

Free School Applications 2012

Department for Education

London,

15th May 2011

Dear Sir/Madam,

Please find enclosed an application from I-Foundation to open an all-through Hindu Faith school in 2012. This will be the first provision of secondary school Hindu faith places in the entire country. The primary portion will absorb some of the demand directed to our current primary school which is 5-6 times oversubscribed. The parental demand for our proposal, as evidenced within our application, is overwhelming.

I-Foundation is an experienced provider of school places. We are opening a Free school in Leicester in September 2011 and also won a local authority competition to open a new primary school in Redbridge. I-Foundation envisages growing into a significant but focused provider of school places for faith and other communities as a multi Sponsor/Proposer. Building on our trackrecord of success, we are already well on our way to building a first rate infrastructure to support all of our schools in the key areas of quality assurance, school improvement, pedagogy/curriculum, admissions and financial coherence.

Our vision is to invite students on a journey of self-discovery where they will explore and achieve academic excellence, character and a wholesome sense of identity. The school will be underpinned by a personalised approach to learning, supported by a unique mentorship system which will ensure that we can cater to children of all abilities and all backgrounds.

The school's proposed location has one of the most excess demands of school places in the country. Given that there are no Hindu secondary school places in the entire country, this proposal will provide a value for money solution to provide parental choice where none currently exists.

Yours sincerely,

Registered Office

London

United Kingdom

Correspondence

, Herts.

United Kingdom

Charity No. 1105545

Company No. 05137350

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Section 1: *Applicant details*

Details of Company Limited by Guarantee
Name: Krishna-Avanti All-Through School (Working name: St. Chaitanya's School)
Company address: [REDACTED], London [REDACTED]
Company registration number: 7647112
Main contact
Name: [REDACTED]
Address: [REDACTED], [REDACTED], [REDACTED], [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors <input type="checkbox"/> and (b) any other members of the Governing Body <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
The Company Limited by Guarantee has been formed with the four members listed below. Directors/members of the Governing Body will be appointed at a later date. Further information is provided in Section 6.
Name: [REDACTED] Position: [REDACTED] ([REDACTED])
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? YES
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School: I-FOUNDATION LTD Charity Commission number: 1105545 <i>Role:</i> Parent charity which will appoint the members on to the Krishna-Avanti All-through School Trust. ISKCON UK LTD Charity Commission number: 259649 <i>Role:</i> Relevant religious body. Oversee and approve the Religious Education aspects of the school. Supporting letter is enclosed as an attachment.
If your organisation is an existing independent school: N/A

Declaration to be signed by a Company Director

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

Signed: [REDACTED]

Print Name: [REDACTED]

Date: 15th MAY 2011

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

Section 2: *Outline of the school*

Proposed school name:	St. Chaitanya's School							
Age range:	4-18							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception	60	60	60	60	60	60	60
	Year 1		60	60	60	60	60	60
	Year 2			60	60	60	60	60
	Year 3				60	60	60	60
	Year 4					60	60	60
	Year 5						60	60
	Year 6							60
	Year 7	150	150	150	150	150	150	150
	Year 8		150	150	150	150	150	150
	Year 9			150	150	150	150	150
	Year 10				150	150	150	150
	Year 11					150	150	150
	Year 12						150	150
Year 13							150	
<p>If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.</p>	N/A							
<p>Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).</p>	Yes – the school will apply for designation as a Hindu faith school with ISKCON serving as the relevant religious body.							
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	No.							
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	London Borough of Harrow or Barnet – we have identified possible sites in both boroughs and both local authorities are supportive and willing to cooperate.							

Section 3: *Educational vision*

3.1 WHY WE WANT TO SET UP THIS FREE SCHOOL

I-Foundation's aims to set up a Free school are set out below in alignment with DfE's aims for the Free Schools programme.

“Drive up quality of provision and standards – not only by the introduction of new Free Schools which are of high quality themselves, but also in other local schools”

I-Foundation is an experienced Proposer. Our first Voluntary-Aided school in Harrow opened in September 2008 and is now five times oversubscribed, with an excellent Ofsted report. Our Free school in Leicester, due to open in September 2011, is already set to be oversubscribed in its first year of operation and has been successful in attracting applications from outside the Hindu community. We have recently won a local authority competition for the London Borough of Redbridge to establish a four form entry primary school, due to open in September 2012.

Our team is comprised of a mix of senior educationalists, former local authority education directors, highly successful head teachers, teachers, parents, community leaders and business people. We believe this mix creates strong breadth and depth of expertise and will enable us to ensure that not only our own schools, but also others in the locality, will benefit. Our schools work well in cluster groups and as part of the family of local schools to ensure that there is sharing of best practice, sharing of physical resources and sharing of vision.

