faiths and non-faith pupils. Nanaksar Academy will be equally attractive to all parents seeking high standards of academic achievement and a safe and happy environment in which their children can learn, as is the case in Guru Nanak Sikh Academy on which Nanaksar Academy is modelled. The staff of Guru Nanak Sikh Academy and Nanaksar Primary come from a very diverse range of faiths, cultures and back grounds and they will advise us on the finer detail of making sure that we incorporate, make provision and welcome pupils of all faiths and non-faith pupils into our school community.

'Guru Nanak Sikh Academy is an outstanding school. It is vastly oversubscribed because of its excellent reputation in the area. Parents and carers are overwhelmingly positive about the school, as reflected by comments from parents, for example: 'I am pleased that my children are a part of this school as they have made excellent progress both academically and spiritually'. 'The teachers know my needs and they know me as a person.' OfSTED March 2008 *'This is a great school and a credit to society*

as the school provides an excellent environment for both pupils and teachers to excel' and 'School has fantastic ethos. I feel extremely privileged to have received a place for my children.' OfSTED October 2011

The school and its education plan values all pupils equally. Our RE policy and plans for collective worship (section D8) are fully inclusive and make provision for all pupils whether pupils are of a particular faith or none. Equally, all our school policies are inclusive giving equal value and consideration to each individual, whether pupils are of a particular faith or none. The Home School Agreement, where necessary, will be published in community languages.

Section F: Capacity and capability

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

F1 – The necessary experience and credentials to deliver the school to opening

Introduction

The Nanaksar Academy will be closely modelled on the successful principles of the Guru Nanak Sikh Academy (GNSA) and Nanaksar Primary School that currently constitute our multi-academy trust. Guru Nanak Sikh Academy is an all-through school that has achieved Grade 1, Outstanding, for every aspect of their work inspected by Ofsted in both the primary and secondary phases of our Academy (Ofsted Inspection 2008 Guru Nanak Sikh Secondary, Ofsted Inspection 2011 Guru Nanak Sikh Primary). In both cases this included, grade 1 for leadership and management, grade 1 for teaching and learning and grade 1 for standards of achievement. Recent performance league tables (January 2012) show Guru Nanak Academy to be the top performing school in Hillingdon for Value Added (Contextual Value Added score of 1046), Advanced level performance and the International Baccalaureate results. Guru Nanak Sikh Primary phase is the top performing school in Hillingdon for the percentage of pupils achieving level 4 and above in both English and Mathematics. Guru Nanak Primary phase has consistently been above local and national averages in English and Mathematics level 4 and the higher level 5 at Key Stage 2. In 2011, we achieved 44% level 5 in English (national 33%) and 72% in Mathematics (national 35%). In 2012 there was a further rise in attainment at KS2, with 100% of pupils achieving at least level 4 in both English and Mathematics (national 79%). In this year 58% of pupils achieved a level 5 in English and 77% in Mathematics. In both 2011 and 2012 100% of pupils at KS4 achieved 5 or more A*-C grades at GCSE. The percentage of 5 or more A*-C grades including English and Mathematics for 2011 was 67% and in 2012 was 66%. This performance has been achieved in the context that over 50% of our pupils enter Primary school with little or no English and in both schools there is 100% EAL need.

Added to our strong academic credentials the school can draw from its recent experience in successfully proposing and working through the pre-opening phase for the Nanaksar Primary School. This experience is invaluable in preparing our Trust for the challenges that would lie ahead, were we to be approved.

We were designated as a Teaching School and National Support School in March 2013. This provides even greater resource and support to assist with our staff recruitment and training.

Availability of individuals with time commitments and relevant experience to provide appropriate educational and finance expertise to The Nanaksar Academy during pre-opening

