



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

The British Sikh School

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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 application form.

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 application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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 and Excel application form are excluded from the page limit.

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

You also need to submit two hard copies (of **sections A-H** and the budget plans) by '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 completed the pre-application registration form by 5pm on Friday 4 April?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. 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"/>
4. 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"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. 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"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input checked="" type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<p>9. 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 the window below?</p> <p>9am on 5 May 2014 and 12 noon on 9 May 2014.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. 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>11. Have you sent:</p> <p>a copy of Section A (tab 1 of the Excel template); and</p> <p>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</p> <p>a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</p> <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 confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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

Signed: 

Position: 

Print name: 

Date: 8th May 2014

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.

Executive Summary

The Slough Sikh Education Trust have been involved with the Department of Education for over 13 years and were responsible for setting up and running the Slough Khalsa Primary School, a voluntary-aided Sikh Faith School. This two-form entry school opened in September 2007. After fourteen months the school was recognised as a 'Good school with some Outstanding features' by Ofsted and after three years achieved 'Outstanding' status by Ofsted.

„Khalsa Primary is an outstanding school. Excellent care, guidance and support coupled with a highly effective curriculum are having a remarkable impact on pupils" personal development which is excellent. The pupils are a great credit to the school and behave exceptionally well, demonstrating levels of self-discipline and maturity well beyond their years'. Ofsted Report Nov 2011

It has always been our vision to extend this provision to secondary education.

In September 2013 Khalsa Secondary School opened as a new Free School for Sikh and non-Sikh students aged 11 – 19. In both schools we have non-Sikh students, all of whom love their school. We are pleased to have teachers from many faiths within each school, which enriches the ethos and learning environment. Given the growing reputation of the schools within the local and wider community, we are expecting an increase in non-Sikh children. It is our belief that we will achieve approximately 25% of non-Sikhs by 2014 for the secondary school. Parents and members of the local and wider community are very pleased with how the children have excelled in their learning and the opportunities provided for them to develop socially and spiritually.

The new schools are improving local educational opportunities by providing new high-achieving schools in Slough and South Buckinghamshire, with continuity of principles followed by Khalsa Primary School and Khalsa Secondary School. An extract from the DfE Monitoring report for Khalsa Secondary Academy two months after it opened its doors concluded that:

“The School has made an impressive start in an attractive building which the School has adapted well to create a positive learning environment. Students share the high aspirations and vision for the School and are already demonstrating great strides in their learning. Literacy support is impressive. Students' behaviour in and out of lessons is impeccable and they feel safe. Safeguarding is a great strength and security on the site is high and visible. Particularly impressive are the systems to support teaching and learning which are being applied consistently across the School and already teaching is consistently good or better.

Particularly impressive is the empowerment and distributive leadership with all full time teaching staff taking on whole school responsibilities”.

The Sikh population is growing steadily in England and rapidly in some localities. The Census 2011 records a total of declared Sikhs is 423,158 although some estimates of the current Sikh population of England and Wales suggest the real figure is around 625,000 (based on estimates of non-declarations). The Sikh population is concentrated in a small number of centres with around two thirds in Inner and Outer London, Birmingham, Sandwell and Wolverhampton. There is a projected shortage of school places at both primary and secondary stages across the Black Country Local Authorities of Dudley, Sandwell, Walsall and Wolverhampton. The forecasts from the latest DfE Statistical First Release show that Wolverhampton in particular is facing the most

urgent demand for places which is reinforced with their data on admission trends and population growth.

The Sikh community within the United Kingdom has a long tradition of integrating and enhancing the communities in which they live. Our values are based on brotherhood, honest living, social responsibility and helping those in need. These values within a nurtured environment will strengthen the characters of young Sikh and non-Sikh students and mould them into a future generation that we can all be proud of.

The Slough Sikh Education Trust want to apply our knowledge and experience of opening schools by supporting local groups of parents and community members who wish to open Sikh faith/ethos schools in areas of demand. Our first group is based in Wolverhampton and have been working on a Secondary School project for over 12 months. If this bid is successful, then we will form a multi-academy trust model similar to other leading MATs such as Academies Enterprise Trust.

This **Route One** application details our proposals for The British Sikh School, an 11-19 Secondary School located in Wolverhampton. It will be based on the principles of the Sikh faith and which will build on the success of Khalsa Primary School and Secondary School and also link with Anand Primary School, Wolverhampton, a free school which opened in 2013. Our bid is supported by the four main Gurdwaras in Wolverhampton and our members are representatives of the mainstream Sikh population. This bid is also supported by Paul Uppal MP for Wolverhampton South West as well as the Wolverhampton City Council. We have laid out clearly our educational plan and how our school will be financially stable and sustainable.

Our vision is inspiring, aspirational and articulated through three themes:

- We want to create a school that goes '*Beyond Academic Achievement*' where we provide an exceptional academic education and encourage a passion for life-long learning where students, staff and parents work together to the best of our abilities with honesty, integrity and self-discipline. This is what we will inspire our students to do.
- A school where we go '*Beyond the Individual*' to ensure that we foster all aspects of personal development and encourage students to take a life-long journey of self-discovery through self-reflection and meditation.
- A school which inspires students to go '*Beyond Selflessness*' where they share their future skills, knowledge and income with those in need, in love and charity and without discrimination.

We aim to create a high achieving, 11 – 19 non-selective school which will follow the principles and values of the Sikh faith. We will offer a comprehensive academic education to rival that provided by the local grammar schools but be open to all.

Our school will be an exemplar school based upon the Sikh ethos but inclusive to all. Our excellence will be built upon a strong partnership between passionate staff, committed learners and dedicated parents to build an outstanding school.

We have shown strong and verifiable demand from the local Sikh and non-Sikh parents who would choose the proposed school for their children, to a point where the school would be oversubscribed in its first year of operation. We have also shown that this school would supplement the need for additional secondary places in the area.

We understand the financial pressures on the Free School programme. We will work within the available funding limits allocated to setting up a Free School.

We have prepared a robust financial plan that is consistent with the plans set out within the proposal and we hope this demonstrates that the school would be financially sustainable in the short and long term. We have a track record of solid financial management of schools since 2007.

We have found a preferred site which is within the area of the demand and used to be [REDACTED]. We believe this site will provide best value for the DfE. There are also several other potential sites which may be suitable for The British Sikh School and range from existing buildings that could easily be converted to green field sites.

Finally, we have committed and experienced educational professionals who have been school leaders, as well as a breadth of professional experience, in the proposed governing body, which includes financial, HR and project management expertise. A Board of Directors will be appointed in the Multi Academy Trust which will include some members of the existing Slough Sikh School Trust, a member of the local Governing Body as well as new high profile educational experts. The central team will support the local Governing body in providing support to execute the educational vision and encourage the sharing of knowledge, good practice and resources. In addition, it will support the school to get to an outstanding status through regular monitoring visits and data analysis and providing operational support services to the school.

Our previous track record should demonstrate our capability and commitment of time and energy to this project. We have appointed Cocentra, one of the DfE Framework approved consultants, to support us with this proposal.

We were unsuccessful in the January 2014 round and we have had both written and verbal feedback from the DfE on the weaker areas of our proposal. We forgot to include the CV of the project manager and needed to provide clarity on how the Slough group would work with the Wolverhampton group. We also need to show how we engaged with the non-Sikh community and where the demand for the school was from.

Subsequently, we have improved our project management capability by recruiting a professional local experienced project manager who has a background in opening schools. We also included a map showing the exact locations of the prospective parents and have found a preferred site. Similarly, we have reached out to the wider community and undertaken surveys as well as canvassing support for the non-Sikh community. This has resulted in the school applications consisting of over 84 non-Sikh pupils who expressed a preference to attend the school.

We are grateful to the Government and the DfE for providing us with an opportunity through the Free Schools programme to continue our dream of providing a world-class educational establishment for both the Sikh and non-Sikh communities.

Section C: Education vision

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.

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

This proposal to open The British Sikh School (TBSS) in the Blakenhall ward of Wolverhampton in response to a strong and verifiable demand from parents. TBSS aims to be the co-educational school of first choice for people living in the Blakenhall area of Wolverhampton. We passionately believe that all children, regardless of ability or background, deserve to attend an outstanding school and benefit from an outstanding education. We will deliver an outstanding education to raise standards across the secondary sectors. We will achieve this by opening a small school for boys and girls of all backgrounds aged 11 years to 19 years. The school will have 840 pupils when full. The British Sikh School will be a four form entry school with 120 places in each of Years 7 – 13.

There is no state funded Sikh faith/faith ethos Secondary school within the area of Wolverhampton and therefore there is **no parental choice** for Sikhs to send their children to a faith/faith ethos school. There is choice for parents of others faiths.

We have strong and verifiable demand for this school where parents of 304 pupils have stated their preference for this school for the first two years of opening. They are largely from the Blakenhall area.

In our previous bid, you asked us to be clear about where the demand for the school was coming from and we can confirm that the majority of demand is from the Wolverhampton area. The demand postcodes and the preferred site are shown in the map in Section E1.

TBSS will have a Sikh faith ethos and admissions and provision will reflect the broad diversity of the population across the local area. The school will provide an outstanding education and will be open to pupils of all faiths and none living anywhere in Blakenhall or neighbouring districts. Whilst a proportion of places will be reserved for children from Sikh backgrounds (up to 50%), preference will be given to children from areas of significant deprivation located in pockets across this part of the Black Country, and to vulnerable groups, including children who are looked after (adopted or who are in local authority care or recently) and those with special educational needs in line with the School Admissions Code.

As a government funded Free School, TBSS will be held accountable for high standards in teaching and learning, pupils' performance, behaviour, health and safety (including safeguarding), and leadership and management. The presence of TBSS in this area will challenge the status-quo and help drive up standards across the local area. It will increase the range of schools available to local parents and the extended day will serve to provide an enrichment programme and much needed wrap-around care. This provision will support unemployed parents looking for work and offer peace of mind to working parents through the extended day, weekend and holiday provision.

Rationale for Establishing The British Sikh School

The population across the Black Country is has grown over recent years and growth is forecast to continue. Educational provision is not sufficient to meet the growing demand either in the number of places or the quality of education provided. There are thousands of secondary pupils in local schools assessed where attainment is below the national average or where Ofsted overall judgements are less than good.

Population Trends

The population overall is forecast to grow in all of the Black Country areas and particularly strongly in Wolverhampton and Walsall. This is evident in Office for National Statistics data for live births over the last 10 years. It is very likely that the demand for school places from Sikh families will also increase strongly. This clearly demonstrates that there will be a sustainable and growing demand for school places in the area for the foreseeable future.

The area of Blakenhall has a population of 12,022 according to the 2011 census. A total of 4,384 Sikhs live in this area which represents 36.4%.

Pupil Forecasts

There is a projected shortage of school places at both Primary and Secondary stages and the significant growth in the number of live births in recent years will mean that all sectors will need to expand to meet the expected demand. A further more detailed analysis of need and demand is provided in **Section E** of this application. These forecasts confirm substantial growth in the demand for secondary places in Wolverhampton. See table below.

Year	7	8	9	10	11	12	13	Total
Wolverhampton	430	166	188	-59	-27	-15	52	735

Deprivation and Economic Profile

Economic Profile

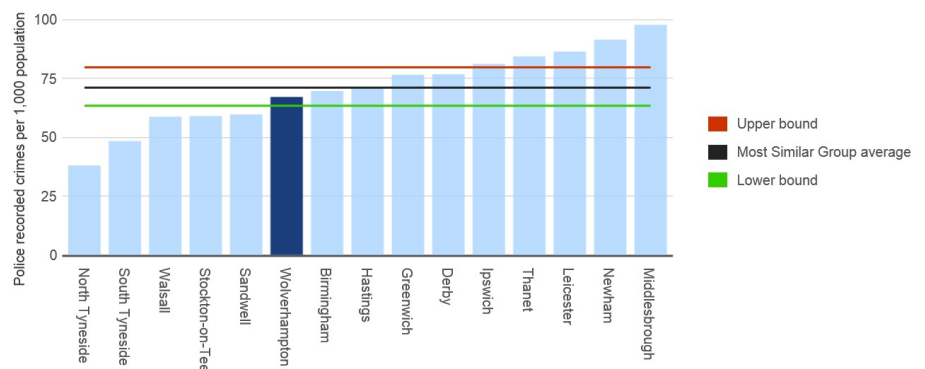
The economy across the West Midlands and particularly the Black Country has changed significantly over the last few decades. Once a rich and thriving economy based on coal and engineering but no more. Health, employment and other social deprivation indicators are strongly evident. The percentage of NEETS has risen steadily in recent years and this is particularly evident in some localities.

Wolverhampton City Council's Children & Young People's Plan 2011-2014 includes the following comments on the impact of economic conditions on local people and the public purse

- Based on analysis by the Joseph Rowntree Foundation, Child Poverty in Wolverhampton costs the city's public services over £31 million a year and the national treasury a further £90 million per year in benefits and taxes
- Every ward and neighbourhood in the city has an area within it that contains significant numbers of children living in poverty
- 17 Local Super Output Areas (LSOAs) in the city have more than 50% of their children living in poverty
- A young person receiving free school meals (a key indicator of poverty) in Wolverhampton is half as likely to gain 5 GSEs, including maths and English, than another young person ineligible for free school meals
- There is a high correlation between child poverty and poor health, unemployment, teenage pregnancy, criminality and obesity in later life.

Blakenhall has been identified as a high priority area in comparison to other areas of Wolverhampton. TBSS would work with the Wolverhampton police school programme to help reduce future crime in Wolverhampton - and help in making Wolverhampton a safer place to live in.

In the year ending December 2013, the crime rate in Wolverhampton was about the same as the average crime rate across similar areas.



Substantial research into issues of class and **social mobility** has been conducted over many years including **Goodman and Gregg (2010) Poorer children's educational attainment** and **opening doors and breaking barriers (2011)**. It is well known that children growing up in poor families emerge from our schools with substantially lower levels of educational attainment. Since educational qualifications are such a strong determinant of later-life income and opportunities, such achievement gaps create a major contributing factor to patterns of social mobility, which is of strong public concern. Political parties across the spectrum are committed to improving the life chances of children from all income backgrounds, and increasing opportunity for the children growing up in poorer families.

Children eligible for free school meals are still only half as likely as other children to achieve five good GCSEs, including English and maths, and fewer than 4% achieve the English Baccalaureate. The gaps in achievement between rich and poor actually widen during the school years.

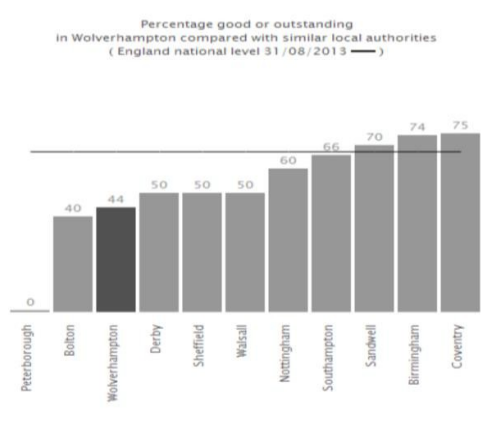
"Schools should exist to reverse inequality, to advance social mobility, to give individuals of talent, whatever their background, the chance to shine. But that isn't happening under the current system." **Goodman and Gregg (2010)**

Levels of relative deprivation in the city continue to rise. Since 2004 Wolverhampton's overall IMD rank has dropped from 35th to 20th most deprived in England. Source: Indices of Deprivation 2010

Current Education Provision

The following tables highlight some of the differences in performance and the difficulties for parents of securing access to high quality education in some areas and the lack of provision for parents seeking education based on Sikh principles.

The % of pupils achieving 5+ A*-C grades including English and mathematics is below the England average in Wolverhampton and Walsall and in many of the schools closest to the Blakehall area performance is even lower (see below). There is very little access to schools rated as outstanding and too many schools requiring improvement in one or more critical areas. Some performance data is unavailable particularly where schools have recently changed status e.g. new Academy.



The five nearest secondary schools to the preferred site

The following five schools are the closest to the preferred site and within the main area of the demand for places. It can be seen below that out of the five schools, three are inadequate and two require improvement. The average performance at GCSE level is 47% of pupils get five good GCSEs. The British Sikh School will offer a high quality educational offer to parents which will improve local standards.

Table 8 School and LA GCSE and Ofsted Overall	Most recent Ofsted overall grade and date	% GCSE A*-C inc Eng & Maths	
		2012	2013
The High Arcal School	Inadequate (4); 2013	39%	47%
The Coseley School	Inadequate (4); 2012	39%	42%
Dormston School	Inadequate (4); 2013	43%	55%
South Wolverhampton & Bilston Academy	Requires Improvement (3); 2013	38%	43%
Colton Hills Community School	Requires Improvement (3); 2013	46%	48%

Diversity and Choice

There is no access to Sikh based secondary education in this area and therefore parents do not have the choice to send their children to a faith/faith ethos school. TBSS has established links with Anand Primary School in Wolverhampton which will offer a degree of partnership and continuity but much more provision of outstanding quality is needed.

The following represents our summary for the rationale for establishing The British Sikh School in Wolverhampton.

Addressing basic need

There is a projected shortage of school places at both Primary and Secondary stages and the significant growth in the number of live births in recent years will mean that all sectors will need to expand to meet the expected demand. These forecasts confirm substantial growth in the demand for secondary places in Wolverhampton. We are therefore addressing a basic need for additional educational places.

Offering higher standards than local schools

Our school will cater for the communities of Wolverhampton which represent deprived areas. The average performance of schools closest to the preferred site and within the area of parental demand show performance at secondary schools is an average of 46% at 5 GCSEs including English and Maths compared with our target of 85%. We believe our unique approach to education and our curriculum will ensure that we can achieve the target performance. Our track record of having established a "Good" Primary school within 18 months of opening and 4 years to an "Outstanding" school demonstrates our commitment and passion for raising academic attainment.

Parental Choice and Diversity

There is no state funded Sikh Secondary school within the area of Wolverhampton and yet this is one of the most populated area for Sikh families. Therefore there is no parental choice for Sikhs to send their children to a faith school.

Parental demand

There has been a very strong response from parents to date with new commitments continuing to grow week by week. To date the parents of 1019 children across all year groups have stated that they would select The British Sikh School as their first preference for a secondary school place. A total of 156 non-Sikh parents have also indicated that they would select The British Sikh School as their first preference.

Our Vision and ethos

The British Sikh School (TBSS) will build on the outstanding provision of Khalsa Primary School and Khalsa Secondary School in South Bucks. It will be a happy and inclusive school, where students of all faiths and of none are respected and supported. We will nurture the potential of all students and provide them with opportunities to achieve more than they thought possible. TBSS will be a local school that aims at alleviating the issues surrounding social mobility through an innovative academic and vocational curriculum

Our Vision

Our vision is based around Sikh principles:

- **Beyond Academic Achievement (*kirat karna*)**

The British Sikh School aims to provide an exceptional academic education and encourage a passion for life-long learning. But, more than this, following the *Khalsa* way means working together to the best of our abilities with honesty, integrity and self-discipline. This is what we will inspire our students to do.

- **Beyond The Individual (*naam japna*)**

The British Sikh School will foster all aspects of personal development and encourage students to take a life-long journey of self-discovery. The principles of *Khalsa* will support students in undertaking this journey towards purity of spirit by self-reflection and meditation.

- **Beyond Selflessness (*wandh chakna*)**

The British Sikh School will inspire students to share their future skills, knowledge and income with those in need, in love and charity and without discrimination.

The British Sikh School will be a 4 form entry secondary school catering for pupils aged 11-19 years of age. We wish to open the school with Year 7 pupils in September 2015.

We have demonstrated that there is a strong level of demand for the proposed opening age range.

Education has been the foundation of the Sikh faith, as the literal translation of the word 'Sikh' is a life-long learner. The founders of the Sikh faith made clear that the spiritual and secular life should coexist. Sikhs believe that education not only prepares students for work and life in society but also supports spiritual growth. Education should raise aspirations and personal standards, encourage self-awareness and humility, and inspire us to seek a greater purpose in life. *Khalsa*, when translated, means 'pure'. Following the way of *Khalsa* means becoming the best possible human being, in every respect. This is our vision for our students—to follow the way of *Khalsa* and learn to become active global citizens.