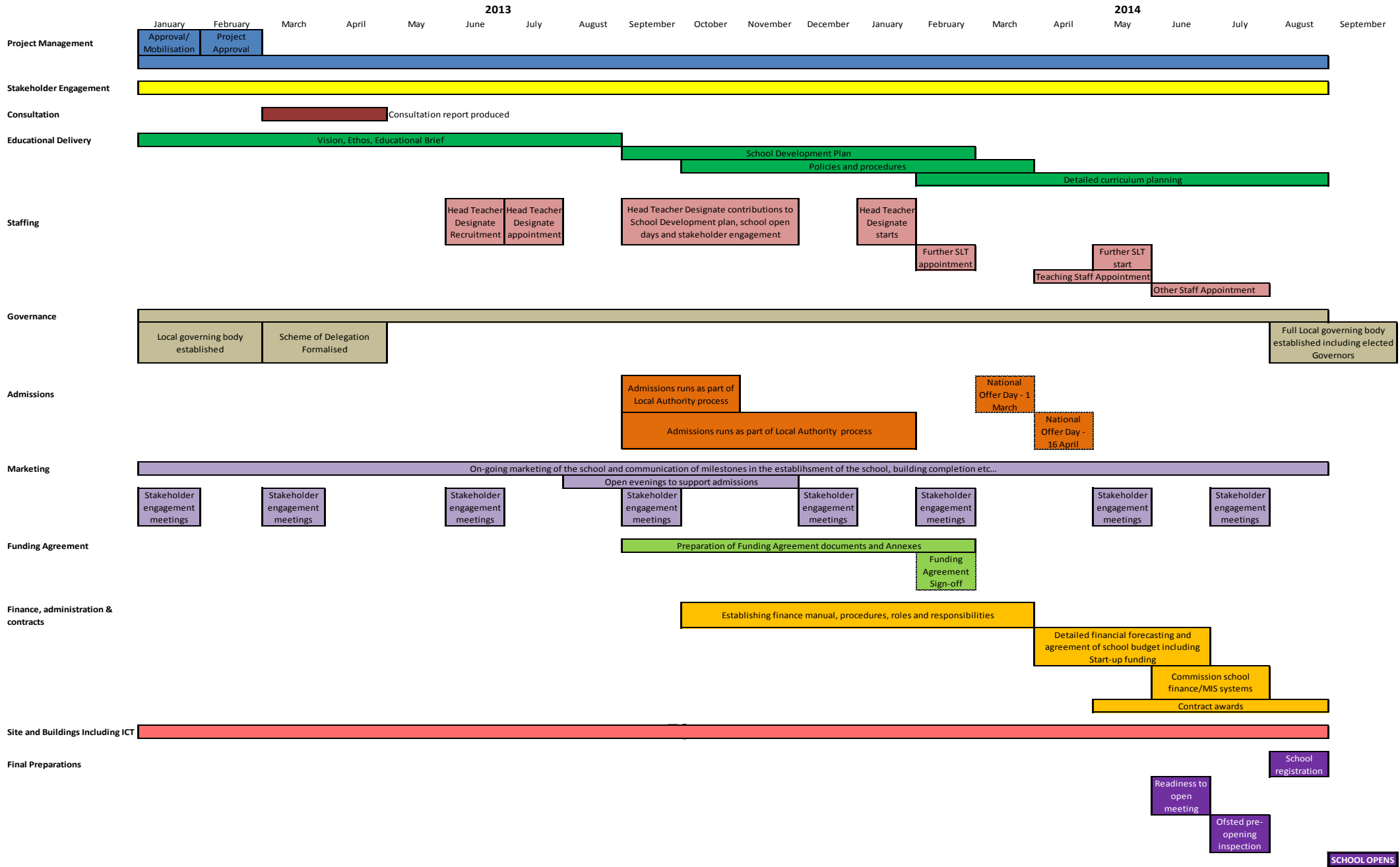
To ensure that we have the right level of expertise available to truly embed the culture and operational practices of our existing schools we will be providing dedicated time from [REDACTED], together with two Assistant Head Teachers; [REDACTED] and [REDACTED]. If The Nanaksar Academy is approved [REDACTED] will cease in his role as [REDACTED] with a Head of School being appointed to replace him in this role. This will enable him to concentrate his efforts on supporting, developing and growing the Trust and in particular attending to the needs of The Nanaksar Academy. Our experienced education project consultant, [REDACTED] will provide further educational and project support. [REDACTED], Vice Principal with responsibility for finance and [REDACTED] will lead on undertaking the finance activities undertaken during the pre-opening phase.

We have worked closely with [REDACTED] in preparing this proposal and will continue to engage him, if approved, throughout the pre-opening phase. [REDACTED].

We strongly believe our team possesses the requisite experience of school leadership to ensure that excellent practice in terms of teaching and learning is embedded within the processes, policies and structures to be established for The Nanaksar Academy during the pre-opening phase. Our team will be available to complete the required tasks at the appropriate point in the pre-opening process with a contingency to be able to respond in the event of delay or unexpected challenges arising.

The diagram below provides a brief outline project plan of the activities to be undertaken, together with approximate timings.

The Nanaksar Academy - School Pre-Opening Phase Outline Project Plan



SCHOOL OPENS

Availability of individuals with time commitments and relevant experience to support The Nanaksar Academy during pre-opening in terms of:

- Managing school finances
- Leadership
- Marketing and
- Human resources
- Project management

In order to provide The Nanaksar Academy with appropriate support for the areas listed above we will utilise the staff teams of the multi-academy trust.

Our expertise in school finance and leadership has been outlined above. If approved we will create a detailed budget of spending for any pre-opening grant awards and monitor expenditure against this budget together with expected progress to ensure that the project can complete successfully within the resources available. For the Nanaksar Primary School we were able to complete all activities within our [REDACTED] with an anticipated project surplus that will support the open school. We will constantly liaise with our finance team to ensure that the proposed staffing structure and recruitment activities are aligned to the projected student numbers and subsequent income levels, adjusting our plans as necessary.

We recognise the crucial importance of maximising the numbers on roll from opening and will ensure that this objective is given prominence in our planning and activities throughout the pre-opening phase. Our experience in recruiting a full cohort for the Nanaksar Primary School, our current level of over-subscription for the Guru Nanak Sikh Academy at reception and Year 7 and the strong upward trend in the demand for places across Hillingdon and neighbouring Ealing represent an encouraging backdrop to the challenges of student recruitment. Throughout the pre-opening phase we will constantly attend to the need to secure and retain sufficient applications to open the school with full cohorts at reception and year 7.

In terms of marketing, we would initially focus on regular communication to those families who have registered an interest in applying to join the school and those families who had applied unsuccessfully for a place at either the Guru Nanak Sikh Academy or the Nanaksar Primary School. In addition we have experience of operating multi-stranded marketing campaigns including:

- Local radio
- Local cable TV channels
- Information campaigns at local events
- Operating 'sign-up' stands at local superstores and markets

- Visiting local nurseries and primary schools

We would employ these techniques as appropriate to assist in student recruitment.

Our existing HR support and recruitment team has managed numerous successful staff recruitment campaigns and we also have the benefit of having rapidly expanded our capacity through our recent appointment as a Teaching School. This also gives us the flexibility to make early appointments of staff who can join the Trust and we would hope that a number of staff would be able to take up a position with the Trust in the summer of 2015 to assist with the final detailed preparations for pre-opening, combining support with teaching duties at our current schools, subject to financial constraints.

We are also able to assess the suitability, quality and interest of all those teacher training students who would be undertaking initial teacher training at GNSA for a position within The Nanaksar Academy. Alternatively it may be that newly qualified teachers would join the staff teams of our existing schools in order to release a more experienced member of staff to join the staff of the new school.

Our project activities would be led by [REDACTED], supported by specialist project management support as required. [REDACTED]. This approach has worked successfully in supporting the pre-opening activities for the Nanaksar Primary School and would be adopted for The Nanaksar Academy if we are approved.

Overall

Our recent experience in completing the pre-opening phase of the Nanaksar Primary School will be invaluable in shaping our approach to undertaking the project. We will however work to ensure that we clearly understand all recent changes to free school policy and practice to guarantee we are complying with current requirements. In addition to making full use of our recent experience we will also maximise the benefit afforded by having a longer pre-opening period in which to prepare and having an expanded staff from which to draw from in terms of assembling our team.

Table F1 (a) provides details of the specific team members and the time commitments they are able to make to support The Nanaksar Academy throughout the pre-opening phase.

CVs for the team are also provided in the standard template format and constitute Appendices A) to G).

F2 - A governance structure, roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Introduction

Guru Nanak Sikh Limited has recently amended its articles of association to those of a multi-academy trust in line with the opening of our second school, Nanaksar Primary School. Our articles of association and master funding agreement represent current best practices as espoused by the Department for Education and recently approved by our DfE project lead in the run-up to opening Nanaksar Primary School. As a result, we are confident that our overall organisation and governance structure is fit for purpose in its ability to ensure accountability and effective decision making within The Nanaksar Academy and provides the appropriate guidance, support and challenge for the school.

The diagram overleaf outlines our governance structure, detailing lines of accountability between our Trust Members, Trust Directors, Local Governing Body (LGB) members and the Executive Principal. Our governance arrangements have been drawn up in accordance with guidance contained within the Academies Financial Handbook.

Guru Nanak Sikh Limited's Articles of Association are in accordance with current DfE guidelines in terms of 'model articles' and outline the object of the organisation, roles of Members and Directors/Trustees/Governors and a Chief Executive (if appointed), appointments of Members/Directors, the operation of meetings including the AGM, decision making, and management of any conflicts of interest. This also provides guidance in terms of the composition of the Trust board and the establishment of Local Governing Bodies for each school.