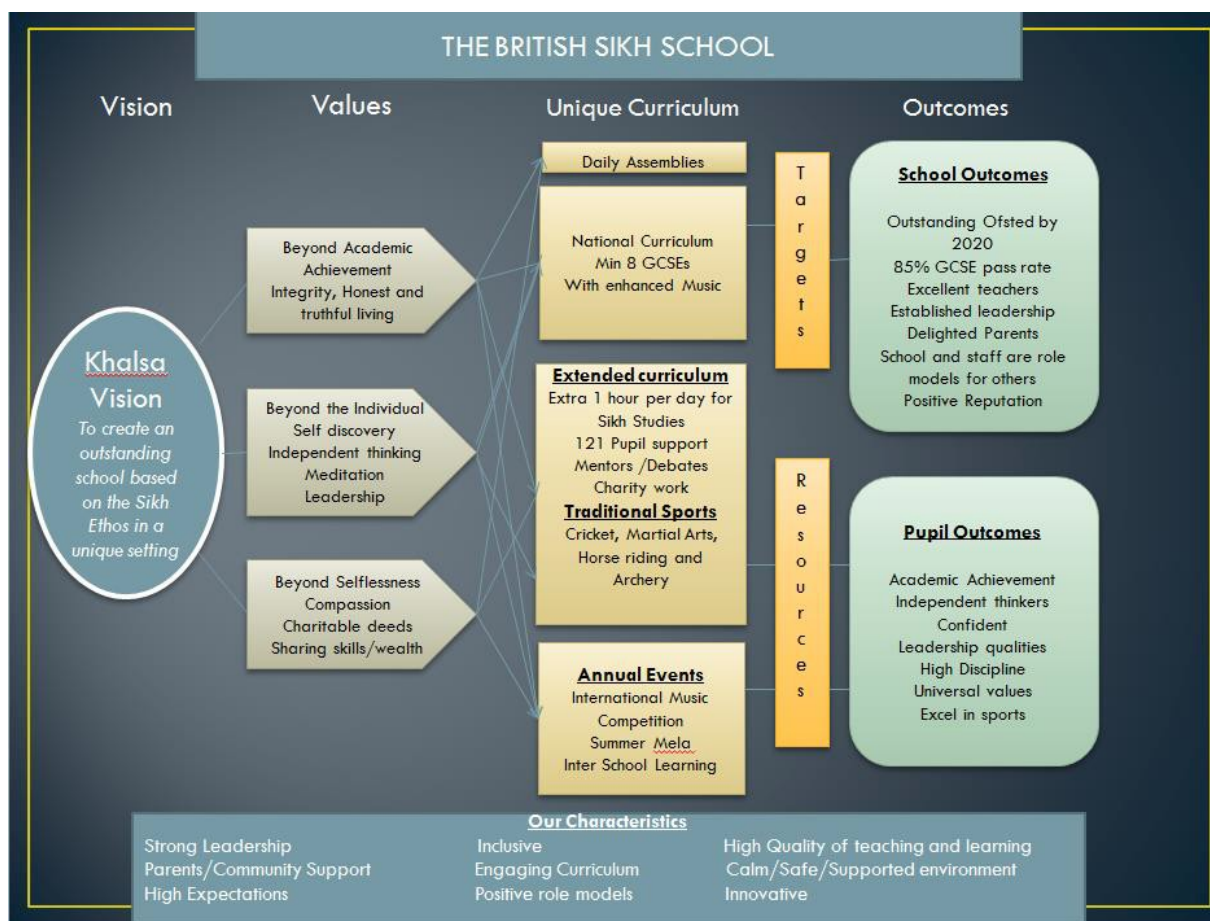
Our school will be an exemplar school based upon the Sikh ethos but inclusive to all. Our excellence will be built upon a strong partnership between passionate staff, committed learners and dedicated parents to build an outstanding school.

TBSS pupils will be organised in small classes, in a small friendly school. Staff will know pupils well and track their progress closely, set appropriate targets and monitor outcomes in a supportive environment. Pupils will follow an engaging international, creative, thematic curriculum based on the National Curriculum, which will be personalised to their learning needs. The curriculum will be broad and balanced with English, mathematics, Science and Technology at its core. Through first quality teaching, well targeted support and timely intervention supported by our multi-agency team of educational psychologist, speech therapist, teaching assistants, learning mentors and family workers. Pupils will be assessed using assessment tools, closely monitored and supported to prevent them falling behind their peers and losing confidence. TBSS will narrow the gaps in achievement between groups of children and young people evident in existing provision.

Pupils will be offered curriculum pathways suitable to their ability and needs. Academic studies will be available to those who wish to pursue entrance to the top universities with a mixture of academic and vocational pathways (including young apprenticeships) will be available to others. Business, Enterprise and Community Service will under-pin all aspects of learning at TBSS. Pupils will work closely with local businesses to develop the knowledge, skills and qualities required for them to be effective and productive in the workplace. We aim to develop entrepreneurial qualities from the start so that pupils leave school with a relevant portfolio of skills and the confidence to start their own business or contribute to existing organisations.

The Sikh ethos of TBSS will encourage pupils to explore and value faith, hope and love. Pupils of all religions and none will be encouraged to value faith, hope and love in their own belief systems and celebrate their faith through the life and curriculum of the school. Our Sikh ethos will promote high standards of behaviour and underpin the pastoral system. The House system and enrichment activities will support the nurturing of pupils' personally, socially and academically to achieve their potential. Pupils will leave school with achievement levels that are above age related expectations in literacy, numeracy and information technology; with good self-confidence; well-developed characters; and employability skills appropriate to the employment needs of the local area.

Our vision, ethos, curriculum plan and outcomes are all linked together to ensure that the school becomes outstanding in all aspects. The diagram below shows our school plan on a single page



Our aspirations for The British Sikh School are based on the following Key performance objectives and outcomes:

- The school achieves at least 'Good' in Ofsted inspections within three years and 'Outstanding' within five years.
- Teaching is consistently rated good or excellent, as measured by senior staff on a termly basis.
- The students describe themselves as happy, safe, well known and cared for as measured by the school council, parents and students feedback and termly surveys
- The staff provide an excellent role model for students, demonstrating positive attitudes, values, personal reflection and learning as measured by annual performance appraisals.
- The school is recognised as an exemplary provider of education, including the provision of advice, resources and support to other schools and the wider community. Each student will be provided with a personal mentor who will oversee the student's progress and development.
- Effective partnership with The British Council and becoming a UNESCO Associated School

Use of Academy Freedoms

We will use the Academy Freedoms to

- Provide a curriculum that meets the needs of all pupils and draws from best practice nationally and internationally
- Organise educational provision using a school year, term and day better suited to effective learning
- Set out remuneration, terms and conditions for staff
- Ensure fully accountable governance

We are therefore, proposing to open The British Sikh School because:

1. We believe that all children from Blakenhall and the surrounding areas of the Black Country deserve the opportunity to attend a high performing **non-selective** secondary school.
2. Our school will help to fill some of the predicted shortfall in school places in Wolverhampton, and Walsall.
3. We believe that continuity from primary to secondary is important in maintaining a positive ethos and strong academic standards. We aim to achieve this in the first instance in partnership with Anand Primary School and other local primary schools.
4. Faith ethos schools have a proven, high performing model and should be supported.
5. Sikh parents, and many parents of other faiths and none, are fully supportive of our proposals. The vast majority of parents of engaged so far have expressed a preference for their children to learn in a Sikh Faith inspired environment.
6. Our school will **improve the life chances and opportunities** for young people in an area where there are pockets of **significant deprivation**. The universal nature of the Sikh faith and the Sikh ethos of equality, humility, social responsibility and community focus will have meaning to young people and families of all faiths and none and will enrich their learning.

We aim to create a high achieving, 11 – 19 non-selective school which will follow the principles and values of the Sikh faith. We will offer a comprehensive academic education to rival and exceed that provided by other local schools and Academies but open to all.

We will develop a curriculum which produces excellent examination results through quality teaching and quality care. The development of the whole person is crucial and this is supported through a wide range of extra-curricular and enrichment activities.

Our curriculum will enable learners to follow individual paths of study to success because we believe that learning is an individual process and each learner is unique. An extensive range of activities in technology, music and the arts will be available and actively encouraged. There will be many opportunities for all learners to widen their experiences and take part in spiritual, social and cultural activities and extended studies.

Teaching and learning will be the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum, Religious Education and Collective Worship within the context of the Sikh ethos.

Our aims for teaching and learning will be to:

- Provide a broad and balanced active curriculum
- Ensure tolerance and understanding with respect for the rights, views, values and property of others.
- Develop in our students a responsible and independent attitude towards work and towards their roles in society.
- Help students to achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness and tolerance to the beliefs of others faith.
- Incorporate the Sikh values and principles in their everyday life.

Our Ethos

Faith-based organisations, whatever faith is followed, have a significant role to play as part of the wider community; the heritage they draw upon illuminates some of the deeper quests for meaning and value in human life, to inspire a broader vision and greater responsibility in our endeavours. Sikh faith-inspired principles and values have a great deal in common with other faiths, as they are based on universally accepted values. However, values are not 'taught', but are awakened and strengthened in us when they are practised in front of us every day. At the school, we will all work to ensure both our educators and learners are instinctively exercising these values *in* every thought, decision and action.

It is important to us that TBSS plays a key role not just in nurturing the Sikh faith for Sikh students, but in nurturing and encouraging the personal beliefs of each and every student, as well as building interfaith understanding.

Success and well-being for all (*sarbat da bhala*): The teachings of the Sikh Gurus espouse an egalitarian ethos that implicitly necessitates the ethical imperative to work towards the success and well being of all regardless of age, race, gender, religious/political affiliation, socio-economic status, or sexual orientation. In other formations of the same ethical outlook the Sikh Gurus insist upon recognising the entire human race as one (*manus ki jaat sab ekay pehchanbo*) and further maintain that those who love are closest to the divine (*jin prem kio tinhi prabh payo*). Love is understood as the ability to empathise with those who are different from us, ensuring that we reach beyond our self-centred existence to connect with others. At The British Sikh School we hope to work towards the success and well being of everyone. We hope that this ethical principle will portend social cohesion, co-operation and compassion in multi-cultural Britain.

Parents, families, teachers, businesses, individuals, institutions and the wider community all have vital roles to play in the education of students. In particular, the involvement of and interaction with parents and families is a key tenet of our ethos, and crucial to our success. We believe passionately in the positive impact parents and families have on children and young people. We will offer learning experiences and interactions which will cross generational boundaries. We believe that students can learn from inspirational and motivational speakers and role models.

We have managed successfully to motivate and inspire teachers and non-teaching staff to support and develop the children within the Khalsa Primary School, which is a direct reflection on the outstanding achievement. We shall continue this into the Khalsa Secondary School and TBSS.

Most teachers are inspired by the vision, ethos and clear sense of direction. As one teacher remarked, "The staff do a great job and work very hard and effectively together to create a wonderful school". **Ofsted Report 2011 for Khalsa Primary School**

Our Approach

By following our core principles, TBSS will be a school which:

- Provides an exceptional academic education to all its students.
- Adds value to the academic achievement of every student
- Provides the best standards of teaching.
- Performs as the top non-selective school in the local area.
- Becomes the school of choice for local parents whether Sikh or of another faith or none.
- Achieves OFSTED ratings of Outstanding within 5 years.

In addition to high educational attainment, we will develop our students as citizens able to take their place and contribute effectively to the workplace, community and family group. We will use our principles to:

- Provide a safe and secure environment for learning, where our students want to come.
- Encourage a passion for life-long learning.
- Inspire our students to work to the best of their ability with honesty, integrity and self-discipline.
- Encourage students to take a life-long journey of self-discovery towards purity of spirit by self-reflection and meditation.
- Inspire students to be selfless and to share their future skills and knowledge with those in need, in love and charity and without discrimination.

We will use our experience to build on the success of the Khalsa Primary School, through which we have implanted an ethos, which Ofsted commented on as follows in their report of 2011:

'Khalsa Primary is an outstanding school. It gives the right balance of attention to your personal development and well-being, and to ensuring that you learn well. We were particularly impressed with your excellent behaviour which the school is rightly proud of.

"The care and support your school gives you are very impressive. Your attainment in English and mathematics by the time you leave school in Year 6 is above the national average. You are making good progress because teaching is good and the curriculum is very stimulating".

Very effective arrangements are made for students who require additional support in literacy and numeracy resulting in these students making consistently good progress. A few early learners of English were seen enjoying their learning and making good progress as a result of the high level of care coupled with well-tailored provision. The curriculum makes a very impressive contribution to pupils' outstanding personal development'.

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 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	2022
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7		120	120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120	120
Year 9				120	120	120	120	120	120
Year 10					120	120	120	120	120
Year 11						120	120	120	120
Year 12							120	120	120
Year 13								120	120
Totals		120	240	360	480	600	720	840	840

Section D: Education plan – 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.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

The following details are not included because these are the same as in the Khalsa Secondary Academy application.

Subject/other activity (e.g. enrichment)		Hours per week	Mandatory/ Voluntary	Comments

D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.

At both Key Stage 2 and at Key Stage 4, Wolverhampton has narrowed the gap to the English average. Although attainment at national examinations has undoubtedly improved over time, and the attainment of pupils overall across the city continues to rise close to national standards, there are still some significant pockets of underperformance. For example, boys' attainment at all ages is, on average, lower than girls' although there are signs of improvement. Children and young people entitled to free school meals are 50% less likely to achieve 5 A*-C grades with English and Maths. Disadvantage, therefore, remains a key determinant of future attainment in the city with children and young people from disadvantaged backgrounds doing less well than their peers at all stages.

There also remains a gap between outcomes for young people in Wolverhampton compared to national results meaning that our young people can be at a disadvantage when seeking employment and higher education places. In addition, pupils with learning difficulties do not always achieve their full potential. Narrowing the attainment gap continues to be central to local strategies if we are to improve the life chances of young people and provide local business, and those that might re-locate to the city, with employees with the right knowledge, skills and attitudes.

Attainment gaps are so important because educational achievements are crucial in determining individuals' prospects. Even low-level qualifications can reduce the probability of unemployment and worklessness (a cause of poverty), and higher level qualifications are one of the factors that can increase an individual's earning power. Helping all children, especially those from disadvantaged backgrounds achieve at school can help change the inter-generational cycle of disadvantage. This in itself is important for the local and national economy; only by helping all children gain the skills required in the workplace, can the whole economy perform to its full potential.

In the 2011 census the population of Blakenhall in Wolverhampton was 12,022 and is made up of approximately 50% females and 50% males. 60.1% of people living in Blakenhall were born in England followed by 25.3% India, 2.8% Jamaica, 0.9% Kenya, 0.8% Pakistan, 0.5% Zimbabwe, 0.4% China, 0.3% Scotland, 0.3% Nigeria and 0.3% Hong Kong.

Two thirds of people living in Blakenhall speak English. The other top languages spoken are 21.6% Panjabi, 1.8% Gujarati, 1.3% Polish, 1.2% Nepalese, 0.7% Kurdish, 0.4% Urdu, 0.3% Slovak, 0.3% Hindi and 0.3% Shona.

There are some differences between the curriculum offered at Khalsa Secondary School and The British Sikh School. There will be a wider range of vocational courses available at TBSS. Please see the marketing leaflet in Section E1 for more details of the breadth of study and subjects to be made available. Where necessary and subject to demand some courses may be provided off site in partnership with other providers.

The Black Country and the West Midlands area overall has seen a substantial decline in the nature of the economy and the employment prospects for young people. Whilst Slough and its neighbouring areas are seeing a resurgence in its economy with a greater demand for higher skills driven by multinational employers and SMEs the Black Country has seen its thriving engineering

base decline rapidly. The challenges to social mobility arising from inadequate educational provision and limited employment opportunities must be addressed.

The link between disadvantage and academic failure is far from being an iron law. Deprivation does not determine destiny. Many young people from low income families succeed brilliantly. There are also schools and colleges that overcome the barriers for pupils from low-income families, sending children from the toughest neighbourhoods to the top universities or into highly valued apprenticeships. They do this because they have the highest expectations for each of them and are relentless in what they do to secure excellent headway in realising these expectations.

TBSS will offer a curriculum and learning environment based on the Slough Sikh Education Trust and taking full account of relevant research into education and social mobility (see Section C). For example, our curriculum will be matched to the anticipated intake of pupils and will address the following:

Unseen Children: Access and achievement 20 years on

Our schools should be engines of social mobility, providing every child with the knowledge, skills and aspirations they need to fulfil their potential. And we are clear that in order to narrow the gap in attainment between rich and poor, disadvantaged pupils will need more targeted support.

Opening Doors and Breaking Barriers (2011)

We will provide support such as:

- rigorous monitoring of data and its
- effective use in feedback, planning,
- support and intervention
- ensuring access to the highest
- quality teaching
- strong and visionary leadership
- work with pupils and parents to increase engagement and raise expectations.

Importantly, the research literature indicates that the strategies that are most successful for one ethnic group tend to be effective for others.

In 2008, Ofsted published a good practice survey report that highlighted common features in schools that had been successful in improving the educational experiences and achievements of white boys from low income backgrounds. These features included:

- support to develop boys' organisation skills and instil the importance of perseverance; any anti-school subculture 'left at the gates'
- rigorous monitoring systems that track individual pupils' performance against expectations;
- realistic but challenging targets; tailored, flexible intervention programmes and frequent reviews of performance against targets
- a curriculum that is tightly structured around individual needs and linked to support programmes that seek to raise aspirations
- creative and flexible strategies to engage parents and carers, make them feel valued, enable them to give greater support to their sons' education and help them make informed decisions about the future

- strong partnership with a wide range of agencies to provide social, emotional, educational and practical support for boys and their families in order to raise their aspirations.

In order to raise aspirations and build soft skills, children and young people need access to activities outside of school. Too often such opportunities are restricted to the better off instead of being open to all.

The British Sikh School will help with social mobility through

- Employing strategies mentioned above
- Reduced emphasis in the curriculum on religious education enabling a wider range of subject study options.
- TBSS selection of extra-curricular activities
- Incorporating the Social Mobility Foundation programme. Please see the following Social Mobility Foundation website: <http://www.socialmobility.org.uk/>
- Supporting high achieving students from low-income backgrounds to reach top universities and professions

A defining partnership between student, family, school and community

Mobilisation of, and interaction with, students and families will be key to the success of the school. There will be very significant involvement from parents of children attending local primary schools and TBSS. Parental responsibility will be encouraged through the close links developed between the school, parents and students, mirroring and improving on the experience gained from Khalsa Primary and Secondary Schools.

We expect clear reporting to enable parents and carers to see their child's progress, behaviour and attendance whenever they wish, in addition to regular 'keep in touch' sessions for students, parents and staff to discuss a student's progress and to plan next steps. Parents will be supported to create the optimum home and social environment for our student's well-being. This will be underpinned by a comprehensive ICT framework to link our students and school with the community and family.

Our pastoral system is already well established in Khalsa Primary School and is described in detail in the Khalsa Secondary School application. It will ensure that each student is well known and that a rich dialogue with the family will occur that characterises the shared responsibility. From Year 7, students will take part in this conversation to reflect upon their learning and development, understand their personal responsibilities and to plan the next stages in their learning.

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

The British Sikh School will work with the wider community as well as supportive agencies from other communities and service providers to identify and provide support for families that need help.

Extended Services

In keeping with our overall vision for an outstanding school, we will be seeking to develop an imaginative programme of extended services that support our aim of creating positive links between the school, our students, parents, families and the community.

Any programme developed will have our students learning and well-being at its heart. There is already research available that shows students who engage in structured extra-curricular activities can improve their learning outcomes and we will be seeking to build on the best practise available.

We will be looking at the more traditional facilities to support working families by running breakfast clubs and after school activities.

We will run homework clubs for those students who would prefer to study at school rather than home for whatever reason.