Our current Members and Directors are:

Members:

- [REDACTED]
- [REDACTED]
- [REDACTED] (Secretary)

Directors:

- [REDACTED] (special responsibility for finance/buildings)
- [REDACTED] (parent, special responsibility for finance/trust liaison officer)
- [REDACTED] (Teaching & Learning for all schools and future projects)
- [REDACTED] (Curriculum for all schools)
- [REDACTED] (Leadership management for all schools)

Collectively they have many years' experience of the responsibilities for leading and governing a sizeable academy and more recently the changes in responsibilities associated with moving to a multi-academy structure.

Scheme of Delegation: this document details the relationship between the local governing body and the Trust in terms of those powers that are delegated to the LGB, the composition and operation of the LGB and the manner by which the two bodies work together (the LGB and the Trust).

Finance Handbook: this document provides details for appropriate financial management, decision making, accounting and reporting for the school. Within this is a clearly articulated scheme of delegation stipulating the levels of delegated authority that are afforded to the LGB, Executive Principal, Head Teacher and other staff members.

Committee Structure and Constitution: In addition to outlining the operation of the LGB the sub-committee structure for the LGB will be set out together with suitable terms of reference for each sub-committee. It is proposed to establish 4 sub-committees; Finance, Premises, Personnel and Pupil Standards and Curriculum.

Proposed members of the LGB are detailed in Table F3 (a):

In all respects, we propose adopting the structures that have been established for the Nanaksar Primary School to govern The Nanaksar Academy.

Roles and Responsibilities

A brief outline of roles and responsibilities for Trust Members, Trust Directors, Local Governing Body Members and the Head Teacher is detailed below:

Trust Member

The Trust's members are considered to be the "owners" of the organisation, responsible for grand strategy and able to appoint Directors. Members will not be involved in the running of the Trust (unless they are also Directors) although they are required to participate in an annual general meeting.

Trust Director

The Trust is run by its board of Directors. Directors will perform their role within various parameters defining their operation singly and in unison including:

Acting in accordance with the Trust's articles of association. These set out the core purpose for the organisation and detail governance arrangements.

Directors must discharge their responsibilities with suitable skill and care as set out within the 1993 Charities Act.

Directors must comply with company law. The 2006 Companies Act codifies these duties that are summarised as:

- to act within powers;
- to promote the success of the company;
- to exercise independent judgment;
- to exercise reasonable care, skill and diligence;
- to avoid conflicts of interest;
- not to accept benefits from third parties; and
- to declare an interest in a proposed transaction or arrangement

Directors are ultimately responsible for the performance of all schools within the Trust and are the employer of all staff. To support them in this we have an on-going programme of training needs identification, suitable training provision and on-going professional support and development. We will also ensure that suitable liability insurance is in place.

Governor of the Local Governing Body

The Local Governing Body provides the operational management of the school. The precise terms of reference for the Local Governing Body and its sub-committees are set out by the Trust. In addition, the formal delegation of responsibilities from the Trust to the Local Governing Body is captured within a Scheme of Delegation which details precisely what responsibilities can be dealt with at a local level.

The broad purpose of the Local Governing Body is detailed as follows:

- Setting the direction of the school (subject to the terms of the Scheme of Delegation)
- Challenging and supporting the school by monitoring, reviewing and evaluating
- Ensuring accountability and assisting in holding the Head Teacher to account
- Ensuring the operation of key committees so that financial matters are attended to, budgets set and reviewed, standards set and achieved and any complaints and appeals or any other matters that are formally brought before them in terms of the conduct of staff or pupils are promptly and effectively dealt with
- Playing a full and active part in the life of the school to continue its growth and development

In addition the Local Governing Body needs to be mindful of the Ofsted framework requirements which focus on how well governors:

- Ensure clarity of vision, ethos and strategic direction
- Contribute to the school's self-evaluation and understand its strengths and weaknesses
- Support and strengthen school leadership
- Provide challenge and hold the Head Teacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety
- Use performance management systems, including the performance management of the Head Teacher, to improve teaching, leadership and management
- Ensure solvency and probity and that the financial resources made available to the school are managed effectively
- Operate in such a way that statutory duties are met and priorities are approved
- Engage with key stakeholders
- Use the pupil premium and other resources to overcome barriers to learning, including reading, writing and Mathematics

As with our Trust Directors, to support Local Governing Body Members in undertaking their duties, we will have an on-going programme of training needs identification, suitable training, and on-going professional support and development. We will also ensure that suitable liability insurance is in place.

The Head Teacher

The Head Teacher is responsible for the day-to-day running of the School, the recruitment, management and development of all teaching and support staff, ensuring that the School complies with its various policies and procedures at all times and drawing up annually the School Improvement Plan and Five-Year Financial

Forecast in conjunction with his/her team. They are responsible for ensuring that the School has the correct teaching resources, policies and curriculum approach and delivery to secure the desired outstanding outcomes for every child. The Head Teacher will be accountable to the local governing body, however they will be line-managed by the Executive Principal and they will have specific responsibility to report and discuss their performance against personal mutually agreed objectives at least termly.

The Head Teacher is central to turning our vision and ethos into the everyday experience of children, parents/carers and staff at the School; for having broad oversight of the pastoral care of our children; building a strong sense of community and identity within the School; and being the key individual who will share the aims, vision and ethos of the School with stakeholders and the wider community.

Ensuring Accountability and Effective Decision Making

The Trust will have the performance of each school as specific standing agenda items for all meetings. A report detailing various performance metrics covering academic, behavioural, financial and organisational performance will be prepared and circulated prior to meetings and considered in every meeting. Any shortfall of performance would be clearly articulated to the Head Teacher and the LGB together with a requirement for remedy. If this is not undertaken or not successful, the Trust would directly intervene in the school.

In addition there are various policies (behaviour, staff performance management, complaints) that have escalation routes from the school to the Trust and again any concern arising from matters that are brought to the attention of the Trust would be dealt with swiftly.

In order to further support the flow of two way communication the Trust will ensure that a number of LGB members are also Directors of the Trust. The geographical proximity of all schools is also a significant advantage in terms of ensuring that any concerns are quickly identified and acted upon and the Trust expect that there will be regular informal contact with the school through Members/Directors visiting the school for a variety of reasons. Again, this provides a mechanism for the Trust to be alert to any matter that may be of concern.

A summary of responsibilities and accountabilities is provided below:

	Responsible For	Accountable To
Trust	Overall legal responsibility for the operation of the	Accountabilities defined in Companies Act, Charities Act,

	organisation and all constituent schools	Funding Agreement and specific accountability to DfE and EFA
Local Governing Body	Operational Management of the School, further defined within the Scheme of Delegation	Trust – including adherence to best practice as defined in the Ofsted Framework
Head Teacher	Executive management of the school	Trust (specifically Executive Principal as their line manager), Local Governing Body as defined within the Scheme of Delegation

Conflicts of Interest

We recognise the essential nature of identifying any potential conflicts of interest, acting to minimise the incidence of any conflicts and actively managing any conflicts that may arise to prevent any detrimental impact on governance. Clear processes will be in place to ensure that any interests are declared and recorded before any meeting, that any potential conflicts are identified and that there is a clear separation of decision making to prevent conflicts impacting on the function of the Trust, the LGB or the school. The register of conflicts will list direct or indirect pecuniary interests which members of the public might reasonable think would influence the particular member of the governing body. All Members/Directors and LGB members will also be required to register non-pecuniary interests which may relate closely to the activities of the Trust or LGB, and interests of close family members and persons living in the same household. Any individual(s) would be required to withdraw from a meeting and any discussion where it is deemed that there is a conflict of interest.

We are particularly sensitive to the potential conflicts of interest that may arise with regard to maintaining a distinctive ethos for The Nanaksar Academy. For example, the distinction between the admissions policies of different schools in the MAT whereby The Nanaksar Academy has a Faith Ethos but also admits 50% of pupils without any reference to faith criteria, whereas the Guru Nanak Sikh Academy that admits 100% of pupils on the basis of faith criteria (80% in respect of the Sikh Faith and 20% in respect of other faiths) will be clearly maintained and any matters that could impinge on this distinctiveness will be delegated to the LGB (school uniform for example).

F3 – Skills gaps identified for once the school is open and a plan is in place to fill them. Any governors

identified already have the experience, track record and commitment to drive improvement in a free school, and manage the trust effectively

The table F3 (b) contains a skills gap analysis of governors already identified for the school. We propose to address these gaps through securing additional LGB governors appointed by the Trust, together with assessment of the capabilities, skills and experience of those staff and parent LGB members who are to be appointed during the first term of opening for the school.