However, we are also eager to look into the positive contribution extra curriculum activities can make to a students learning and well-being. We will be developing and offering a structured programme of activities that may include:

- Extra sports
- Learning a musical instrument – additional tutoring over that provide through the curriculum
- Various clubs and societies i.e. debating society
- Community service projects

We will be building on the experience of charity support provided through the Khalsa Secondary School. Each year 7 group will agree to support a suitable local charity or community project, which they will continue to support throughout their school life.

Of course, we are aware of the need to ensure suitable and appropriate safeguarding and any activity will be subject to the strictest of scrutiny before it is approved for our students.

We are also aware that affordability will be a key issues. Whilst many activities can be provided through the goodwill our staff and external volunteers, we will be seeking where possible sponsorship and where necessary developing a charging structure for certain activities. However, we are committed to ensuring that no child is excluded from an activity for want of funding.

As with all things associated with the school, our extended service provision will build on the three core principles of our vision, which in themselves demonstrate the value we place on extending the school beyond the classroom.

We will provide a broad and balanced religious education. Based on our Sikh ethos, it will give all students the grounding required to follow the optional GCSE RE course and entry to higher RE qualifications.

We believe the model we have adopted at the Khalsa Secondary Academy is showing some positive signs of working successfully for students and parents.

The overall feedback is as follows:

“The School has made an impressive start in an attractive building which the School has adapted well to create a positive learning environment. Students share the high aspirations and vision for

the School and are already demonstrating great strides in their learning. Literacy support is impressive. Students' behaviour in and out of lessons is impeccable and they feel safe. Safeguarding is a great strength and security on the site is high and visible. Particularly impressive are the systems to support teaching and learning which are being applied consistently across the School and already teaching is consistently good or better. Particularly impressive is the empowerment and distributive leadership with all full time teaching staff taking on whole school responsibilities".

Transition

A senior leader will be responsible for KS2/3 transition and will interview every intake student and their parents or carers during the preceding Summer Term and, by close liaison with the Data Manager, ensure that all necessary data for that student is recorded. If necessary these interviews will take the form of home visits. Tutors of the new Year 7 groups will also be involved in this process. The individualised Lesson 6 timetable and Twilight Time programme will be discussed with students and parents/carers at this time, and preliminary choices made. There will be induction days spent in TBSS for all intake students (in groups) during the preceding summer term and an Induction Evening for parents and carers.

Special Educational Needs and Disability Provision Mapping

The draft Special Educational Needs Code of Practice operational from September 2014, places the onus on class teachers to meet the needs of all pupils including those with Special Educational Needs and Disabilities. High first quality teaching is the initial step in responding to pupils who may have Special Educational Needs and Disabilities. TBSS will ensure that all teachers and teaching assistants have the knowledge and skills appropriate to meeting the needs of pupils with Special Educational Needs and Disabilities. Staff will receive regular and ongoing professional development that will keep them abreast of the different special needs and understand how best to help pupils progress in their learning and overcome their challenges. As a result of high expectations, outstanding teaching and excellent pastoral care that ensures well-being, pupils with Special Educational Needs and Disabilities will flourish and achieve outcomes that are above local and national standards.

The following features will be characteristic of the provision for pupils with Special Educational Needs and Disabilities at TBSS.

Our Special Education Needs provision will go beyond the differentiated approaches normally provided. Pupils will experience high quality personalised teaching and learning. All teachers will have high expectations of what pupils with Special Educational Needs and Disabilities can do including those without a formal statement. In future, formal statements will be known as Education, Health and Care Plans (EHCP). From Reception we will embed a culture of high expectation, and early identification of pupils' learning needs. Given the level of disadvantage that some pupils face, early assessment by the Speech therapist and other education professionals, will help to identify language and communication difficulties. Staff will be supported in implementing strategies to help pupils overcome their difficulties.

Early identification is the key to meeting the needs of pupils without an EHCP plan. TBSS will employ well qualified and a highly committed team of specialists to assist with early identification.

Our multi-disciplinary team will consist of an education psychologist, speech therapist, learning-mentor, family worker and teaching assistants. Timely assessment of literacy and numeracy skills will aid identification. Regular half-termly meetings between teachers and support professionals will allow for focused discussion to identify effective intervention strategies so that gaps in skills and knowledge can be closed and barriers to learning removed. In this way pupils will not fall behind their peers and lose confidence. Pupils requiring additional support will be placed on our Special Educational Needs Register at school Action. Those requiring more support will be placed on the register at School Action Plus and supported by the in-school multi-agency team initially. Staff will work collaboratively with external agencies to ensure that pupils receive their entitlement and the best educational provision.

Staff at TBSS will be clear about the approach to assessment and identification of pupils with Special Educational Needs and Disability. The SENCO will lead regular training sessions and updates. The SENCO will be a member of the senior leadership team and will be involved in the termly review of the quality of teaching and learning, pupil progress, behaviour and safety, and leadership and management across the school. The SENCO will meet regularly with Faculty leaders to review provision for pupils with Special Educational Needs and Disabilities in the curriculum.

Staff will plan teaching and learning making use of all of the evidence available to them from the SENCO concerning the needs of each child. They will also use hard and soft pupil profile data such as:

- Evidence from baseline assessment
- Attainment and historic data
- Progress in relation to peers
- Parental information
- Advice from external support service

Evidence-based intervention will be part of a graduated approach accompanied by a clear set of expected outcomes. Staff will work in partnership with parents and other professionals involved with pupils. Outcomes will be monitored regularly and targets adjusted to reflect progress.

In relation to pupils with EHCP plans. The SENCO will work in collaboration with Health and Social Care Services, parents, pupils and staff to plan appropriate support and intervention, accompanied by a clear set of expected outcomes. Termly reviews with all stake holders will assist identification of areas of need and progress made since the last review. Careful and targeted support will follow in relation to future activities. Responsibilities will be clear in any action plans established.

Evidence-based Literacy and numeracy intervention will be the key for breaking the barriers to learning at all key stages. TBSS will provide daily literacy/numeracy catch up sessions in the primary school for pupils experiencing difficulties. These lessons will be dispersed throughout the day and rotate so that pupils do not miss out on breadth of curriculum. Pupils will be taught in small groups by teaching assistants who are well trained in phonics and numeracy. In the secondary school, catch-up sessions will be available for pupils in Years 7 and 8. However, it is not expected that these sessions will be necessary for many pupils given the level of intervention and support that pupils will have received in the primary school. Catch-up sessions in Years 7 and 8 will take place during the enriched curriculum after school. Five 45 minute sessions in English and mathematics will be available to pupils through enrichment activities should pupils require greater support than already provided during timetabled lessons.

The emphasis on intervention in the primary school will be on developing language and communication, and numeracy skills. Nurture groups will be provided for pupils in primary school and in Years 7 and 8 who require assistance with social skills.

Gifted and talented pupils will receive extension activities during lessons. Teachers will plan lessons with prior assessment information and Bloom's taxonomy in mind to target knowledge and skills, generate higher order thinking and deepen learning. Educational trips, visiting speakers and specialists, together with theme days and master classes designed for gifted and talented pupils during the enriched curriculum will challenge and support these learners.

Every pupil on our Special Needs Register will have a Learning passport/profile detailing:

- an overview of the students need
- the short-term targets agreed with parents and pupils
- the teaching strategies suggested to support the realisation of the targets, to be employed by teachers, teaching assistants and parents/carers
- a summary of provision currently made for the pupil.

We will encourage parents and carers to be active participants in the education of their children by attending reviews regularly.

The SENCO will have a clear role in training staff and reviewing the quality of teaching and learning, monitoring pupils' progress, liaising with internal and external professionals, and parents and carers, ensuring that provision meets the needs of pupils with Special Educational Needs and Disabilities, and that statutory reviews are conducted to high standards and meet legal requirements.

EAL Provision

Given that 60 languages are spoken in the Wolverhampton area and that TBSS's pupils will be drawn from areas where there is significant inward migration. Provision for pupils with EAL will need to be outstanding. Pupils joining the school will be assessed using a four stage model used by some London Boroughs. It will be used alongside a detailed assessment of Listening and understanding, Speaking, Reading and Writing. A good example of this is the model used by the East Riding Local authority.

Pupils will be immersed in the curriculum and provided with some synthetic phonics lessons to develop phonological awareness. Pupils identified as having Special educational needs and disabilities will receive additional support through Quality First Teaching and provision of resources. Staff will be trained to plan lessons that support EAL pupils. They will have high expectations of what EAL pupils can achieve and will not treat EAL as though it is a Special educational need. Once a baseline has been established, target setting and monitoring will be the same as for other pupils. Parents of EAL pupils will be offered sessions supported by translators to help them support their children's learning.

Health and Safety

Appropriate Safeguarding and health and Safety policies and procedures will require staff to complete risk assessments (including COSHH) for all aspects of the curriculum, enriched

curriculum and wrap-around care. Staff will be trained to follow clear procedures and understand the importance of adhering to these when planning lessons, residential activities, trips and visit. The school senior leadership team and a linked governor will check that risk assessments have been completed and appropriate safeguarding arrangements are in place well before activities take place.

Designated staff and governors will ensure that appropriate and effective Child Protection and Safeguarding policies (including recruitment and vetting) are in place, that procedures adhered to by staff and all relevant training (including First Aid) is regularly updated.

Pastoral Curriculum and Care

TBSS will be a very special school with a wealth of opportunity for all children. Our pastoral system underpinned by our Sikh ethos will promote inclusion, excellence and discipline. TBSS will encourage and develop each pupil's talents and abilities whilst their personal development in areas that require strengthening. PSHEE, Citizenship, Learning to learn and key skills will support personal and social development.

We will encourage all children to be the best that they can be and to take a pride in themselves and the school. Through our positive behaviour management, effort, hard work and care for others will be praised and rewarded. Staff will model high expectations and demonstrate behaviour consistent with our values and ethos. Pupils will be encouraged to pay close attention to dress, behaviour, and attitude and pursue excellence in relation to all of these.

Excellent attendance and punctuality will be encouraged. The Family support worker and school counsellor will follow up non-attendance and establish good relationships with families. Pupils will be expected to aim for 100% attendance with the exception of those with serious medical conditions. TBSS will reward outstanding attendance on a termly basis. Rewards and sanctions are an integral part of the positive behaviour policy at TBSS. A system of merits and achievement certificates will encourage good behaviour, effort and work. Detentions, restorative approaches, conflict resolution and community service will be used to help pupils reflect on and correct behavior which falls below the school's high expectations. An annual prize giving ceremony will celebrate the achievements of pupils and staff.

Information and Careers Guidance will be available to pupils in KS3 to KS5 (similar to Khalsa Secondary Academy)

TBSS is committed to equality of opportunity for all pupils so that all pupils have equal access to learning, achieve their full potential and leave school ready to participate fully in Britain's multi-ethnic and multi-faith society. Staff will implement our equal opportunities policy when planning, delivering and evaluating curricula and extracurricular activities. We recognise that some groups experience prejudice and discrimination. Every effort will be made to eliminate barriers to progress and make opportunities available that will help increase chances of success.

TBSS will follow the syllabus for Religious Education set by the local SACRE. The school will aim for staffing to reflect the diversity of pupils. Outstanding staff keen to uphold the school's vision and values will be appointed regardless of background. Information collected from parents during public consultation indicates that parents in support of TBSS come from a range of religious backgrounds including Christian, Muslim, Sikhs, Hindus, and those of no faith. Sex education will form an important part of PSHEE and it will be taught to all pupils in an age appropriate manner.

D2 Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

There are no significant differences in the curriculum, targets, calendar and timetable outlined in the Khalsa Secondary School application and as proposed for The British Sikh School other than the slight changes of emphasis already described in Sections C, D1 and D4.

The British Sikh School will produce outstanding results and outcomes for all students by:

- Providing an appropriate learning programme for each and every child.
- Providing high quality pastoral care organised on a year group system and building a supportive school community based on the Sikh principles of equality, humility, respect, social responsibility and righteousness.
- Establishing strong bonds between home, school and the community; sharing time and skills with the community in order both to enhance the students experience and to strengthen the local community.
- Encouraging good citizenship by invoking the Sikh values of hard work and earning an honest living, charity, self-discipline, respect for others and other faiths, tolerance, service, loyalty to their country and community, and communal prayer and meditation.
- Providing visionary, shared and supported leadership led by senior staff, supported by Governors and extending down through all staff at all times.
- A relentless approach to raising standards of teaching and learning.
- Employing a skilled and motivated team of staff (teaching and non- teaching) who share the school's vision and ethos and are committed to achieving high academic standards for their students and supporting them in their spiritual development.
- Using robust data to drive continuous improvement.
- Having the highest quality assessment and monitoring of progress to ensure the learning and developmental needs of every student are met.
- Providing an engaging curriculum and student experience that inspires and motivates all learners;
- Encouraging and supporting all students to achieve the English Baccalaureate.
- Offering the widest possible range of subjects.
- Liaising with other local secondary schools to strengthen provision where required.
- Extending students' horizons by providing opportunities such as the opportunity for debate, public speaking, sport, enterprise skills, community service and foreign travel.
- Encouraging innovative thinking, teamwork, and decision-making skills, and social responsibility.

Targets Key Stage 3

Based on our estimates of the pupil intake, we have set our targets for the first three years after we open.

YEAR 1

Year 7 only in school 70% L5+ in both English and Maths

YEAR 2

Year 7 70% L5+ in both English and Maths

Year 8 85% L5+ in both English and Maths

YEAR 3

Year 7 70% L5+ in both English and Maths

Year 8 85% L5+ in both English and Maths

Year 9 95% L5+ in both English and Maths (this will normally be the first year of KS4 for this school).

We will review these targets annually and expect that within 5 years they will be higher, increasing incrementally. Our school target for level progress during the first 2 years of our KS3 (see Curriculum section) is:

Making 2 levels of progress in English 50%

Making 2 levels of progress in Maths 70%.

This target is difficult to estimate at this stage as it will need a careful review of each individual pupil in our intake (see later in this section). It will be reviewed in the light of our first intake and then annually. This review will be based on our increasing confidence that we can meet more and more challenging targets; and we expect this target to increase quickly and substantially.

Key Stage 4

These are our targets for the first 3 years of full KS4 (i.e. from the time the first cohort takes GCSE)

	Year 1	Year 2	Year 3
Five GCSE (A* to C) including English and Maths	75%	80%	85%
English Baccalaureate	45%	50%	55%

These targets are also difficult to estimate so far in advance, but we shall aspire initially to achieve at this level. We shall review the targets annually in the light of progress and revise as we refine our data. We intend to improve year on year. We hope that 5 years from now, if our first cohort

has made even better progress than we have estimated, then the KS4 targets can be revised higher.

Measuring Success

We will use the *Sikh* ethos of personal care to identify personal, social, spiritual and academic targets for each student, which will be assessed and revised on a termly basis according to their needs.

We believe that assessment links to curriculum planning and delivery, enabling teachers to plan effective learning experience for our students, ensuring all students experience success in their learning and no students fail to achieve.

The British Sikh School will measure success through:

- KS3/4/5 academic results
- Levels of progress achieved by individual pupils and specific groups
- Feedback from parents and carers at progress meetings
- Feedback from the community
- Feedback from students
- Transition meeting feedback.
- Core tracking
- Summative assessment
- EAL tracking

We aspire to provide a full range of educational opportunities for students from all backgrounds, both Sikh and non-Sikh. In addition to ensuring the best possible academic results for all individual students, we will develop their personal and social qualities so they that become good citizens. We believe that a secondary school with our values and standards will prove popular with both parents and students in Blakenhall and surrounding areas, by offering a choice that these students do not presently have.

The progress that is being made at Khalsa Secondary Academy in terms of student assessment and monitoring can be illustrated by the following extract from the DFE Inspection visit in October 2013:

“Already the School has been able to identify that students are making good progress compared to their entry. There are to be six assessments in the year (one each term) and the School’s own data dashboard shows that after assessment one 90% of students are making expected progress in English and 92.5% in mathematics. Given that the School is targeting 4 levels of progress between Key Stage 2 and Key Stage 4 this is already significantly better than national expectations.

This evidence was confirmed during the lesson observations where from the learning observed

students were making excellent progress. This was particularly so in Spanish where students had only studied the subject for ten weeks but were competent in their understanding of complex texts.

In discussion with parents and students there was a general consensus that students had made significant strides in their learning since September.

On the evidence of observation this progress was in English, mathematics, humanities and modern languages and there is no reason to doubt that similar progress is being made in science, design technology and the creative subjects. In fact art/DT was quoted as one of the most enjoyable subjects by students.

Special Educational Needs students have been identified as have pupil premium students (4 students for pupil premium). All were making progress but it was too early to ascertain that achievement gaps were closing”

Similarly, the feedback on the quality of teaching at Khalsa Secondary Academy is positive:

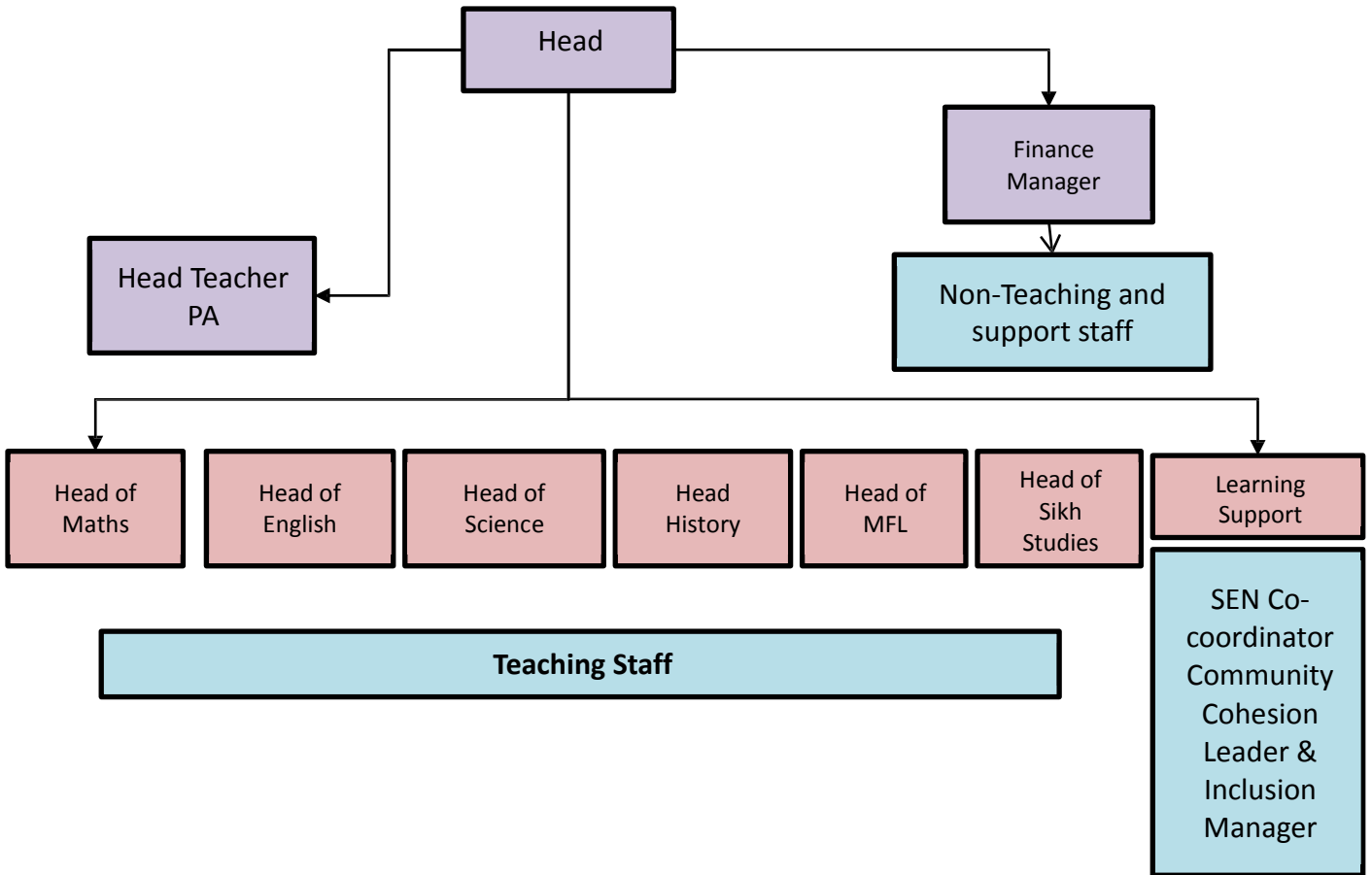
The high expectations and promotion of learning were evident in all lessons and this was exemplified by excellent planning, and in particular the student profile data sheet which ensured that teaching was directed to individual needs. Teachers checked on learning regularly and provided a positive climate for learning to which the students responded enthusiastically. Throughout all lessons students were fully engaged in their learning and willing to answer questions. The random questioning technique observed in the RE lesson could be duplicated across the School as good practice to ensure that students do not miss out in their oral contribution to lessons. Plans incorporate literacy, numeracy and SMSC opportunities in lessons and it was good to see the use of literacy and numeracy maps being used as well as students, on their own initiative, using dictionaries which were provided in each classroom”.