We have not identified gaps in the governor skills analysis F3 (b) since we have recruited a committed and highly experienced team of governors. These are governors and staff who have accompanied us every step of the way in developing an outstanding all through Academy and overseeing the development of forty two million pounds worth of building development. Under the leadership of our Executive Principal and Chair of Governors we have efficiently and effectively managed the expansion and development of our Academy. Where we identify any skills gap or deficit due to time commitments we will look to our sister, all through Academy that is a Teaching School and draft in or buy in expertise. We will also use key contacts from the extensive local and national networks that we have developed over time.

The Trust will appoint parent governors within the first term of opening to add to the capability and skill base of the Governing Body.

F4 – A credible plan for recruiting a high quality principal during pre-opening

We recognise the central nature of the appointment of the Head Teacher Designate both to the pre-opening phase and the general success of the school.

If approved we would immediately prepare a recruitment strategy that would seek to attract a large, high-calibre candidate field for this position. We would plan to recruit for this post during the spring of 2014 giving the maximum possible lead-time for candidates to be able to resign their current position and recognising that the recruitment market is generally most buoyant for those positions where staff would normally join a school in September. We would place a sizeable ad in the Times Educational Supplement both in the printed paper and on-line as well as advertising the position through Hillingdon and Ealing Local Authority education recruitment websites.

It is likely that our pre-opening funding will not permit the appointment of the Head Teacher Designate for a whole year prior to opening, however we would seek to make the appointment for January 2015 to give the successful candidate sufficient opportunity to contribute to and help shape the formation of the school.

The role description for the Head Teacher Designate position is provided below:

Key Areas of Responsibility

- They will lead the activities to create the policies and procedures that underpin the new school to put the school on an 'Outstanding' footing from its inception.
- Ensure that the school is delivering against its vision, values and ethos in every aspect and through every member of staff on a daily basis.
- To constantly drive the pursuit of progress for every child with an ultimate vision that every child will exceed the national standards for attainment in all key stages.
- To ensure that curriculum delivery is constantly reviewed in terms of its relevance and success in delivering the required learning outcomes, making changes as required.
- Set a climate of high performance within the school where each individual member of the school workforce is encouraged, supported and developed to deliver outstanding results for our pupils.
- Responsibility for overseeing the creation of the annual budget for approval by the Governing Body.
- Provide a clear and accurate account of school performance to all audiences including the Governing Body, parents/carers and OfSTED so that all stakeholders can possess an understanding of the current operational performance of the school at any point in time.

It is important to note that although The Nanaksar Academy has a designated Sikh Ethos, because the Executive Principal is Sikh, the post of Head Teacher will be open to those of all faiths or no faith and this will widen the pool of potential applicants.

In accordance with our financial plans, the salary for the role will be [REDACTED]. This represents a competitive salary for a school of this size.

When advertising the role we would make full use of our 'brand' as an existing Trust, highlighting the unique opportunities that the role would offer in terms of:

- Shaping and leading a brand new school
- Being responsible for an all-through school that will be providing unique support for its gifted and talented students
- Joining the senior leadership team of a Trust where one of our schools is a Teaching School and National Support School

We believe this will be a highly attractive opportunity for both established and aspiring Head Teachers and we anticipate being able to attract a strong field.

Notwithstanding the aforementioned, we recognise that despite all the activities detailed above and all the reasons why the post is an attractive one for suitable candidates, it is possible that no suitable appointment for the role will be made in time for a January 2015 start. In the event that we were unable to make a suitable appointment we would propose to release our Head Teacher of the Nanaksar Primary School, which will be in its third year when The Nanaksar Academy opens, on a part-time basis to support the project, affording the opportunity of a further round of recruitment activity. We would also re-advertise the position and employ an agency to make approaches to potential candidates as well as relying on any responsive advertising.

F5 - Educational track record (existing providers)

If you need to complete this section (see the Section F introductory text), you must provide the following:

Guru Nanak Sikh Academy Ofsted Inspection Reports

Prior to becoming an all through school, Guru Nanak Sikh Academy was previously two separate schools, sharing both the site and the [REDACTED], [REDACTED]. The schools were called Guru Nanak Sikh Voluntary Aided Secondary School and Guru Nanak Sikh Primary School.

In its most recent Ofsted inspection, on 5th October 2011, Guru Nanak Sikh Primary School was judged to be outstanding. See link below for the report.

<http://www.ofsted.gov.uk/inspectionrts/find-inspection-report/provider/ELS/131927>

In its most recent Ofsted inspection, on 18th Mar 2008, Guru Nanak Sikh Voluntary Aided Secondary School was judged to be outstanding. See link below for the report.

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131928>

Guru Nanak Sikh Academy Performance Data

Please follow the links below for the most recent performance data for Guru Nanak Sikh Academy.

Primary phase

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=131927>

Secondary phase

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136329>

On-going Challenge and Support

Guru Nanak Sikh Limited has a very clear vision to expand the provision of outstanding all through education within the West London area. Were The Nanaksar Academy to be approved it would complete the extent of our ambition to expand the Trust to three schools; Guru Nanak Sikh Academy, Nanaksar Primary School and the Nanaksar Academy.

Our processes to govern, scrutinise, organise, motivate and challenge each school have been created around a small, geographically compact school cluster and we are confident that through our Trust board in conjunction with our LGB and excellent teaching staff we will instil the same passion for excellence, endeavour and expectation for every member of the school, student or staff, that pervades our current schools.

As we develop our capacity to support our role as a National Teaching School we are confident that the total capacity to provide school to school improvement will give us the capability to nurture and develop The Nanaksar Academy as it grows. The Nanaksar Academy would become part of the Teaching School Alliance, and as such will be able to both draw upon, and contribute to, a pool of expertise in areas such as initial teacher training, CPD, and educational research and development. The educational institutions that currently form the strategic alliance are:

Guru Nanak Sikh Academy

Brunel University

Esher High School

Cranford Park Primary School

Hillingdon Primary School

In addition to this the following schools are alliance partners:

Minet Junior School

Minet Nursery and Infant School

Dr Triplett's CofE Primary School

F6 – Capacity to expand (existing providers and any new applicants seeking to open more than one free school)

Efficiencies and Economies of Scale

Guru Nanak Sikh Limited would seek to extend the efficiencies and economies of scale benefits already being realised between our two open schools to The Nanaksar Academy. Given proximity of each school we are confident this can be achieved.

Major areas of benefit are identified as:

- Access to common services/expertise; specifically in Marketing, Legal and HR support.
- Access to support over peak periods/staff shortages; for ICT, Finance, Administration and Premises areas we would seek to establish a capability for The Nanaksar Academy on site however this can be supplemented by staff and support from our other schools to cover unexpected workload, events, vacancies or absence.
- Shared staff, particularly subject specialists for lower school curriculum delivery. We will make use of the fact that staff are contracted to the Trust to ensure that from its first opening The Nanaksar Academy will always have access to specialist staff experienced in delivering their specialism to the relevant phase able to support curriculum delivery.
- Continuous professional Development; the ability of staff to participate in the activities of Guru Nanak Sikh Academy as a National Teaching School provide additional opportunities for staff to develop.
- Medium-term individual and group staff development planning. By working at a Trust level to develop our staff we would look to ensure that our succession plan for individuals and key curriculum specialist, middle and senior leadership roles. In this way we hope to ensure that we are generally able to encourage strong internal candidates for these positions and hopefully avoid expensive repeat advertisement for senior roles due to a lack of suitable candidates.

Financial Performance

The Finance Officer for Guru Nanak Sikh Academy is [REDACTED] (CV included). We will also have the support of the Vice Principal with responsibility for finance, [REDACTED] (CV included).

The table below contains details of the accumulated closing balance for Guru Nanak Sikh Academy for the last four years.

	2008-2009	2009-2010	2010-2011	2011-2012
Accumulated Closing Balance	██████████	██████████	██████████	██████████

As can be seen in the table, there was a reduction in accumulated surplus in the period 2009-2010. This was due to a conscious decision to employ some of our accumulated surplus to contract teachers to over staff the secondary school.

The secondary school was originally a two form entry school and the expansion to four forms was in progress. The school was at this point preparing for a further expansion to six forms of entry. This was for the purposes of preparing for expansion and as can be seen we returned to a stable accumulated balance thereafter.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	20
██████████	Y	██████████	██████████	8
██████████	Y	██████████	██████████	8
██████████	Y	██████████	██████████	8
██████████	N	██████████	██████████	4
██████████	Y	██████████	██████████	4
██████████	N	██████████	██████████	4

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
HR contractual experience	Hillingdon Human Resource Management services purchased from Hillingdon Local Authority
Legal expertise	[REDACTED]
ICT expertise	Utilising the staff of GNSA

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	Executive Headteacher Finance Committee	██████████	██████████	What ever time is needed to make Nanaksar Academy successful.
██████████	Chair of Governors Chair of Finance Committee.	██████████	██████████	Will visit the school each day. At least 10 hours per week in addition to attending Governing Body meetings.
██████████	Standards and Curriculum Committee.	██████████	██████████	5 hours per week in addition to attending Governing Body meetings. More time in the start up period.