Section D3

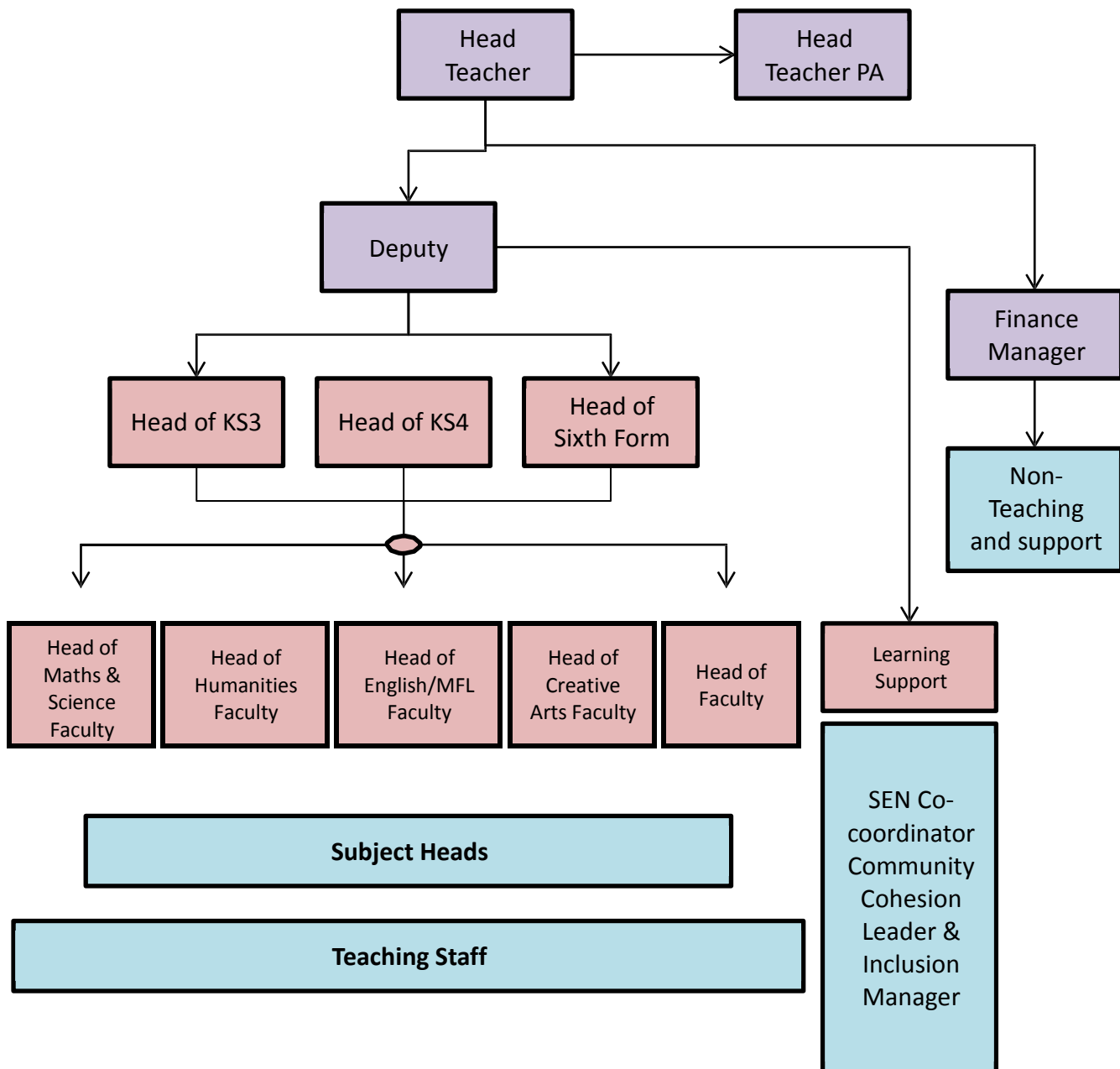
Proposed Staffing Structure.

We expect, and have planned around, a traditional organisation structure comprising a Senior Leadership Team of Principal, Deputy Principal, Key Stage and core subject leaders. In addition, we expect to employ a SEN(D) Coordinator and Inclusion Manager. However, we have decided against developing a detailed organisational structure at this stage. How the key roles and responsibilities will be allocated in the early years will be dependent, in part, upon the staff we can attract and appoint and their relevant experience both as subject teachers and leaders. SLT members may be expected to teach for a greater part of their time in the early years. We have prepared, however, an indicative structure to show how we anticipate the ultimate organisational structure may look so that we can test our financial models. These, together with further explanation, are shown below:

SLT Structure on opening and for early years



Potential structure once full capacity has been reached



We expect that, once the school is fully established, there will be a Head of KS3 (Years 7/8), a Head of KS4 (Years 9 to 11) and a Head of Sixth Form, to manage the school life of the students in those years. Subject disciplines may be organised in Faculties as indicated above with

appropriate management although in this case duties and responsibilities between Heads of Faculties and Subject Heads will be redistributed to avoid duplicating management activities.

We will appoint an Inclusion Manager and a Head of Learning Support (SENCO), the latter to oversee the academic care of all SEN students.

In the first 2 or 3 years, we anticipate that the organisational structure will need to be flexible.

Teachers and LSAs not in the initial faculties, including sports teachers, art and music teachers, will be responsible directly to the Deputy Head but a Creative Arts Faculty will be formed by Year 3 and a Sports Faculty after that. There will be a corresponding structure for Administrative staff. A Finance Director or Bursar and PA will be responsible directly to the Principal.

Once KS3 is fully established and students are moving into KS4 for the first time, we shall ask the Principal and appropriate staff to join with the Governors in designing an optimal structure for the organisational management of the full -sized school.

Permanent appointments (as opposed to acting) to the senior and middle management teams will start to be made when KS3 is properly established. This is to facilitate flexibility of staffing in the first few years. We are anxious to appoint enthusiastic, skilled and highly qualified staff, both experienced and young, to support our vision of a highly aspirational and academically progressive school.

For the first 2 or 3 years we intend to use volunteer retired qualified teachers from the local community to facilitate the provision of small groups in Mathematics, Art, Music, DT and ICT and to support SEN students and others needing extra help. As student numbers increase we shall be able to finance the small groups. We shall also use LSAs to support small groups. It is important to our philosophy that students are helped as learners on an individual basis and we shall use as many adults as are necessary to do this.

Teachers for Lesson 6 and Twilight Time will include multi-skilled teachers of other subjects (e.g. the Inclusion Manager might speak/read Panjabi fluently) and skilled but unqualified teachers from the community (e.g. sports coaches and community youth leaders). The Sikh community is particularly well placed to provide this service, which conforms to our *Khalsa* vision of offering help to others who need it, and of contributing hard work to the community on a life-long basis, according to your abilities.

Music studies, both traditional Sikh and mainstream, are important to us and we shall use a number of peripatetic music staff and Sikh community members with musical skills to help support our commitment to this aspect of the curriculum. Similarly, we shall use outside support and facilities, which are already researched, for our traditional Sikh sports. For the rest we shall draw initially on part-time sports coaches for football, cricket etc.

We shall use help from the local Gurdwaras, and other faiths, to work in conjunction with the Principal and senior staff in daily assembly and the students' spiritual self- discovery programme.

We do not expect to use any staff from the Khalsa Secondary Academy in TBSS however there will be opportunities for joint CPD and support at training days. Our Director of Education will be supporting the Principals of both schools within the MAT.

Qualified Staffing Requirements

Notwithstanding the above, to inform our financial planning and recruitment strategy, we have developed the following teaching staff requirements indicating required FTEs to deliver the curriculum in the development years until capacity is reached.

2015/16 Y7	Required Staffing	Suggested Staffing	Notes
English	0.6	1	
Maths	0.6	1	
Science	0.6	1	
French/other MFL	0.3	1	
PSHE			
History	0.3	1	Assumes teacher is able to deliver both History and Geography
Geography	0.3	0	See above
Art	0.2	0	Assumes coverage by A N Other
Music	0.2	0.2	Assumes delivery by peripatetic music service
DT/ICT	0.3	1	
Games	0.3	1	Assumes one person covering both boys and girls PE
RE	0.2	0	Assumes coverage by A N Other
Sikh Studies/Punjabi	1.0	1	By Head of Sikh Studies
Total	4.9	8.2	

2017/18 Y7-9	Required Staffing	Suggested Staffing	Notes
English	1.9	3	Allows HoD reduced role and meets 90% contact reqt
Maths	1.9	3	Allows HoD reduced role and meets 90% contact reqt
Science	2.2	3	
French/other MFL	1.0	2	Reqd to meet 90% contact reqt
PSHE	0.2	0	Assumes coverage by A N. Other
History	0.9	1	
Geography	0.9	1	
Art	0.5	1	
Music	0.5	1	
DT/ICT	0.8	1	
Games	1.0	2	
RE	0.3	0	Assumes coverage by an. Other
Sikh Studies/Punjabi	1.0	1	By Head of Sikh Studies
Total	13.1	19.0	

2016/17 Y7-8	Required Staffing	Suggested Staffing	Notes
English	1.3	2	
Maths	1.3	2	
Science	1.3	2	
French/other MFL	0.6	1	
PSHE			
History	0.6	1	
Geography	0.6	1	
Art	0.3	1	
Music	0.3	1	could be delivered by peripatetic service to save costs
DT/ICT	0.6	1	
Games	0.6	1	
RE	0.3	0	Assumes coverage by A N. Other
Sikh Studies/Punjabi	1.0	1	By Head of Sikh Studies
Total	8.8	14.0	

2018/19 Y7-10	Required Staffing	Suggested Staffing	Notes
English	2.6	3	
Maths	2.6	3	
Science	3.2	4	
French/other MFL	1.3	2	
PSHE	0.3	0	Assumes coverage by A N. Other
History	1.1	2	Assumes some teaching of Geography by History teacher or vice versa
Geography	1.1	1	
Art	0.6	1	
Music	0.6	1	
DT/ICT	1.0	2	Allows for broad requirements of DT
Games	1.3	2	
RE	0.3	0	Assumes coverage by A N. Other
Sikh Studies/Punjabi	1.0	1	By Head of Sikh Studies
Total	17.3	22.0	

2019/20 Y7-11	Required Staffing	Suggested Staffing	Notes
English	3.2	4	
Maths	3.2	4	
Science	4.2	5	
French/other MFL	1.6	2	
PSHE	0.5	1	
History	1.4	2	
Geography	1.4	2	
Art	0.8	1	
Music	0.8	1	
DT/ICT	1.1	2	
Games	1.6	2	
RE	0.3	0	Assumes coverage by A N. Other
Sikh Studies/Punjabi	1.0	1	By Head of Sikh Studies
Total	21.1	26.0	

Consideration of both our Leadership and Management Structure and timetable needs results in the following assessment of our overall staff requirements. Our financial plans in Section G have been informed and based upon the above models.

FTE – RECRUITMENT							
Staff Member	Full Time Equivalents						
	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Principal			1.0	1.0	1.0	1.0	1.0
Head of KS3		1.0	1.0	1.0	1.0	1.0	1.0
Head of KS4				1.0	1.0	1.0	1.0
Head of Sixth Form						1.0	1.0
Head of Maths	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of English	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Science – Physics	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Science – Chemistry				1.0	1.0	1.0	1.0
Head of Science – Biology				1.0	1.0	1.0	1.0
Head of History	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Geography		1.0	1.0	1.0	1.0	1.0	1.0
Head of Art		1.0	1.0	1.0	1.0	1.0	1.0
Head of Music			1.0	1.0	1.0	1.0	1.0
Head of IT			1.0	1.0	1.0	1.0	1.0
Head of Sikh studies	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of MFL	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of PE				1.0	1.0	1.0	1.0
SEN Co-ordinator	0.5	0.5	0.5	1.0	1.0	1.0	1.0
Community Cohesion Leader/Inclusion Manager	0.5	0.5	0.5	1.0	1.0	1.0	1.0
English		1.0	2.0	2.0	3.0	4.0	5.0
Mathematics		1.0	2.0	2.0	3.0	4.0	5.0
Science	1.0	1.0	2.0	3.0	4.0	5	7.0
French/other MFL			1.0	1.0	1.0	2.0	2.0
PSHE					1.0	1.0	1.0
History				1.0	1.0	2.0	3.0
Geography					1.0	2.0	3.0
Art						2.0	2.0
Music						1.0	1.0
DT/ICT	1.0	1.0	1.0	1.0	1.0	2.0	2.0
Physical Education	1.0	1.0	1.0	2.0	2.0	2.0	2.0

Section D4 (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

1. How the British Sikh School would welcome Non-Sikh parents and pupils and meet their needs

The Sikh principles encourage Sikhs to be citizens of the world, where everyone is valued equally and shares their life, understanding and interests with all. Thus all students of any faith or none will be welcomed into the school, where they will find a calm, supportive atmosphere entirely conducive to learning and the development of self-discipline. Recently the Prime Minister acknowledged the extent of integration of Sikhs in the British community,

'The community role that you all play is so remarkable. I remember reading about those stories in the London riots where Sikhs didn't just try and protect their temples, they protected other religion's places of worship too.

The Sikhs who had gone out of their way to travel across our country and help people during the floods – whether they were in Somerset, whether they were in the Thames Valley, whether they were in East Anglia – who needed help. Serving the community, putting back into the community is something deep in the heart of all British Sikhs. So on this, the fourth Vaisakhi party here in Number 10 Downing Street, can I pay tribute again to your faith which has delivered so much to this country and to our world, and above all, can I pay tribute to the role that British Sikhs play in building our country", Rt Hon David Cameron Vaisakhi reception at 10 Downing Street April 2014

We intend to appoint a range of staff from different faiths and backgrounds notwithstanding that they have to be excellent teaching and support staff.

Pupils will meet and interact with teachers and support staff from different cultures in school, not just those of a Sikh background. A student will always be able to find members of staff to whom they can relate and who will support them with their self-development. We have a track record of attracting high quality senior leaders, teachers and support staff at both the Khalsa Primary and Secondary schools. The Principals of both schools are non-Sikhs and on average 50% of the staff are non-Sikhs.

We have a good track record of attracting non-Sikh parents and pupils at the Khalsa Primary and Secondary where the percentage of non-Sikhs has been as high as 25% and from many different faiths.

We believe that non-Sikh parents will be thinking about applying for a place for the following reasons:

- a. The reputation, high aspirations of the school and the proposers.

- b. The enrichment curriculum which will offer exciting new opportunities for pupils from disadvantaged backgrounds. These will include the opportunity to participate in Olympian sports such as horse riding, archery and martial arts.
- c. An appreciation for the Sikh ethos of hard and honest labour, service to the community and life-long learning and self-reflection.
- d. Asian parents will want their children to learn the Panjabi language as this is the mother tongue. This will specifically apply to Hindu, Muslim and mixed race parents.
- e. The reputation of the Principal of the school
- f. The school having a staff group that are from all or many faiths and none.
- g. The school being led by a Governing body that has members from many faiths and none.
- h. The school will ensure that the needs of every single pupil are catered for and they are made to feel welcome and part of the school.

From our consultation with the non-Sikh community since July 2013, we have listened and taken into account the following concerns raised:

- a. Whether non-Sikh pupils would have to attend Sikh religious prayers.
- b. The alternatives available for non-Sikhs whilst the Sikh studies curriculum is being taught.
- c. Whether the national curriculum will be followed by the school.

This feedback has resulted TBSS in choosing to have the religious prayers outside the school day at local temples and Gurdwaras. A non-religious assembly for all pupils will be provided at the school.

We would therefore want to ensure that we achieve the following before the school is open:

- d. The prospectus, website and other marketing materials are designed for both Sikhs and non-Sikhs and addresses the issues and needs of non-Sikhs in particular.
- e. The Governors and senior staff send a welcome message to both Sikhs and non-Sikhs prior to and post the application.
- f. The faith ethos, religious education, community language, dietary ethos and any other part of the school's curriculum and or ethos are clearly explained to non-Sikh parents and pupils.
- g. That we consult with parents and pupils regarding the faith curriculum and other sensitive areas and we take the feedback into account.
- h. Any feedback or questions regarding the faith aspects of the school are promptly answered and acted upon.
- i. All policies are reviewed using the DFE Equality Analyses Framework to ensure that no one is treated or likely to be treated unfairly.

Specifically we will ensure that our Governing body has members of all faiths and none and that there is a good healthy gender balance. We have already put this into practice at the Khalsa Secondary Academy where we have 25% of our Governors are non-Sikhs and 25% are females. This healthy balance will ensure that all aspects of the school will be carefully considered against the Equality and Human Rights legal frameworks and for all the communities within the school.

We will also ensure that the school's management systems are setup so that all pupils profiles are recorded including gender, religion, ethnicity, race and other information so that any trends can be identified quickly in order for the appropriate action to be taken. So for example if we find that Black girls are not progressing in Maths as quickly as Chinese girls then we can take Positive Action to provide the appropriate intervention.

We will ensure that all staff are appropriately trained in the Equality Act 2010 as part of the induction process so that a proactive approach to equality awareness and the law can be established.

We will ensure that pastoral care is provided to all pupils to promote well-being. External partners will be used to supplement the staffing in the school where necessary. Muslim pupils at the Khalsa Secondary Academy partake in morning prayers with the support of a Muslim teacher.

The Curriculum

TBSS will go beyond the delivery of the RE National Curriculum to nurture and encourage the spirituality and personal faith, if appropriate, of each student, as well as building inter-faith understanding. Our school will have an ethos where, according to the principles of Sikh, every student is supported in their personal quest for self- discovery. Sikh principles are emphatic in respecting all faiths and hence not seeking converts to the Sikh faith. Its teachings and traditions are the inspiration for our ethos.

We will build on the philosophy of our already-open, highly inclusive Khalsa Primary and Secondary Schools, where the beliefs or none of all students are respected. At TBSS all Sikh students will have the option to follow courses in Sikh Studies programme.

The Sikh Studies Programme will include: history (Sikh itias) philosophy (Gurmat vichar) and music (Gurmat sangeet). The purpose of this programme is to allow Sikh learners to explore the Sikh tradition, its teachings and practices, to highlight both the secular and the non-secular strands of the Sikh tradition and to explore how ethics is an integral part of our private and public lives.

An integral component of the Sikh Studies Programme will be the study of Punjabi language and literature in both a religious, secular, contemporary and historical context. This will allow Learners to engage with the Sikh scriptures (Guru Granth Sahib Ji) and access Punjabi literature and music in an operational and meaningful way.

Through the Sikh studies programme learners will gain qualifications in GCSE and AS/A2 Religious Studies with a Sikhism component. GCSE, AS/A2 Punjabi will be offered as part of the languages programme at TBSS. We are also hoping to develop recognised certification in Sikh

Musicology (Keertan) along the lines of the current grading system for Western musical instruments.

To fall in line with our inclusive ethos and our founding principle of 'success and well-being for all', Religious Studies lessons at KS3 will cover all of the world religions so that our learners value and understand each other's beliefs and practices. We will also work with local religious organisations to offer programmes of study for learners of different faiths and provide provision for them to participate in services and acts of worship.

It is important that all of our learners gain experience and insights of each other's religious traditions. To achieve this we will operate an exchange programme in which learners from different religious traditions will attend each other's places of worship, enabling them to experience and appreciate each other's beliefs and practices. We hope that this will foster empathy and understanding between our learners and the different communities of Wolverhampton.

All students will study National Curriculum RE to Year 9. This will cover all the major religions. The time allocation for this will be equivalent to that in most secondary schools, namely one hour a week (4% of main curriculum time at TBSS). From Year 9 we hope to offer RE as a GCSE option, but RE still will be incorporated also into a one- hour core RE/PHSE lesson from Year 9 onwards.

Twilight sessions (3.15 to 4.15 pm) will be used to provide options on a rotation suitable for each year group so that all our students have the opportunity to try out a range of extracurricular activities throughout their time at The British Sikh School. Some of these sessions will supplement their academic and vocational studies and others will focus on moral ethical and spiritual development.

We recognise that some students will want to progress through a system of grading or certification in some of the extracurricular activities (e.g. a foreign language, musical instrument) and we will support this where ever possible either in house or through the organisation providing the activity. Twilight sessions will also provide an opportunity for enrichment groups for the gifted and talented, support lessons for students with special needs, and individual or group musical instrument lessons. Each student will have an individualised programme for this period of the day.

Some parents and students, who took part in TBSS survey, suggested that a drop in centre, homework club or an educational or pastoral support base would be helpful to students requiring academic or pastoral support before, during or after school. At The British Sikh School we would operate a pastoral care system for each year group and a twilight homework club will ensure that academic support is provided to all of our students.

The British Sikh School hopes to create an environment in which students from different socio-economic/ cultural backgrounds can come together and be enriched through extra-curricular activities that might not be available to them. We believe that extra-curricular activities like sports, music and languages contribute to a child's neuro-physiological development in important ways. We also understand that access to a range of activities is one way in which **social mobility** is realised.

All students will study the five main faiths in RE lessons, as defined in the local SACRE policy. We believe that the percentage of time devoted to religion-related studies is entirely appropriate for the expected student population of our school because, within the 25 hour a week main curriculum, students will have the amount and type of instruction about religion that they would receive in any good secondary school. The optional Sikh Studies programme will ensure that students will understand and be able to access Sikh/Punjabi culture. . The time used is outside the main 25 hours and is of an appropriate length to achieve the learning of language and history required by the time students reach maturity

TBSS will go beyond the delivery of the RE National Curriculum to nurture and encourage the spirituality and personal faith, if appropriate, of each student, as well as building inter-faith understanding. Our school will have an ethos where, according to the principles of Sikhism, every student is supported in their personal quest for self-discovery. Sikhism is emphatic in respecting all faiths and hence not seeking converts to the Sikh faith. Its teachings and traditions are the inspiration for our ethos.

Citizenship

Through Citizenship, students learn about their roles and responsibilities within a democracy. Parents and students in Wolverhampton commented upon the absence of a subject that explored shared British values and legislation based upon these values. To address this The British Sikh School will teach Citizenship throughout KS3 and offer it as a subject at GCSE and A Level. Understanding the values and laws by which we are governed and the political processes through which democracy is enacted is an important part of being an effective British citizen. At the British Sikh School we hope to equip our students with the knowledge and skills to be able to actively engage with democratic processes locally, nationally and internationally.

PSHE

Sex and relationship education (SRE) will be taught from the age of 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It will not promote early sexual activity or any particular sexual orientation.

We recognise that some parts of sex and relationship education are compulsory as these form part of the national curriculum for science. We also will give parents the option to withdraw their children from all other parts of sex and relationship education if that is what they choose.

We have developed policies on sex education, which are available on the Khalsa Secondary Academy website.

Evolution and Creationism

TBSS does not plan to teach creationism, intelligent design or similar ideas as valid scientific theories. Our curriculum will follow the teachings of evolution based on the national curriculum. The Sikh theory of evolution bears a remarkable similarity to that within the science curriculum.

Vocational Courses

Wolverhampton is populated by families from a range of socio-economic backgrounds. However, the greater proportion of this population is largely working class. To cater for the range of students that will be attending The British Sikh School we have proposed to offer a vocational curriculum as well as an academic one. This will give our students a much needed choice in educational, training and career routes. Parents and students in Wolverhampton felt that having a vocational curriculum at The British Sikh School would benefit the region by engaging students in courses that they find meaningful as well as giving students opportunities to gain certification that are needed for **progression** into work/work related training and further/higher education.

Prayers and Assemblies

Sikhs have an ethical code of conduct that includes a daily routine of meditation, music and mind-full action (nitnem). We hope to make this code of conduct relevant to young British Sikhs by exploring Sikh praxis within a British context. However we do not plan to conduct daily prayers at the school.

Instead, Sikh pupils will start the day by visiting the local Gurdwara where a teacher or member of staff will support them to follow the code of conduct. The prayers will last around 20 minutes. If a pupil at the school wishes to carry out a prayer then a multi-faith room(s) will be provided along with a staff member for those pupils that wish to follow a prayer of their choice.

A non-faith general assembly will then be led by the Principal and will include all pupils and staff members. The content will be "A thought of the day" linked to news and events around the world followed by the usual school announcements.

The above structure will ensure that those parents and pupils who wish to send their children to a Sikh faith school are catered for as well as those that choose to follow a different faith or none.

Dietary considerations

TBSS will be a healthy school and it is important that we consider all elements of our work to ensure that we promote health awareness in all members of the school community. Research has shown clearly that there is a link between nutrition and academic performance and that the best schools worry about what's going on in children's bodies as well as their minds. We will provide a valuable role model to students and their families with regard to food and healthy eating patterns and in promoting family health; to help combat the growing issues linked with public health concerns around childhood obesity. Through effective leadership, the school ethos and the curriculum, all school staff will bring together all elements of the school day to create an environment that supports a healthy lifestyle.

In the school we are committed to giving all our students consistent messages about all aspects of health to help them understand the impact of particular behaviours and encourage them to take responsibility for the choices they make. The school recognises that sharing food is a fundamental

experience for all people; a primary way to nurture and celebrate our cultural diversity.

We will also ensure that food provision in the school reflects the ethical, cultural and medical requirements of staff and students e.g. religious, ethnic, vegetarian, medical, and allergenic needs.

Students will not be encouraged to bring packed lunches to school unless there are special circumstances. These reasons will need to be discussed with and permission is given by the school. If this is the case the packed lunch needs to a 'nutritionally balanced' selection of food, which should include no more than one chocolate biscuit or cake. We do not allow sweets, fizzy drinks and crisps.

Our thinking was greatly influenced by the research coming out from organisations, such the World Health Organization, that regard childhood obesity as one of the most serious global public health challenges for the 21st century. The 2013 data shows that almost a third of 10-11 year olds were overweight or obese. We all know that obese children and adolescents are at an increased risk of developing various health and social problems, and are also more likely to become obese adults.

Education on its own is not sufficient to change mind sets and eating patterns particularly when compared to the mass media campaigns for fast foods, fizzy drinks and sugary snacks. We feel strongly that we have to do things differently and it must start here at school and it must start with healthy, nutritionally well balanced, school dinners. We believe we have already taken up Michael Gove's challenge on school food and obesity by planning to keep the cost of a hot lunch low and by discouraging packed lunches. To this effect we aim to provide a choice of hot, freshly prepared, two course meals to children at the cost of a free school meal and therefore there is a cost of [REDACTED] per day. We do not deny any child food at lunchtime. We plan to have an extended day, which makes it even more important that children can maintain their energy levels as well as academic and behaviour performance by eating nutritious foods.

All staff and students are encouraged to sit down and eat together at lunch time. Sitting down and eating together is an important part of our school ethos. It is important because it promotes the family atmosphere which is part of our school ethos. It also encourages social skills and conversation, which, in turn, help to develop further literacy and communication key skills. We firmly believe that one of the most effective teaching strategies is through modelling and it is important that we model everything that we believe in, both within and alongside the curriculum.

Most importantly our policy should ensure that members of any faith or none are able to sit and eat together. Our stance is further supported by The Independent School Food Plan drawn up by John Vincent and Henry Dimbleby, the founders of the food company Leon. This suggests what we all already know; that there is a link between nutrition and academic performance. The report also highlights that parents currently spend almost £1bn on packed lunches but only 1% of them meet nutritional standards. In contrast, scientific studies show most school meals are a healthier option.

The report goes on to say in a "checklist" for head teachers, "that head teachers should consider banning packed lunches, or make sure that they are not seen as a 'better option' by pupils.

Although we understand that it is ultimately up to each school and the report has not called for a nationwide ban, the report goes on to state that "There are certainly great schools, such as Eton, that don't allow packed lunches." This begs the question that, if schools such as Eton recognise the benefits of banning packed lunches, then why should state schools be prevented from adopting a similar stance?

We believe that actively discouraging packed lunches and providing a low cost healthy hot meal alternative is the only effective way in which we can break this cycle.

In the event that parents are unable to afford this low cost, then parents can discuss this with the Principal and how the school can help. We feel that this is the key in making it affordable to all. Finally, if a parent insists on providing a packed lunch, then we would meet with them to discuss their specific needs and try and find a mutually acceptable solution.

Our vision as a free school was the flexibility to do things differently. We firmly believe that, if you always do what you always did, you will always get what you always got. Sometimes organisations have to think differently and be prepared to break the mould in their approach to help change mind-sets.

Uniform and religious symbols

A school uniform promotes good behaviour and discipline for all pupils. We plan to have a uniform that has been kept simple to avoid unnecessary expense.

We consider that uniform is important for several reasons:

- It provides students with a sense of identity and pride in their academy.
- It enhances the appearance of students and therefore the reputation of the academy.
- It helps to instil in students a sense of purpose when they put on their uniform in the mornings.

The school uniform will be a conventional uniform consisting of a blazer, trousers, shirt etc. The Sikh turban or chuni will not form part of the school uniform. There are no mandatory religious symbols as part of the school uniform.

Public Sector Equality Duty

The proposers are aware that in carrying out their functions, we are required to **have due regard to the need to:**

- eliminate discrimination and other conduct that is prohibited by the Act,
- advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- foster good relations across all characteristics - between people who share a protected

characteristic and people who do not share it.

We will ensure that the above principles are embedded into the school through the adoption of policies and in relationships with staff, governors and parents.

We will ensure that detailed equality impact assessments are carried out prior to the opening of the school and any required adjustments for specific needs will be made.

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. $D = ((B+C)/A) \times 100$.

	2015				2016			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	147		123%	120	157		131%
Year 8								
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 Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

There is no Sikh faith secondary school within the area of Wolverhampton and therefore there is no parental choice for Sikhs to send their children to a faith school. There is choice for parents of others faiths. Both the Sikh community and the general population of the Black Country particularly Wolverhampton are growing and new school places will be required. Table 6 and 7 in Section C demonstrate that there will be a shortage of places.

Evidence of demand from parents and young people

We have prepared this application in response to overwhelming parental demand to provide a school that seeks to improve educational standards and provides an education based around the principles of the Sikh faith. Links have already been established with Anand Primary School in Wolverhampton. There has been a strong response from parents to date with new commitments continuing to grow week by week. To date the parents of 304 Year 5 and 6 children have stated that they would select TBSS as their first preference for a secondary school place for the first two years of operation. There has been a very strong response from parents to date with new commitments continuing to grow week by week. To date the parents of 1019 children across all year groups have stated that they would select The British Sikh School as their first preference for a secondary school place.

Non Sikhs have expressed an interest in sending their children to the school and we have a total of 48 non-Sikh Year 5 and Year 6 pupils who wish to attend the school.

The following map generated from post codes of parent who have selected The British Sikh School shows the

majority of demand from the city of Wolverhampton. The preferred site is very near the centre of demand in Wolverhampton and is marked on the map.

The red markers on the map represent the postcodes of the prospective parents closest to the preferred site.

Promotional material for Prospective Parents

Affix Stamp Here

The British Sikh Education Trust
 PO Box 6953
 Walsall
 WS1 9PW

Extra Curricular Activities

- Astronomy
- Horticulture
- Philosophy
- Symphony Orchestra
- Choir
- Public Speaking
- Debating
- Reading Club
- Drama
- Dance
- Chess
- Photography
- Media
- Graphic Design
- Cooking
- Climbing
- Sign Language
- Sports Clubs
- Duke of Edinburgh Award
- Etiquette (manners)
- Revision and Catch-up Clubs
- And others.

If you are a **parent, teacher, professional or business person** and you would like to find out how your knowledge and skills could contribute to the success of The British Sikh School please do not hesitate to contact The British Sikh Education Trust.

CONTACT US

The British Sikh Education Trust
 PO Box 6953
 Walsall
 WS1 9PW
 Tel: 07772 175310
 Email: info@thebritishsikhschool.com
 Website: www.thebritishsikhschool.com

THE BRITISH SIKH SCHOOL
 A New School, A New Choice
 Plans to open September 2015



Open to children of all backgrounds

The right school can help a child achieve things that they may never have imagined.



The sky is the limit

The British Sikh School will be a free school for boys and girls ages 11-18 years. The school will serve Wolverhampton and its surrounding areas. It will be a school that will welcome and benefit learners from all backgrounds.

What Is A Free School?

The Free Schools Programme allows talented and committed teachers, charities, parents and education experts to open schools to address the educational needs of the local community.



The British Sikh School is a new free school, offering a new choice to parents and pupils.

As with all free schools it will have the following features:

- Parents will not pay school fees.
- The school will be free from council control but subject to Ofsted inspections.
- The school will have control over the curriculum, the length of the day and school terms.
- The school will be an all ability and non-selective school.

www.thebritishsikhschool.com

An Outstanding British Education

The British Sikh School will be built upon the principle of equality of all people. Our founding principle is 'sarbat da bhala' or 'Success and well-being for everyone'.

Our Educational Aims

- Enable all learners to fulfil their potential, raise their aspirations and achieve them, especially in English, Mathematics, Science and ICT.
- Identify the learners' skills and abilities and guide them into the appropriate post 14 and post 16 routes.
- Prepare all learners for entry into top universities, vocational colleges and the world of work.
- Nurture values that support academic/vocational achievement and employability.
- Create active, informed and responsible citizens in a democracy.

Curriculum

Our world class curriculum will ensure that learners acquire the skills they need to contribute and prosper, in Britain and in an increasingly global world, in the 21st century and beyond.

The British Sikh School will offer an enhanced National Curriculum which will include an academic and vocational Programme of Learning in a broad range of subjects.

Our Curriculum will:

- Provide an academic and vocational Programme of Learning at KS3, KS4 and KS5.
- Offer GCSE/IGCSE, AS/A2, International Baccalaureate (IB) and vocational courses in a range of subjects.

An extensive programme of extra-curricular, pre-school, after-school and weekend activities will help each pupil create a unique curriculum that is specific to their needs, goals and aspirations.

The following subjects will be offered:

Science and Mathematics:

- Biology
- Chemistry
- Physics
- Mathematics
- ICT

Arts, Humanities and Social Sciences:

- History
- Geography
- Religious Studies
- English Literature
- Philosophy
- Critical Thinking
- Politics
- Law
- Economics
- Business Studies
- Psychology
- Citizenship
- Music
- Art
- Drama
- Sikh Studies

Languages:

- English
- French
- German
- Punjabi
- And others

Vocational and Trades:

- Applied Science
- Functional Skills
- Engineering
- Computer Science
- Public Services
- Construction
- Carpentry
- Bricklaying
- Plumbing
- Sports and Nutrition
- Media Studies
- Hair and Beauty
- Child Development
- Health and Social Care
- Business and Enterprise

Sports:

- Football
- Cricket
- Fencing
- Archery
- Taekwondo
- Horse Riding
- Judo
- Tennis
- Rugby
- Athletics
- And others

Register Your SUPPORT

We passionately believe that there is a need for this type of school.

To show the Department of Education that there is demand for this school, forms like this one are required to be filled in by parents.

It is very important that you do fill in this form or visit our website to do so: www.thebritishsikhschool.com

Parent Name: _____

Address: _____

Email: _____

Tel: _____

Name of Child / Date of Birth: _____

_____ / _____

_____ / _____

_____ / _____

Please the following:

I would select The British Sikh School as first choice for my child(ren):

I am interested in finding out more information:

Yes No

Parent Signature: _____

Date: _____

Population Trends

Population Statistics and Trends

Estimates indicate that there are approximately 20 million Sikhs worldwide.

Table 1 England and Wales

	Overall Population	Declared Sikhs	% increase in Sikh Population since 2001
2011	56.1 million	423,158	0.8

Source: Census 2011: Table KS209EW

The Sikh population is growing steadily in England and rapidly in some localities. The Census 2011 records a total of declared Sikh population of England and Wales as 423,158 although some estimates suggest the figure is around 625,000 (based on estimates of non-declarations). The Sikh population is concentrated in a small number of centres with around two thirds in Inner and Outer London and the West and East Midlands. Table 2 shows the numbers of declared Sikhs in the area of Wolverhampton and the % of children taking up Free School Meals.

Table 2 Distribution of Sikh Population by LA (Highest Numbers)

	Number declared	% Secondary Pupils taking up FSM
England and Wales	423,158	
Wolverhampton	22,689	26.0

The percentage of FSM pupils will vary by each area depending on deprivation and other factors and is usually within the range of 5%-15%. In line with the growth in the number of Sikh families there has been a parallel growth in demand for access to schools with a Sikh determination or ethos. The demand has partially been met through independent schools and the recent opening of several free schools. Residents of wards in Wolverhampton have limited or no access to high quality secondary schools with a Sikh ethos and very limited access to primary places. The tables below show the total number of usual residents by ward and the number of declared Sikhs within each ward.

Table 3 Sikh Population by Ward in Wolverhampton

	No. Usual Residents	No. Sikhs	% of usual resident population
Bilston East	13,363	666	4.9
Bilston North	12,213	1,066	8.7
Blakenhall	12,022	4,384	36.4
Bushbury North	11,936	192	1.6

Bushbury South and Low Hill	14,983	755	5.0
East Park	12,497	629	5.0
Ettingshall	13,482	2,133	15.8
Fallings Park	12,410	522	4.2
Graisely	12,284	1,458	11.8
Heath Town	13,965	899	6.4
Merry Hill	12,189	742	5.3
Oxley	12,797	704	5.5
Park	12,294	1,376	11.1
Penn	12,718	1,834	14.4
Spring Vale	12,243	1,121	9.1
St Peters	12,645	1,033	8.1
Tettenhall Regis	11,911	1,050	8.8
Tettenhall Wightwick	10,872	631	5.8
Wednesfield North	11,235	643	5.7
Wednesfield South	11,411	1,755	15.3

The largest Sikh population (declared) is in the Blakehall ward (Wolverhampton) and many of the next largest concentrations are resident in nearby wards in Wolverhampton and Walsall.

Evidence of a shortage of places

The DfE Statistical First Release SCAP 2012 states that

- According to LA's own forecasts, the number of primary pupils is set to increase nationally between 2011/12 and 2016/17 and
- At secondary level (11-19), LAs forecast that the overall number of secondary pupils attending state-funded secondary schools will increase nationally between 2011/12 and 2018/19.

The growth in demand for school places is clearly evident in the table below.

Table 6 LA Forecast Demand for School Places 2011-12 to 2018-19								
Year	7	8	9	10	11	12	13	Total
2011/2012								
Wolverhampton	2380	2494	2505	2650	2566	1229	1174	14998
2018/19								
Wolverhampton	2810	2660	2693	2591	2539	1214	1226	15733

There is a projected shortage of school places at both Primary and Secondary stages and the significant growth in the number of live births in recent years will mean that all sectors will need to expand to meet the expected demand. These forecasts confirm substantial growth in the demand for secondary places in Wolverhampton. See table below.