██████████	Personnel Committee	██████████	██████████	5 hours per week in addition to attending Governing Body meetings. More time in the start up period.
██████████	Chair of Standards and Curriculum Committee.	██████████	██████████	5 hours per week in addition to attending Governing Body meetings. More time in the start up period.
██████████	Chair of Personnel	██████████	██████████	5 hours per week in addition to attending Governing Body meetings. More time in the start up period.

<p>██████████</p>	<p>Standards and Curriculum Committee.</p> <p>Liaison with the religious body Nanaksar Thath Isher Derbar Trust.</p>	<p>██████████</p>	<p>██████████</p>	<p>5 hours per week in addition to attending Governing Body meetings.</p> <p>More time in the start up period.</p>
<p>██████████</p>	<p>Finance Committee</p>	<p>██████████</p>	<p>██████████</p>	<p>5 hours per week in addition to attending Governing Body meetings.</p> <p>More time in the start up period.</p>

[REDACTED]	Personnel Committee	[REDACTED]	[REDACTED]	5 hours per week in addition to attending Governing Body meetings. More time in the start up period.
[REDACTED]	Standards and Curriculum Committee	[REDACTED]	[REDACTED]	5 hours per week in addition to attending Governing Body meetings. More time in the start up period.

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
We have identified an experienced and committed team of Governors who will be able to function efficiently from the onset.	We are not complacent and where we identify a need that cannot be filled we will use our extensive network to draft in additional expertise or where necessary buy in expertise. We have experience of leading and managing outstanding schools and managing extensive building projects.

F6 Shared services – Not applicable

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included.

Criteria G1 and G2

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. In the box below provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.









G3 Financial resilience to reductions in income

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Savings against original budget (£k)
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Section H: Premises

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Please also refer to the Excel template.

We have identified two possible locations for our school;

██████████ offers the prospect of creating a bespoke new building that can be designed to accommodate the all through concept in the construction of the school. We believe that the property is currently on the market for a competitive price and would provide ample internal and external space for our full cohort. The current building and on-site access arrangements would ensure that school pick-up/drop-off would not impact local transport links and deal with any student safety issues. The site affords the possibility of situating the school away from neighbours thereby minimising the risk of planning objections or disturbance with neighbours.

We recognise that the site is not immediately bounded by high density residential areas, however our experience with ██████████ is that our families are willing to undertake reasonable travelling journeys and therefore the location would not be a barrier to achieving a full roll.

██████████ is a site is situated within The London Borough of Ealing around Southall and the adjoining south of the London Borough of Hillingdon. These areas are heavily populated with Sikhs with the largest concentration of any region in Europe. Above and beyond this there is a significant demand from all sections of the community for schooling that has the highest expectations and ambitions for children and where families can expect their child to be supported to reach or exceed the national average for attainment.

This site has the benefits of suitable size, location and good transport links. We understand however the process of acquiring the site, the subsequent planning process and overall costs for construction of the school are likely to be less favourable than the C&L Golf and Country Club location identified above.

Further details for both sites are provided in the spreadsheet accompanying this application.

Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals;
and
- should be submitted as part of your application, i.e. as one Word document.

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Self-assessment form for independent schools (including privately run alternative provision and special schools)

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal	<p>Additional information about the school</p> <p><i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i></p>					
Chair of governors						
Number of pupils currently on roll						
Capacity						

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Overall	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 28-29 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Achievement of pupils at your school	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at page 33-34 of the school inspection</i></p>			

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

	<p><i>handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Quality of teaching in your school	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at page 37-38 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Behaviour and safety of pupils	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 41-42 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Quality of leadership in, and management of, your school	<p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at page 47-48 of the</i></p>			

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

	<p><i>school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Spiritual, Moral, Social and Cultural development of pupils at your school	<i>[Please provide a commentary]</i>			

Your assessment against Ofsted framework (please provide a commentary)	Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
The extent to which the education provided by your school	<i>[Please provide a commentary]</i>		

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

<p>meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>				
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with</p>				

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

the LA.				
---------	--	--	--	--



Department
for Education

© Crown copyright 2013

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence or email psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at www.education.gov.uk/contactus.

This document is available for download at www.education.gov.uk.