Table 7 Change in Demand for Secondary School Places 2011-12 to 2018-19								
Year	7	8	9	10	11	12	13	Total
Wolverhampton	430	166	188	-59	-27	-15	52	735

Evidence of low standard standards

The % of pupils achieving 5+ A*-C grades including English and mathematics is below the England average in Wolverhampton and Walsall and in many of the schools closest to the Blakehall area performance is even lower (see below). The average across Wolverhampton is 57% of good GCSE passes whereas the average of the schools closest to Blakenhall is 47%.

There is very little access to schools rated as outstanding and too many schools requiring improvement in one or more critical areas. Some performance data is unavailable particularly where schools have recently changed status e.g. new Academy.

The five nearest secondary schools to the preferred site

The following five schools are the closest to the preferred site and within the main area of the demand for places. It can be seen below that out of the five schools, three are inadequate and two require improvement. The average performance at GCSE level is 47% of pupils get five good GCSEs. The British Sikh School will offer a high quality educational offer to parents which will improve local standards.

Table 8 School and LA GCSE and Ofsted Overall	Most recent Ofsted overall grade and date	% GCSE A*-C inc Eng & Maths	
		2012	2013
The High Arcal School	Inadequate (4); 2013	39%	47%
The Coseley School	Inadequate (4); 2012	39%	42%
Dormston School	Inadequate (4); 2013	43%	55%
South Wolverhampton & Bilston Academy	Requires Improvement (3); 2013	38%	43%
Colton Hills Community School	Requires Improvement (3); 2013	46%	48%

Performance of other schools in the area along with the recent Ofsted score is shown below

Table 8 School and LA GCSE and Ofsted Overall	Most recent Ofsted overall grade and date	% GCSE A*-C inc English & Maths				
		2009	2010	2011	2012	2013
England – All Schools		49.8	53.5	59.0	59.4	60.0
Wolverhampton		43	52	57	56	57
Coppice Performing Arts School	2 1/12	42	54	59	58	58
Deansfield Community College	2(2) 10/11	25	43	50	60	60
Moreton Community School	3 9/12	43	50	57	56	
Our Lady and St Chad	3 5/12	30	41	49	39	39

Catholic Sports College

Wednesfield Specialist Engineering College	2(2) 10/10	45	49	61	41	41
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Smestow School: Specialist Sports College		48	61	63	69	70
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Wolverhampton Girls High		100	99	100	99	99
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Wolverhampton Grammar		99	98	99	100	100
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Overall Effectiveness (Descriptions from new and previous Inspection Framework)

- 1 Outstanding
- 2 Good
- 3 Satisfactory / Requires Improvement
- 4 Inadequate

Table 9 Admissions to Secondary Schools in Wolverhampton			PAN (Y7)	Total Pref	1 st Pref	Allocated	Appeals
Coppice Performing Arts School	Community	11-18	155	366	162	155	13
Heath Park Academy	Academy	11-18	200	352	157	200	0

Admissions to Wolverhampton Secondary Schools Sep 2012

Moreton Community School	Community	11-18	135	219	123	135	0
Our Lady and St Chad Catholic Sports College	VA	11-18	150	299	92	150	0
Wednesfield Specialist Engineering College	Community	11-18	150	363	134	150	6
North East Wolverhampton Academy (Two sites)	Academy	11-18	210	203	95	119	0

The Table above includes data that confirms that Wolverhampton Secondary Schools are mainly full and oversubscribed with the exception of schools that are currently unattractive to parents.

Source: Secondary Education in Wolverhampton 2013/14; Guide to Admissions

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

In order to present our proposal to the people of Wolverhampton we engaged with the community through a concerted effort in a number of ways. We understand community to mean a group of interacting people living in a common location. Wolverhampton has an ethnically diverse population. With this in mind and with the Sikh belief of 'equality of all people' and 'well-being and success for all' we made every effort to be as inclusive as possible i.e. not excluding any particular groups of people when putting TBSS plan together for engaging with the community of Wolverhampton. The aim of community engagement has been to build ongoing, permanent relationships for the purpose of applying an educational vision for the benefit of the community of Wolverhampton. In recognising that having knowledge of community needs, respect for community members and involving community members is paramount to community engagement we presented our free school proposal to the community of Wolverhampton in the following ways.

MATERIALS AND MEDIUMS USED FOR COMMUNITY ENGAGEMENT

The following materials and mediums were used to engage with the community of Wolverhampton in regard to TBSS.

- A leaflet was produced outlining the TBSS vision, founding principle and curriculum with an attached support form. These leaflets were distributed to inform and collect support from the community of Wolverhampton. See images of the leaflet in E1.
- A school website (<http://www.thebritishsikhschool.com>) has also been created to inform and collect support from the community (**321 likes**).
- Facebook and twitter social networks have been set up to provide information regarding educational issues and schools in general and more specifically relating to TBSS. These mediums also provides a forum for people to ask questions.
- Two research questionnaire surveys prepared for Sikh and non-Sikh parents and students of Wolverhampton to collect their views and opinions regarding issues to do with schools in general and TBSS were used to obtain quantitative and qualitative data.

PLACES OF WORSHIP AND ORGANISATIONS

We have written to a number of places of worship and organisations in Wolverhampton outlining our educational vision. Letters enclosed with TBSS leaflets were sent to 5 main Gurdwaras, 5 Mosques, 6 Hindu Temples, 1 Quaker Church, 12 Christian Churches, Afro-Caribbean Cultural Centre, Punjab Buddhist Society, Polish Community Centre, Kurdish Association of

Wolverhampton, Gujarati Centre, Council of Sikh Gurdwaras Wolverhampton and also the Sikh Council UK. We have received a positive response from all of these places of worship and organisations. Dates for meetings with members of these places of worship and organisations have been set with the view to involve and ascertain any specific needs and concerns these communities may have as well as to determine whether the TBSS proposal needs to be adapted in response to the feedback.

Of the appointments set to meet members of these places of worship and organisations we have met with and received a warm welcome from vicars of three Christian churches in Blakenhall and Ettingshall. A speech by one of our team members was given on free schools before the start of a Sunday service at one of the churches. Our proposal was received with enthusiasm and four Christian individuals provided their contact details expressing an interest in getting involved in the setting up of TBSS. An Afro-Caribbean Christian lady from the congregation who is a lecturer at University of Wolverhampton shared her grief regarding her son's secondary school experience in Wolverhampton. She expressed that many Afro-Caribbean children are failed by schools in particular Afro-Caribbean boys. She found TBSS ethos to be amazing and could not believe that there can be such a school.

There is sizable Polish community in Wolverhampton. A meeting with a bilingual member of the Polish Community Centre was held. Issues faced by Polish children in schools were discussed at the meeting. It was highlighted that language is the main barrier that prevents so many Polish children from achieving in schools in Wolverhampton. It was also highlighted that with there being insufficient funds and teachers lacking the knowledge and training to deal with this situation and schools are not able to provide the required support for the Polish children.

With there being a great emphasis on inclusion within the TBSS proposal, that is the school positively striving to meet the needs of different people and taking deliberate action to create environments where everyone feels respected and able to achieve their potential, TBSS would establish strong links and work with members of the Polish community to create a programme through which volunteers from the community could work with the school to aid in the education process of the Polish children. Recognising a need in Wolverhampton for the type of education proposed by TBSS, contact details of the Polish school head teacher were provided in the meeting. We were made aware that a majority of Polish parents in Wolverhampton do not speak or read English therefore we translated our leaflet into Polish for them.

Through carrying out our research we found that parents from other sections of the community of Wolverhampton also experience a language barrier problem. We have translated the TBSS leaflet into six languages for parents of these communities (Panjabi, Urdu, Hindi, Polish, Kurdish and Gujarati) so that they may also engage in the debate on what type of education they would like for their children and the choice Free Schools such as TBSS offer. These leaflets will be distributed through the places of worship and organisations within these communities.

SCHOOLS IN WOLVERHAMPTON

Letters to forty primary school head teachers in Wolverhampton including sixty TBSS leaflets per school for year four and year five students were delivered personally. Thirty one primary schools were happy to distribute the TBSS leaflets as requested. Five Roman Catholic primary school head teachers declined saying that their school policy would only allow them to promote their institution. Of the forty primary schools written to, meetings have been held with five primary school head teachers (Anand Primary School, Wood End Primary School, D'Eyncourt Primary School, Corpus Christi Primary School and Edward the Elder Primary School). All five head teachers were happy to support our Free School campaign. They agreed for a PowerPoint presentation to be given to parents of their schools. We also held a meeting with the Strategic Advisor and secretary of Wolverhampton Schools Improvement Partnership in order to introduce ourselves and the TBSS proposal in view of establishing a good relationship for the present and future. The outcome of the meeting was a positive one.

We have had three meetings with Anand Primary School (Wolverhampton) which is the only Sikh ethos school in the Black Country. We have established very good links with the trust members, head teacher and governors of Anand Primary school. We have decided not to apply to set up an all through Sikh school (5-19 years) as Anand Primary School which is a Sikh ethos school already exists in Wolverhampton. To establish a working relationship between the two schools was considered by TBSS to be of more benefit to the community of Wolverhampton in terms of greater community cohesion. TBSS and Anand Primary School are both based on the same educational philosophy and draw from the same Sikh values. [REDACTED]

LOCAL COMMUNITY GROUPS AND ORGANISATIONS

Leaflets were distributed and TBSS proposal was presented at a Blakenhall Local Neighbourhood Partnership (LNP) meeting. The TBSS proposal was also presented and leaflets distributed at two Partners and Community Together (PACT) meetings in Blakenhall and Ettingshall which are held by the local police and council. We received a positive and supportive response from each of these endeavours.

Further to this a meeting was held with two police constables at the Wolverhampton Central Police Station following a discussion regarding crime in Wolverhampton with police constables at the Blakenhall PACT meeting and at a meeting between the police and the Sikh community leaders at Guru Tegh Bahadur Gurdwara in Wolverhampton. Blakenhall and St Peter's wards in Wolverhampton were identified as being high priority areas for the police due to high levels of crime and unemployment in these areas. Ways in which the police could work with TBSS through a school liaison police programme was discussed at the meeting. A study called Police Officers in

Schools (2011) has shown that with the police working with schools a wealth of benefits can result for the police, for schools, the teachers and pupils, and for the wider community. The programme involves students understanding the law, police role and their responsibilities to the community. Through incorporating such a programme TBSS would help in reducing crime and contribute towards creating Wolverhampton to be a safe place for all to live in the present and the future.

SIKH COMMUNITY

Individual appointments were made with Presidents of five of the largest and mainstream Gurdwaras in Wolverhampton and subsequent committee meetings were attended at these Gurdwaras to present the TBSS proposal. We received overwhelming support and permission was given by all five Gurdwara committees for us to canvass for support at these Gurdwaras. A speech was delivered at each Gurdwara to the Sikh congregation outlining the TBSS proposal and TBSS leaflets with support forms were made available to all those attending the Gurdwaras. We found this to be an emotional experience. So many parents thanked us for embarking on this project for they felt that their children should be receiving a better educational offer than what is available to them in Wolverhampton both in terms of a secular and religious educational curriculum. They felt that there is a real need for such a school as TBSS in Wolverhampton.

A number of parents and children were concerned about issues of bullying resulting from the lack of understanding of the Sikh faith which they felt was either not taught at all or taught very little of at both primary and secondary schools in Wolverhampton. The issue of faith designated schools resulting in segregation within society was a concern for a few Sikh individuals. On explaining the TBSS founding principle of 'sarbat da bhalla', success and wellbeing for all, and the way in which this would permeate the whole school curriculum they felt reassured. From talking to Sikhs young and old, the results to TBSS survey and from Sikh parents registering approximately 1000 Sikh children's names in support for TBSS proposal we have found that at large the Sikh community of Wolverhampton has a strong desire for the type of educational offer TBSS is proposing. In a letter of support for TBSS the [REDACTED], Bilston makes the following points about the secondary schools in Wolverhampton,

[REDACTED]

Guru Nanak Sikh Gurdwara ([REDACTED]) and Guru Tegh Bahadur Gurdwara ([REDACTED]), the two largest Gurdwaras in Wolverhampton, in their letters of support for the TBSS proposal argue that,

“Strong values such as integrity, compassion, fortitude, hard work, service to humanity are Sikh values that help create a hardworking and caring society. These values seem to be disappearing. The British Sikh School will help to nurture such values and thereby contribute to the betterment of British society”.

WOLVERHAMPTON CITY COUNCIL AND LOCAL AUTHORITY

We sent letters enclosed with TBSS leaflets to all sixty Wolverhampton City Council members outlining our Free School proposal. As councils hence Councillors act as the eyes and ears of their local communities we felt it paramount to establish a good relationship with the Councillors of Wolverhampton. Appointments were made and surgeries attended to speak to a number of Councillors about issues regarding schools in Wolverhampton and our Free School proposal: Cllr H.S.Bagri (Blakenhall, Labour), Cllr B.Gakhal (Wednesfield South, Labour), Cllr P.Singh (Penn, Conservative), Cllr A.Photay (Tettenhall Wightwick, Conservative) and Cllr E.Mattu (Graiseley, Labour). We received a positive and supportive response from all of the Councillors we met with. We were pleased that we received support from both Conservative and Labour Councillors as this means that our school cannot be used as a political football. Cllr A. Photay (Conservative) offered to assist in whatever way needed in the setting up of TBSS. We were introduced to Cllr E. Mattu (Labour) in a TBSS meeting with the Council of Sikh Gurdwaras Wolverhampton. Cllr E. Mattu was extremely impressed with our presentation of TBSS proposal that he asked for a personal meeting with us. He feels that there is a strong need for a school such as The British Sikh School with its inclusive ethos in Wolverhampton.

Letters and TBSS leaflets providing an outline of our Free School proposal were also sent to Wolverhampton Members of Parliament: Rt. Hon. Pat McFaddon (South East, Labour), MP Paul Uppal (South West, Conservative) and MP Emma Reynolds (North East, Labour). To date we have had two meetings with MP Paul Uppal who fully supports the TBSS proposal and meetings with Rt. Hon. Pat McFaddon and MP Emma Reynolds will to be arranged in the future. Cllr Phil Page (Labour), who is the Cabinet Member for Schools, in response to having received our letter about TBSS proposal wrote to us saying, *“I am encouraged by your desire to work closely with the council.....I look forward to a continuing dialogue with your organisation and its plans”.* (Letters from Councillors and MPs are provided if required).

We have had 3 meetings overtime with members of the Local Authority of Wolverhampton, [REDACTED] and [REDACTED]. We presented our Free School proposal to the LA with the view of establishing a good relationship. The outcome to these meetings has been a positive one with an agreement for future meetings.

LOCAL RESIDENTS

Two hundred TBSS leaflets were delivered door to door within the WV2 and WV3 postcode areas which are multicultural areas of Wolverhampton and completed support forms collected. Leaflets were also left at a number of locations. Fifteen leaflets were left at each of

the following places: Wolverhampton Central Library, Blakenhall library, Blakenhall Community and Healthy Living Centre, Ettingshall Adventure Playground and Ettingshall medical centre.

Working with two marketing companies called Push Promotions and CODA we approached the general public of Wolverhampton to present our Free School proposal. As we wanted to gather views and opinions as well as support from a cross section of the local community of Wolverhampton we chose three locations in Wolverhampton where we would have access to people of different backgrounds: Wolverhampton town centre, Mander shopping centre and West Park where a family fun fair was being held. Four hours per day for five days were spent on speaking to people about TBSS, requesting them to complete a survey and to support our proposal. We found there to be a huge amount of interest from people of all types of backgrounds. Majority of the people liked the educational offer of a varied curriculum i.e. academic subjects, vocational subjects and cross curricular activities. Many felt that a large number of schools in Wolverhampton, primary and secondary, do not offer a high quality education which they felt is the right of every child. Many said that it is important for schools to offer a quality vocational programme for those who do not wish to pursue an academic route and go onto higher education. The inclusive ethos of TBSS attracted many parents to register their support for the TBSS. Questions were raised concerning the name of the school by some individuals asking whether it would be for Sikhs only, when explained that it would be for children of all backgrounds in accordance with the Sikh belief of egalitarianism they felt reassured. Canvassing for support for three, four hours per day in the three locations mentioned, 156 children's names were registered by non-Sikh parents in support of TBSS. The following represent a sample of the comments we have received from Sikhs and non-Sikhs from the local community.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]


[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



We will continue to engage with the community of Wolverhampton. In addition to the meetings arranged with members of places of worship and institutions, head teachers of primary schools and MPs mentioned above we shall write an editorial on TBSS to be printed in the local newspapers of Wolverhampton. We have plans to advertise TBSS on Sikh and non-Sikh television and local radio shows. We shall also advertise on local internet sites. We attended a Wolverhampton Inter-Faith and Regeneration Network (WIFRN) meeting where upon presenting TBSS proposal we were invited to write an article in the WIFRN newsletter about TBSS which we intend to do. A fun day will be held and spring and summer festivals in Wolverhampton will be attended to canvass for further support for TBSS. We shall continue our engagement with the community of Wolverhampton through the pre-opening stage and after TBSS opens.

The British Sikh School Survey

The British Sikh Education Trust carried out a survey in Wolverhampton after the Free School application had been submitted in January 2013. The survey was aimed at both Sikh and non-Sikh members of the community. Two questionnaires were prepared. One was given to Sikh parents and students and the other was given to non-Sikh parents and students. Both questionnaires were the same except the one for Sikh parents and students had an additional question about Sikh studies.

The purpose of the survey was fivefold:

1. To find out how, if at all, parents and students in Wolverhampton would like to see religious studies being taught within secondary schools;
2. To test our proposed academic curriculum against the local educational needs as perceived by parents and students;
3. To test our proposed vocational curriculum against the local vocational needs as perceived by parents and students;
4. To test our proposed extra-curricular activities against the local needs as perceived by parents and students.
5. To test our proposed Sikh studies programme against the local needs as perceived by Sikh parents and students.

The survey was carried out at the following locations: Wolverhampton city centre; West Park Family Fun Fair in Wolverhampton; Guru Nanak Gurdwara, Wolverhampton; The Mander Centre, Wolverhampton.

The total sample size at the time of writing was 120 parents and students. The findings have shown that there is a demand for the proposed curriculum.

The British Sikh School Survey demonstrates a need and demand for an outstanding school in

Wolverhampton. It also demonstrates that The British Sikh School curriculum offer, with its innovative academic and vocational curriculum from KS3 right through to Sixth Form, is supported by the parents and students in Wolverhampton.

We shared our curriculum plans with parents and students in Wolverhampton after they had completed the questionnaire. Here are some of the comments that wrote about The British Sikh School curriculum offer:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Consultation Plan

We understand our obligations to comply with the consultation requirements as laid out in clause 10 of the Academies Act 2010.

Therefore, if our application is approved, SSET will consult further with relevant stakeholders regarding the proposal. In addition to ensuring compliance with the Academies Act, our consultation will be an important part of the formation of our plans for the Secondary School. We hope to gather people’s views, incorporate their positive suggestions, and investigate the negative suggestions to ensure that The British Sikh School provides a high quality education that is attractive to local students and meets the demands of parents and the community. A formal consultation plan will be drawn up and be very similar to that submitted in the Khalsa Secondary Academy bid.

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.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

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.

Section F1: The necessary experience and credentials to deliver the school to opening

The Khalsa Primary School in Slough and the Khalsa Secondary Academy have been successfully established by core members of the Slough Sikh Education Trust. These same core members have now decided to form a Multi Academy Trust so that other Sikh faith and ethos schools can be supported and developed through the pre-opening phase and on an on-going basis.

If this proposal is approved, then the Slough Sikh Education Trust will change from being a single academy into a multi academy trust called the Khalsa Education Academy Trust (KEAT). This will be carried out in consultation with the EFA. Current Governors of the Slough Sikh Education Trust will become members of KEAT MAT and some of them will eventually become full time board members.

Currently all Governors of the Slough Sikh Education Trust have been involved in a volunteer capacity. All Governors of The British Sikh School will be volunteers.

The group of individuals who have setup and established the Khalsa Primary School, the Khalsa Secondary Academy have considerable experience of the key activities required for the pre-opening phase of the school. We have already successfully recruited staff, have in place admissions policies; have run statutory consultations, worked in conjunction with the EFA on acquiring and developing sites and passing a pre-opening Ofsted inspection.

This same core group of individuals will commit time and effort in helping TBSS through the pre-opening phase.

A dedicated local project manager has been identified and will be brought in to support the local group, using the project development grant, in implementing the project plan upon approval. We are in discussions with three potential Principle Designates who may be suitable for joining the core group.

We can confirm that the core group has the required expertise in the following areas:

1. Managing school finances – three individuals with a solid track record of financial expertise
2. Leadership – four individuals who have held senior leadership roles in education and other industries
3. Project management – three individuals who have successfully project managed the opening of multiple school during the last seven years.
4. Marketing - two individuals who have experience of marketing schools to prospective parents.

Further details have been provided in the Appendix.

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 Hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8 Hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 Hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 Hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	12 hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	20 hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	37 hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8 hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8 hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8 hours/week

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	We will identify a suitable person from the local community through advertising and networking
Legal	We will identify a suitable person from the local community through advertising and networking

How will we manage the distance between the Khalsa Schools and the British Sikh School?

It takes approximately one and a half hours to travel between the Slough schools and the Wolverhampton site and therefore does not present a major challenge. The groups have alternated the fortnightly project meetings between sites and this has worked well. During the pre-opening phase, there will be regular meetings held using the latest video conferencing technology supplemented by face to face monthly planning meetings held at alternate locations.

A calendar will be planned in advance so that the required attendees can take time off from work for important milestone meetings.

The dedicated project manager will provide a detailed weekly update to all that will include milestones achieved, behind schedule as well as risks and issues register.

Video and audio conferencing systems have been used currently to facilitate additional meetings when required.

Partnership working

The Khalsa Secondary team will provide the equivalent of two dedicated days per week to oversee and manage the project as members of the MAT will become part time employees and therefore will have dedicated time to support the local team.

The central team will provide the following support during the pre-opening phase

1. Project Management support

Using the dedicated project manager resource, we will construct a detailed project plan that will be based on our experience of setting up schools in the UK. The main phases will be:

Premises; Marketing and consultation; Liaison with the EFA; HR and Recruitment support; ICT design and operational plan including school information systems and Financial systems and processes;

2. Financial systems and procedures

We will use the current FMS system that has been established at KSA and make it accessible to TBSS via a private secure connection.

The standard procedures for financial governance can be established for TBSS.

3. HR and recruitment

Advice and support to TBSS for key recruitment posts of principal; finance manager; during Oct 2014 - Mar 2015

4. Marketing and promotional materials

Assist TBSS to develop the prospectus, website development; advertising campaign for school

5. ICT design and implementation plan

Once the school is open, the core team will provide back office support services consisting of the following

- ICT maintenance and support
- Access to Buildings infrastructure support and maintenance
- Financial system and regular reports
- Education system and regular reports
- DFE required reporting procedures
- Education support and advice on curriculum development

The proposing group has access to appropriate and sufficient educational and financial expertise. The core group also has the capacity and has made the necessary commitments to manage the application and pre-opening stages and to support the educational and financial operation of TBSS post opening. Experience of managing major projects at Khalsa Primary School and the Khalsa Secondary Academy and engagement with other free schools means that we fully understand the scale of work required to open and operate TBSS.

We will set up the following structure if TBSS receives pre-opening approval

- A multi-Academy trust similar to the AET Schools model.
- A central board of directors.
- A number of non-exec directors and trustees to provide support and challenge
- TBSS will be represented on the board as one of the exec directors, as will other new schools
- TBSS Governing Body will run the school on a local basis as part of the core framework

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.

Operating Structure

The existing successful Slough Sikh Education Trust will be developed into a multi-Academy Trust called Khalsa Education Academy Trust. This will be on the same basis as existing Trusts such as ARK Schools, E-ACT and Prospects Academies Trust.

The operating structure will be as follows:

KEAT Board of Directors

The legal structure for KEAT will be a not for profit company limited by guarantee. The Articles of Association will be based on the DfE model Articles. The Board will be made up of nine members as follows:

Managing Director

Finance Director

Education Director

3 x appointments from Governing bodies of local schools (based on skills rather than nomination)

3 x other Directors appointed by the Board to ensure the correct skills and expertise are provided on the Board.

The Board may co-op additional members to bring specific skills and expertise on an 'exceptional' basis. There will not be more than 3 co-optees at any one time and such appointments will be reviewed on an annual basis.

KEAT Executive Management Team (EMT)

The EMT will be members of the Board and will ensure the implementation of the strategic direction set by the Board. The team will consist of:

Managing Director

Finance Director

Education Director

Head of Support Services

TBBS Governing Body

The governing body will set the direction for the school within the overall strategic direction of KEAT. It will be responsible for standards of education, pastoral care, extra circular activities and community engagement. There will be a clear leadership role in holding the Principal and leadership team to account through robust scrutiny and

challenge. The governing body will not become unnecessarily involved in the day to day management of the school.

The governing body will be made up of eleven members, as follows:

- 6 – independent governors
- 3 – community governors
- 1 – parent governors
- 1 – staff governor

This structure aims to ensure there is a modern system of governance within TBBS, based on a commercial, rather than traditional education model. The Governing body will adopt a nationally recognised code of governance to ensure there are excellent standards of governance. The priority is to bring together a team with the range of skills and competencies to lead the school.

Representation of interest groups, such as parents, students and staff will be provided through a consultative structure rather than seeking such representation on the governing body itself. The specific skills required will include: education, finance, human resources, facilities management, special education needs, community and strategy.

A skills matrix will be developed to identify the range of skills required on the governing body, to include education, finance, human resources, facilities management, special education needs, community and strategy. All members, from each of the three categories will be appointed based on this skills requirement.

The community governors will be appointed following involvement of local community and voluntary agencies.

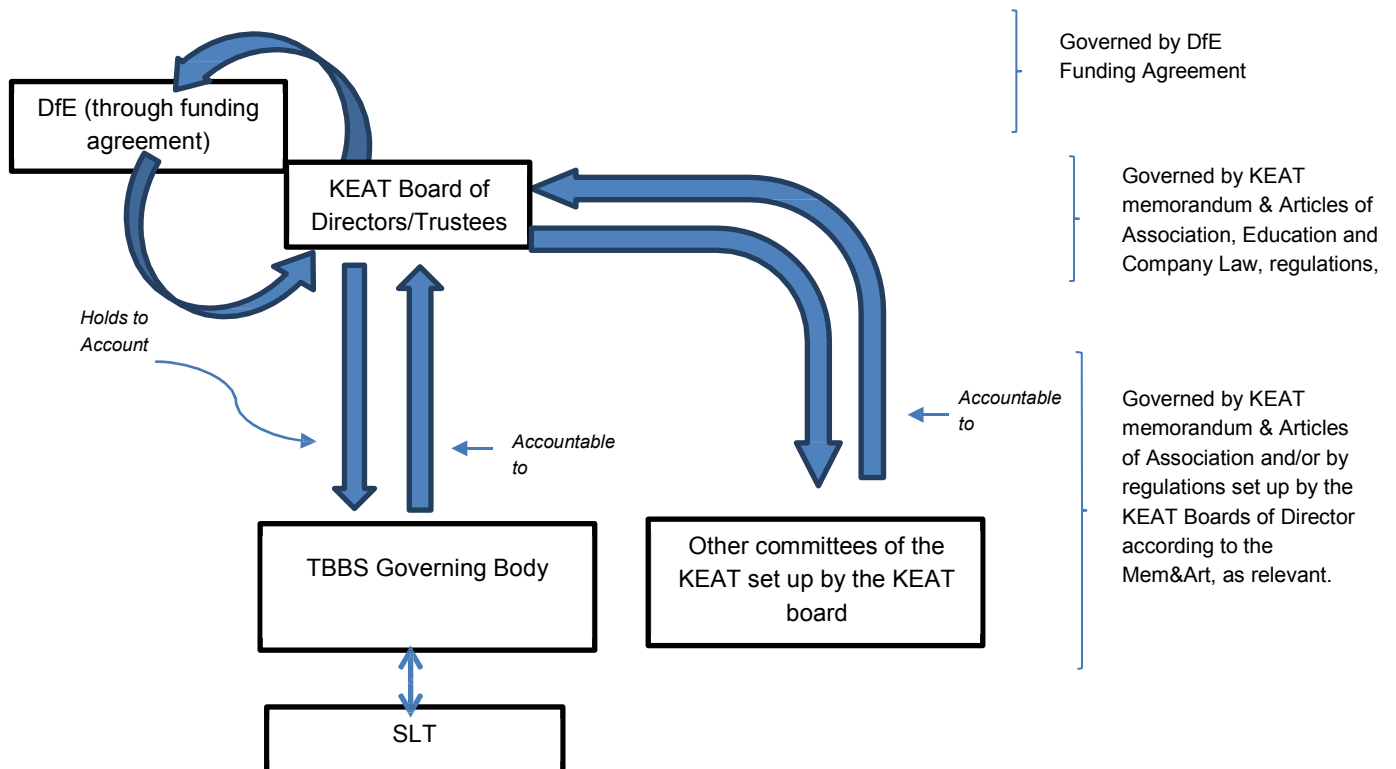
Prospective parent governors will be selected through a local election process when the school opens and they will be asked for evidence they hold core skills to become a Governor.

The 5 independent governors will be appointed following a fully recruitment process to identify people with the range of skills and expertise required

Relationship between the Board and Governing Body

The outline governance structure of the KEAT is depicted in the diagram in table 1

An accountability framework is provided for this structure which seeks to define the inter-relationships and reporting routes for each level of governance, and where relevant, how these relate to the changing role of the local authority (LA). The basis of this framework is provided for through a definition at each level of clearly defined duties in terms of accountabilities and responsibilities in relation to an agreed set of functions and outcomes.



We recognise the importance of having clarity of the roles between KEAT as the MAT and TBBS as the school operating in the Wolverhampton area. We have looked at good practice in other MATs and we will therefore provide an Accountability Framework that will:

1. Provide clarity of duties, roles, accountabilities and responsibilities of all partners is imperative for all organisations in order to secure effective systems of leadership, management and operations and to secure required outcomes.
2. The framework should be continually evolving and arising from dialogue between the partners across the MAT.
3. The frameworks seeks the following principles
 - a. Clarity of duties and roles
 - b. Clarity of accountabilities and responsibilities for actions, decisions and outcomes and who should be consulted over matters and who should be kept informed
 - c. The embedding of the framework into KEAT systems and procedures and in the way we work – such as standard operating procedures, policy statements, job descriptions and performance management at every level of activity (classroom to Board)

- d. The devolution of leadership and responsibility to the closest point of delivery, whilst sustaining a coherent set of accountabilities across the KEAT family

Core Accountabilities, Responsibilities and Duties

The KEAT Board will be accountable for the overall vision and strategic direction of schools in the MAT. It will define the high level statements of mission and vision and where appropriate consult with relevant authorities.

The TBBS Governing body has the accountability and responsibility for ensuring the overall vision and direction of TBSS in line with the vision and strategic direction of KEAT. .

The KEAT Board is accountable for ensuring that TBSS delivers the core purpose to the highest standards. The TBSS Governors will share the responsibility with KEAT.

The KEAT Board is accountable and responsible for ensuring the highest standards of financial probity are met within KEAT and TBSS. The TBSS Governors share this accountability and responsibility.

The KEAT Board is accountable for setting the direction and policy requirements for the Safeguarding of students. The TBBS Governing Body will be responsible for implementation of these policies and ensure that all relevant legislation and guidance are complied with. This also applies to promoting pupil and staff welfare and Health and Safety.

The KEAT Board is accountable for ensuring there is a comprehensive policy framework in place for all education matters. Responsibility for implementation is shared between the KEAT Board and TBSS Governors.

The KEAT Board is accountable for setting the direction and policies for the compliance with Data Protection and Freedom of Information legislation. The TBSS Governors are responsible for ensuring appropriate procedures and compliance in all aspects of data protection.

The TBBS Board and leadership team will ensure it is accountable to the community, economic and wellbeing strategies within the local authority area.

The KEAT Board is accountable for ensuring the Instruments of Governance are coherent and constitutional. The responsibility for implementation is shared between the KEAT Board and TBSS Governors.

The TBBS Governing body is responsible for the appointment of Governors, ensuring there are the correct skills and experience. The KEAT Board has the power to remove Governors from TBBS who are not meeting the required standards of governance.

The KEAT Board is accountable for overall standards of student attainment, quality of teaching, and quality of leadership. It will be accountable for performance management systems to monitor performance. The TBBS Governing Body will be accountable for this performance in the school, holding the Principal to account and reporting performance to KEAT.

The KEAT Board is accountable and responsible for the formulation, devolution and allocation of budgets to individual academies in accordance with the relevant DfE Funding Agreement, Memorandum and Articles and Scheme of Delegation. This includes the withdrawal of funding under clearly defined circumstances.

The KEAT Board is accountable for ensuring there is a comprehensive policy framework in place for all HR matters. TBBS Governing Body will be responsible for the appointment of staff, including the Principal, through the implementation of this policy framework.

The Accountability Framework covers a range of other accountability and responsibility areas and identifies those roles within the MAT that are accountable, responsible, should be informed or should be consulted. The full framework is available if required.

Partnership working in practice

The KEAT Board and EMT will set the strategic direction, provide the operational framework and systems to enable TBBS to operate at a local level. The ethos of the KEAT MAT is to enable local schools to have the freedom (and in turn responsibility) to set the local direction of the school to meet the needs of students and the wider community, whilst benefitting from the scale of economies and expertise offered through the MAT.

We are aware of the physical distance between KEAT in Slough and TBBS in Wolverhampton. However, as TBBS will be responsible for all operational aspects of the school, it is not expected that Board members and staff will be regularly travelling between bases. The use of technology for video conferencing, webinars and conference telephones will ensure there is strong communication between the central KEAT team and the local TBBS team.

There will also be a strong communications plan within the MAT to ensure the overall direction of KEAT and its members is clear. It is essential that the 'golden-thread' runs through the MAT. This will include a formal briefing structure, a strong performance reporting system and joint working groups on issues of cross educational interest.

TBBS will also use local partnerships to source specific services, for example careers advice and educational psychology as this would offer better value than sourcing through MAT partners.

Avoiding and minimising conflicts

A partnership agreement will be developed to formalise the principles set out above. The Accountability Framework will include a set of protocols which along with the scheme of delegation will ensure limitation of possible conflicts of interest. ,

It is particularly important that all parties fully understand their roles in each area of governance and leadership, an important element of the Accountability Framework. We will achieve this by ensuring all Company Members, Trustees, Governing Body, Sub-Committees and the Principal are supported with documentary guidance e.g. Governors Handbook and training from appropriately experienced legal advisors and ongoing governor training for existing governors and any new governors.

In addition effective communications will be established that enable all parties to access relevant information including background papers, agendas, minutes and other information required to perform their duties. The MIS system with appropriate controls will be used to ensure effective and efficient communication and administration. Guidance for Governors will include a code of conduct and guidance including the use of other communication systems such as social networking.

The TBSS will adopt a nationally recognised Code of Governance to ensure the highest standards of governance are maintained.

It is proposed that TBSS will set up an appointments committee that will receive nominations for governors. The priority will be to recruit Governors with the skills and experience required to lead the school. This committee will make recommendations to the company members to make any formal appointments. Potential conflicts of interest should be declared as part of this process and before any recommendations or appointments are made. Governors should also declare any interests prior to discussion of specific items and where there is a conflict of interest they should withdraw from the meeting or part of where discussion and/ or decision making could be deemed to be a concern.

In addition we will work to ensure we minimise any conflicts of interest through a robust risk management policy and strategy. The potential areas of conflict may include:

- Pecuniary Interests
- Equality of treatment of schools within the MAT
- Delegation of power
- Ofsted
- Recruitment
- Admissions
- Curriculum
- Shared services (refer to F6)

Clear terms of reference will be approved and implemented In order to further reduce potential conflict of interest. Further refinements to the model of governance will be made during the pre-opening stage to ensure that the additional capacity and capability required to govern TBSS is in place before the school opens in September 2015. The

proposing group are confident that their experience and skills set as confirmed by Ofsted will ensure that TBSS has the best possible start as a separate organisation but with the benefits of support from a well-established Trust and economies of scale from a much larger organisation.

F3 (a) Proposed governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	12 hours per week
██████████	██████████	██████████	██████████	██████████	20 hours per week
██████████	██████████	██████████	██████████	██████████	8 hours per week
██████████	██████████	██████████	██████████	██████████	8 hours per week
██████████	██████████	██████████	██████████	██████████	8 hours per week
██████████	██████████	██████████	██████████	██████████	4 Hours/week

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8 Hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 Hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 Hours/week

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
HR	We will identify a suitable person from the local community through advertising and networking and if required a local partner
Legal	We will identify a suitable person from the local community through advertising and networking and if required a local firm of solicitors.

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.

SSET currently has a strong Governing Body which was recognised by Ofsted (2008) and the DfE as ready to open Khalsa Secondary School in September 2013. Many of the SSET Trustees were also instrumental in planning and establishing the Khalsa Primary School in 2007 and rated by Ofsted as outstanding

As previously stated in F2 it is anticipated that in the first instance this outstanding governing body will support the newly formed Governing Body of TBSS. Once established it is intended to move to the model practices of MAT and recruitment of high calibre, suitably qualified governors will be of paramount importance.

Should the bid be successful, the principles underlying the recruitment and training of the SSET Trustees will be adopted by TBSS with guidance and support on the principles of governance provided by the SSET and external providers. Nominations will be made to TBSS appointments committee who will make recommendations for the appointment of governors to the members. The Members will make any appointments formally. (See F2). The proposers intend to recruit new governors with a broad skills set which will complement and enhance the strategic vision for SSET. These areas will include:

- Leadership
- Education (curriculum, learning and staffing)
- Finance/Business/Accountancy
- Legal (including employment law)
- Strategic planning
- Safeguarding
- HR/Health and safety
- Estates/buildings
- Marketing/PR
- School improvement

Recruitment of highly skilled governors will be a key task to ensure effective succession planning and outstanding Governance of TBSS.

Recruitment of Governors:

In order to attract and recruit skilled governors in the above fields in addition to using the current governors wealth of knowledge and skills in recruiting suitable school governors we will:

- Utilise local authority school governance services
- Use the personal approaches we currently have in our senior leadership team and governance
- Use membership of National Governors Association
- Contact the local school governors one-stop shop
- Place articles in local newspapers
- Approach our local employers and business contacts we currently have through TBSS core members and associates
- Seek professional bodies to recruit lawyers/accountants
- Market widely so as to attract the widest possible audience

We would expect Governors to have a range of competencies, including but not limited to:

- Commitment to the educational vision of the school (essential)
- Problem solving
- Team working
- Project management
- Risk management
- Evaluation and quality assurance
- Effective decision making
- Communications
- Commitment to the seven principles of public service

It is also intended that the some of the current Directors of SSET will be directors of SSET and vice versa to ensure consistency of practice and ensure the focus remains on the core strategic functions of:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Principal to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money well spent

We will use high quality training providers in addition to our own personal training events. It is our intention to offer the same to all new governors so they too have access to:

- Annual performance review for governors
- an annual training programme, providing a comprehensive range of courses for governors
- access to guidance, advice and information about governance issues
- a telephone helpline
- half termly newsletter
- Termly 'Briefing Notes' to sign post issues of importance to governing bodies.

In addition governor services across the Black Country administers the recruitment and appointment of governors, maintains a database of all governors (approx. 10,000) and undertakes statutory work in relation to governing body constitution and procedures. This continued help and support for new governors alongside the mentoring from our existing outstanding governors will support the implementation of outstanding governance in TBSS and preparation for the continued expansion of the MAT.

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

We are already in discussion with three key senior educationalists who could apply to become the Principal Designate once the school is approved for the pre-opening phase.

Role of Principal Designate Prior to Opening

We will expect the Principal Designate to work with the governors to ensure there is coherent leadership and strategic direction together with the capacity to plan and manage the many tasks required to open the school by September 2015. This includes working with stakeholders, the DfE and other external advisers appointed to support the pre-opening stage and to agree every aspect of the project plan to opening. The range of tasks the Principal will be directly involved in will include:

- Clarification of the vision and Education Plan
- Direct the work of others e.g. technical advisors for the accommodation, staff working practices.
- Preparation of key policies and guidance for governors, staff, pupils and others, including job descriptions, terms and conditions and performance management arrangements.
- Admissions process including management of admissions and appeals.
- Ensure full enrolment
- Recruit full complement of high quality staff ready for each year of growth
- Preparation of staffing structure, recruitment and selection, induction and key policies.
- Communications and targeted marketing strategies
- Setting standards and expectations for all staff and many others.

Role of the Principal to include:

- Provide strategic professional leadership and management in order to secure success and improvement, ensure high quality education for all pupils and improve standards of learning and achievement.
- Direct the work of senior staff and others where appropriate
- Hold the staff to account for performance
- Raise the quality of learning and teaching, and pupil achievement.
- Be accountable to the Governing Body for ensuring high quality education for pupils, for collective responsibility with the whole school community, and for contributing to the wider education service.
- Motivate and work with stakeholders to create a shared culture and positive climate.
- Ensure that strategic planning takes account and responds to the diversity, values, wider local and national agendas and experience of the school community at large.
- Establish creative, stimulating and effective approaches to learning throughout the full curriculum.
- Distribute leadership, build teams and work co-operatively within and outside the school to achieve goals and objectives.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.

Skills, abilities and attributes required by the Principal include:

- Ability to create and secure commitment to a clear vision for an effective and high achieving school
- Ability to create and maintain an ethos of excellence and endeavour that is funded on integrity and accountability
- Ability to lead and manage people to work towards common goals
- Ability to use comparative data together with information about students prior attainment to establish benchmarks and set targets for improvement
- Communicate effectively orally and in writing to a range of audiences
- Commitment to an academic curriculum, rigorous assessment and the highest standards of achievement
- Commitment to working flexibly and as required to achieve outstanding outcomes for young people
- Adaptability and embracing of innovation and creativity

Recruitment of Principal Designate

Following DfE approval to enter pre-opening we intend to initiate the recruitment of a Principal Designate as soon as possible. The recruitment process for the Principal Designate will commence within an appropriate timescale for a January 2015 start (or as soon as possible depending on the contractual commitments of the appointed person). This will enable adequate time for the Principal to influence aspects of development including facilities and buildings, detailed curriculum planning and the recruitment of appropriate staff.

The recruitment process, Job Specification and Person Specification will be confirmed following DfE approval to enter pre-opening. The process will start with the establishment of the selection panel, provision of guidance where required, agreement on the requirements of the post including Job Specification and Person Specification, the application procedures, advertising strategy and key dates. It will be important to advertise early in summer 2014 with a view to making an appointment in sufficient time for the successful candidate to give the notice required for termination of any existing contract of employment. This early approach will offer TBSS various opportunities to advertise should recruitment take more than one round. As the selection panel starts on the process we will also employ soft marketing techniques to ensure that prospective candidates are alerted to the opportunity and when the advertising is likely to appear. Experience of recruitment of Principals/Principals of other free schools has proved successful and we expect to attract a strong field of applicants and to appoint a high quality Principal Designate first time.

TBSS will appoint a Principal who shares the education vision and has the leadership skills, intellect and experience to create and maintain an outstanding school. The Principal will lead the school in the further development and implementation of our vision whilst maintaining sharp focus on the quality of provision and financial control. The appointment process for the Principal will draw upon best practice in the sector, and a suitably qualified and experienced person will be appointed to lead the organisation. Dependent on the position of the appointee it is anticipated that they will be in place by January 2015.

Draft Recruitment and Selection Process for Principal (Designate)

We expect to agree a process similar to the draft process outlined below with the DfE Project Lead following approval of our application. We plan to have the Principal in post for two terms prior to opening in September 2015 to drive forward the many tasks required. Accordingly the process of recruitment should start early enough to attract a wide field and take account of notice periods applicants may have with existing contracts of employment. We are looking to start the process during the autumn term of 2013 ready for advertising and interviews in the spring term 2014 with time for a re-advertisement in the summer term should the first process be unsuccessful. Any later would risk delaying the appointment of the Head teacher until Easter 2015 and increase the potential need for Interim Leadership. We will also enter into a process of 'soft marketing' and networking so that interested candidates will have sufficient time to consider and apply for the position. This will include targeting individuals with the required skills and experience. We understand the current requirement for this process is to be approved by the DfE and we expect to work closely with the DfE Education Adviser.

We expect to proceed through several stages in our recruitment, selection and induction process:

- **Preparation** - Clarification of education vision and brief, short listing criteria, approach to recruitment and selection required, interview planning, panel membership and necessary training including Safer Recruitment
- **Soft Marketing and Targeting**
Using networks and other techniques to alert potential candidates to the opportunity

- **Definition** - Background information, job and person specifications, producing leadership competencies, creating application pack, administration including how to apply and document management
- **Attraction** - Finalising advert and pack, contacting `relevant` media with details including key process dates
- **Selection** - Guidance for short listing panel, short listing sift, final arrangements for interview day(s) including notifying successful and unsuccessful applicants, and panel decisions/feedback, reference review
- **Appointment** - Choosing successful candidate and confirming decision (we are aware that the DfE are likely to be involved as representatives of the Secretary of State)), verbal offer, pre-employment checks, feedback
- **Induction** - Collating useful data, planning induction activities, programme on-going support and challenge functions
- **Evaluation** - What worked well and what could be improved upon and/or `headhunting` targeted candidates

Proposed Timeline

Summer 2014	DfE Approval to enter pre-opening stage
Summer 2014	Appointment Panel Selected. Soft market testing of interest.
Autumn term 2014	TES Online advertisement. Closing date for applications. Short listing. Interview process and decision Pre-employment checks. Contract and terms and condition prepared within agreed policy framework.
Spring Term 2015	<i>Repeat above process (if required)</i>
Nov / Dec 2014	Induction planning.
1 January 2015	Principal Designate takes up post.

We will ensure that the requirements for confidential handling of information required by the Information Commissioner (ICO) and individuals enquiring or applying will be fully met. The reasons for these measures include:

- Respecting the wishes of candidates who may not want others to know they are interested in or have applied for a post
- Compliance with the requirements of the ICO
- Avoidance of risk of any subsequent complaints about leakage / accidental disclosure of confidential information
- Reduction of risk in the event of any challenge to the process.

If a Principal Designate cannot be appointed for 1st January alternative arrangements will be required such as the appointment of an Interim Principal to avoid delays in preparations to open the school by September 2015.

Attracting high quality candidates

It is anticipated that prospective candidates will either be existing Deputy Head teachers looking for a challenge of Headship whilst working within a MAT or established Principals that are seeking to extend their professional development and wanting to work within a MAT rather than the more

traditional one school model of Headship. The Slough Sikh Education Trust is able to offer prospective candidates an exciting opportunity to join the trust and access to the following:

- Khalsa Primary and Secondary School brand. The successful candidate will have the benefits of joining a stable academy trust with the longer term ambition of opening further free schools for and primary and secondary age pupils. .
- The opportunity to work alongside outstanding established school leaders (LLEs and NLEs)
- A starting salary with progression related to performance.
- Reasonable relocation costs associated with the position
- Free gym membership

In order to attract and recruit the highest calibre of candidates the Principal's salary range would be appropriate and affordable whilst utilising academy freedoms offered to free schools. The approach taken to determining the salary range starts with the School Teachers Pay and Conditions Document, determination of the school Group Size, selecting the ISR and making adjustments for other factors. These factors include market intelligence on the number and strength of candidates applying for Principal posts in similar schools, terms and condition offered such as salary and benefits and local factors such as house prices and the facilities available in the local area. We are confident that our approach will attract a high quality Principal Designate. (Please refer to the financial plan templates and section G for affordability).

Section F5 Educational track record (existing providers)

As an existing provider SSET has a successful educational track record with Khalsa Primary School established in 2007 and rated outstanding by Ofsted in the most recent inspection. Khalsa Secondary School successfully opened as a new Free School in September 2013 and is on track to become outstanding within 5 years.

Capacity for School Improvement support

SSET has extensive links with outstanding providers and prioritises high quality recruitment, selection and professional development.

As an existing outstanding provider with responsibility for two schools (externally verified annually by Ofsted trained inspectors) we have the capacity and capability to support the opening of another secondary school in all areas including education and finance. All essential central services have been procured for our existing school and have the capacity to extend existing service level agreements that not only ensures high levels of quality but also provide consistency across the multi academy trust.

After extensive consultation with our stakeholders the long term vision is to create a MAT that includes outstanding education provision through early years, primary and secondary education for Sikh and non-Sikh communities. The infrastructure we have already created will enable us to realise the first phase of our growth without any detrimental impact on Khalsa Primary School or Khalsa Secondary School. This model will continue to grow and expand as we move towards our long term vision to enable appropriate levels of challenge and support to ensure outstanding provision is consistently achieved throughout the MAT.

Please refer to section F6 for shared service support details.

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

Financial Leadership

The proposing group has appropriate and sufficient financial expertise at trust level to manage the application, pre-opening stages and support the continued financial operation of TBSS through the MAT. The [REDACTED] is part of the core group and will be the lead on financial matters. (Refer to F1) This role will be supported by an established finance team from SSET.

The finance team comprises of the Finance Director, a qualified accountant, with substantial experience of education, accountancy and business analysis experience (refer to CV), a Senior Finance Officer with significant financial experience (refer to CV). The main body of the finance team has additional capacity with a number of finance support posts responsible for the day to day aspects of the financial and budgetary needs of the SSET. This established and successful team has the capacity and skill base to support TBSS during the initial stages. This will ensure that the principles of corporate business and financial strategy currently embedded at SSET will be "standard" practice at TBSS. The growth will be financed in accordance with Funding agreements (refer to later within this section and section G)

Financial Performance of SSET

The financial performance of the Khalsa Primary School has been judged and verified over a number of years by both internal and external bodies and in all cases deemed to have sound financial practices and policies and to be fully compliant with statutory requirements.

The financial team at SSET including Khalsa Primary School and Khalsa Secondary School already has financial capabilities and the capacity available to dedicate time to creating and submitting bids, applying for external funds, project management and completion of a number of significant capital and business expansion projects. These additional projects benefit the school's financial position which allows for improvements in the quality of education on offer and resources for staff and pupils such as the establishment from scratch of the successful Khalsa Primary and Khalsa Secondary Schools

Support and Challenge

Whilst TBSS will initially be led by the SSET financial team it will be essential that there will be clear lines of accountability in place immediately that will minimise any possible conflict, reduce risk and ensure that the financial oversight for each academy/free school within the MAT will be clear and transparent. Primarily the lines of accountability will be set within the new governance structure (refer to F2) that will follow the academy trust model and the Academies Financial Handbook. The lines of accountability will have appropriate levels of segregation and division of duties for all essential stakeholders which will include internal financial teams, Senior Leaders, Budget Holders and governing bodies within the MAT, both at the Board level and Local Governing Body level. (Refer to F2) Each individual school within the MAT will have the following accountability structure in place:

Multi Academy Trust (Members): Strategic direction of the MAT and legal accountability which will ensure a strong and clear collaborative link between all the schools within the MAT



Executive Board (Directors, appointed by the Members): Strategic oversight of schools within the MAT, to ensure robust challenge, consistency and implementation of best practice is upheld in all schools within the MAT



Local Governing body (Governors accountable to an individual school within the MAT): Strategic Direction of TBSS within the principles of the MAT, financial management and responsible for the day to day implementation of support and challenge, policy implementation and focused local control.



Sub Committees (selected members of the Governing body): The sub-committee will be a small group of Governors assigned to focus on a particular task or area, such as finance or personnel, who will make recommendations to LGB for decisions to be approved. For example, the Finance sub-committee is in place to ensure a more democratic control of finances and help to prevent fraud. Each committee will have a Term of Reference which will clearly indicate the responsibilities and authority of the sub-committee.



Internal Controls

Additional and impartial control is created by appointing an Internal Auditor. This role provides independent, objective assurance and consultancy activity designed to add value and improve an organisation's operations. It helps an organisation to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes. The Internal Auditor will:

- Carry out routine school audits, prioritised using a number of risk factors
- Carry out systems audits and themed audits of high risk processes
- Provide ad hoc advice on risk management, control and governance processes.



External Controls

In addition to internal controls academies are required to prepare audited, statutory accounts for the period ended 31 August for submission to the EFA by 31 December each year. This includes a regularity audit report and is in addition to the Academies Accounts Return (AAR). The accounts need to be filed at Companies House within nine months of the year end, i.e. by 31 May. In a Multi-Academy Trust there will be also be a single set of statutory accounts, but these will incorporate the activities of all member schools. Items of income and expenditure for each school will be aggregated in one Statement of Financial Activities, for presentation in the statutory accounts. Similarly, assets and liabilities of the various schools will be shown together in the Balance Sheet, but balances carried forward to the new financial year will be kept in separate, restricted funds for each School.

Risk Management

Each Local Governing Body is responsible for risk management and for maintaining a sound system of internal control that supports the achievement of policies, aims and objectives, whilst safeguarding public funds and other funds and assets for which it is responsible. A Risk Management Register will be in place that will be re-assessed on a monthly basis by the finance

team and responsible officer, quarterly reporting to the Governors finance and audit scrutiny committee and a full annual review through Governors and external auditor verification across all schools within the MAT. This will ensure individual risk is ring fenced at school level and will have minimal impact across the MAT while remedial action is taken.

Business Continuity

Each Local Governing Body will be responsible for ensuring that their school will continue to be a going concern and able to provide a flexible response to issues outside of the expected working remit of staff. A Business Continuity Plan will be in place that will be reassessed on an annual basis across all schools within the MAT. This will allow individual schools to respond to a disruptive incident, maintain delivery of critical activities during an incident and return to business as usual with minimal impact across the MAT.

Economies of scale

Whilst good value for money will be achieved during the pre-opening stage by utilising the capabilities of the core group, efficiencies and economies of scale will be a key factor once TBSS is open. Service areas that will form part of the shared service will include administration, financial, site maintenance and ICT. A shared integrated Management Information System will further ensure effective monitoring and tracking of learners. The fiscal stance of SSET prioritises investment in education and skills at all levels. The intended staffing structure has been constructed to provide a pupil teaching ratio that will enhance curriculum delivery for each Key Stage, remain affordable and appropriate given the current level of DfE funding and provide opportunities to expand and further improve the education pathways for all learners whilst being supported by a highly efficient and affordable back office work force. Although it is essential that TBSS will have autonomy to function on a daily basis it is anticipated that a number of key personnel and back office support systems will utilise a shared service programme that will ensure consistency in approach and delivery of these services. This will have a twofold benefit of embedding good practice from inception at TBSS whilst instilling a robust mechanism which provides support and challenge in appropriate proportions.

Shared Service

SSET will provide the following educational expertise, support and resources some of which will continue post opening and form part of a shared service model:

- Human Resource – SSET will provide elements of support to begin the recruitment process for a high calibre Principal Designate for January 2015 and provide subsequent support during the pre and post opening stages of TBSS. Further utilisation of existing Service Level Agreements with HR and Legal companies already working with SSET will form part of the Shared Service Model.
- Data and Admissions post - To ensure all pupil data from previous schools will be successfully transferred across to TBSS, SSET data staff will provide elements of support during the pre and post opening states. The MIS system used by SSET links with Local Authority and primary schools systems thus ensuring timely and relevant pupil data is accessed and data protection legislation is adhered to. The data service will form part of the Shared Service Model.
- Finance- the Finance team from SSET will take a lead role during the pre and post opening stages of TBSS. Initially SSET will have the capacity to provide all aspects of the day to day financial needs for TBSS, utilising academy financial software, implementing existing accounting policies and extending current Service Level Agreements.
- ICT – SSET will provide elements of existing staff to support TBSS during the pre and post

opening stages. Education and administration site licences and bespoke software will be utilised across the MAT in a shared service model.

- Site Team- The site manager from SSET will provide support to TBSS in the pre and post opening to ensure economies of scale for both schools. There will be site services located at TBSS.

From the above departments it is intended to establish a named central team in order to support TBSS during its formative years to achieve economies of scale and ensure best practice is embedded across the MAT. A shared service model will compose of both named personnel and an expansion of existing service level agreements already established at SSET (please refer to table F6). Monitoring of the shared service team will be through staffing lines of accountability (refer to section F3) internal division of duties and relevant and timely reports to sub-committees of governors.

Growth of the MAT

Funding to each of the Academies within the MAT will be allocated on an individual Academy basis, via a supplemental agreement between the Secretary of State and each Academy within the MAT. It is our intention to combine some of the individual Academy's budgets and use the money to fund shared services as permitted through the funding agreement. This will enable the MAT to achieve economies of scale and the ability to negotiate contracts and services that will achieve much better value for money than if each Academy was to negotiate individually.

F6(a) Shared services

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.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
██████████	██████████	██████████	8	██████████
██████████	██████████	██████████	4	██████████
██████████	██████████	██████████	4	██████████
██████████	██████████	██████████	4	██████████

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
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F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
The Atam Academy	██████████	██████████
The British Sikh School	██████████	██████████
The Khalsa Secondary Academy	██████████	██████████

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.

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. You must 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.

Section G1: Accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure.



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 complete the Excel application form.

Annexes

Leadership Expertise


1. [REDACTED] – Leadership Expertise

[REDACTED]

Minimum commitment: [REDACTED]

CV template	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles [REDACTED]
	[REDACTED]
	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body

CV template

	<p>membership number</p> <p>how your qualifications are maintained</p>	
<p>5.a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	

CV template		
	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

2. ██████████ – Educational and Leadership Expertise

██████████

Minimum commitment: ██████████

CV template

CV template



1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none">name of school/ organisationposition and responsibilities heldlength of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>

CV template

[Redacted]

[Redacted]

CV template

		
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5. a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value</p>	

CV template

	added scores for the years you were in post, if applicable	
5. b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and	

CV template	
contact details	[REDACTED]

3. [REDACTED] – Leadership and Premises Expertise


- [REDACTED]
- [REDACTED]
- [REDACTED]

CV template	
1. Name	[REDACTED]

CV template

2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including	[REDACTED]

CV template

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

CV template

		██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

Financial Expertise

1. ██████████

██████████

Minimum commitment: ██████████

CV – ██████████

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: name of school/	██████████

CV – [REDACTED]

	<p>organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	[REDACTED]
5. b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point</p>	

CV – [REDACTED]		
	score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]


2. [REDACTED]

[REDACTED]

[REDACTED]

CV template		
1.	Name	[REDACTED]

CV template		
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: name of school/ organisation	██████████
	position and responsibilities held	██████████
	length of time in position This should cover the last four years. If not, please include additional roles	██████████
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including	

CV template		
	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	

CV template	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>
8.	<p>Reference names(s) and contact details</p>

Educational Expertise



1. [Redacted] – [Redacted]
[Redacted]
[Redacted]

CV template	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles

CV template

	<p>including:</p> <ul style="list-style-type: none">name of school/ organisationposition and responsibilities heldlength of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">date of qualificationprofessional body membership numberhow your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including	

CV template

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

CV template

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

2. [REDACTED] - [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]


[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]


CV template

3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none">name of school/ organisationposition and responsibilities heldlength of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">date of qualificationprofessional body membership numberhow your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">the school's results for the	

CV template

	<p>years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is	

CV template

	relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

Project Management Expertise

1. [REDACTED] – [REDACTED]
[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	

CV template

5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths</p>	

CV template

	results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template

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██████████

2. ██████████ – ██████████



██████████

CV template

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████

CV template		
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	

CV template

	<p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	

CV template



		██████████

3. ██████████ ██████████
██████████

Minimum commitment: ██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████

CV template		
	<p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	<p>[REDACTED]</p>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3</p>	<p>[REDACTED]</p>

CV template		
	<p>qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and</p>	

CV template

contact details





Department
for Education

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