Our primary school in Harrow for example works very closely with a local Special School where every Friday groups of children from the SEN school come to our school to have lunch and play with our children. This experience is beneficial to both our children in developing their maturity and character in engaging with others, but also beneficial to the Special School in their children feeling part of a wider learning community and having access to improved recreational space.

The quality of teaching and learning within our schools is of a very high quality and this again is being shared with local schools. The proposed school, with secondary provision, will help in the driving up of standards by improving partnership working with local primary schools in the support of core subjects

such as literacy and numeracy. A pivotal part of our ethos is that we believe that our benefit is linked with the benefit of others – we are fully confident that supporting local schools will create a positive feedback loop that will also benefit our schools and help us all effectively deliver the Every Child Matters agenda.

“Provide parents with greater choice about the school their child attends – with the power to propose to set up their own school if they are unhappy with existing options.”

There are currently no Hindu secondary schools in the country for the over one million Hindus in the UK; there is overwhelming parental demand for such a school. This is clearly an inequitable situation that needs to be corrected urgently. We feel it is incumbent on us, working with the government, to promote equality of opportunity for the Hindu community, to eliminate inadvertent discrimination and to advance equality of opportunity to Hindu and all parents.

We have chosen the boroughs of Harrow and Barnet because this area caters for the largest concentration of Hindus in the country - well over 100,000 individuals when including neighbouring Brent.

The Free School model will also allow us to create and open up these sought after places to the broader community. We are committed to embracing the whole community; offering a high class education, accessible to all rooted in our universal faith values of integrity, respect, courage, empathy, self-restraint and humility. To ensure that the school is open to all, in addition to our own surveys and consultations, we have commissioned an independent research study to better understand the specific drivers for attracting non-Hindu pupils. One of the emerging themes seems to be around the name of the school. We are thus using a working name of St. Chaitanya’s School which finds resonance amongst Hindus and non-Hindus alike. This needs further research in the form of focus groups and testing but we will use this as the working name for the purposes of this document until a more firm decision has been made.

The reason we wish for an all through school is that in addition to addressing a shortage of places in the Secondary sector, the I-Foundation's first school, the Krishna-Avanti Primary School, is five times oversubscribed in its third year of operation. We would like to absorb some of this demand into the new school whilst also providing secondary places for the natural progression of these children.

An all-through school will also help us deliver our vision for a personalised school with strong mentorship and modelling, where all pupils and staff are both learners and teachers. We understand the issues around an all-through school with different forms of entry between Primary and Secondary phases. We believe this will increase opportunities for parents to express a preference, giving continuity of provision for those who start in Year R/1 along with an opportunity to join the school at Year 7.

“Encourage greater innovation in the education system by opening it up to a much wider range of providers and approaches.”

I-Foundation has a proven track record in providing high quality school places. Having opened in September 2008, the Krishna-Avanti Primary School in Harrow is UK's first state-funded Hindu school and has been recognised as "good with many outstanding features" in its first Ofsted report conducted earlier this year (possibly the highest grade achievable at this stage of a school's development because there were no previous SATS results at the time of inspection).

Furthermore, the inspectors said that school's capacity for sustained improvement was “*outstanding*” adding that the school is “*most capably led*”, its pupils' attainment is “*above average*” and their behaviour “*first class*”. The report also praises pupils' spiritual, moral, social and cultural development as “*outstanding*”. It says: “*Their joy in coming to school is very evident*” and the school's Hindu traditions “*support fully the ethos of a 21st century British primary where academic excellence is as important as religious aura.*”

Our approach to achieving academic excellence, character development and a wholesome sense of identity is supported by genuinely personalised learning and a unique system of pastoral care and mentorship, involving staff, parents and older pupils. The mentorship system facilitates an ongoing dialogue among and between key people, supporting each child, and each dedicated to the service of the child. This flexible, personalised approach to learning will also enable us to cater for children with specific needs; for example, the parent of one ten year old Hindu girl wishes her child to attend the new Free school because it will provide a flexible learning path for her child who is currently the best ████████ in the UK.

“Provide a value for money solution to creating new school places and driving system-wide change.”

I-Foundation now has extensive experience in managing both capital and operating budgets for schools which in itself helps to manage project risks and unexpected cost escalations.

An exhaustive site search has been carried out and the proposed options all represent value for money, and are subject of course to independent valuations. Members of I-Foundation's professional design team have carried initial site visits and analysis, reducing overall site risk. We believe the proposal thus represents good value for money in real terms.

The underlying proven demand for the proposed school also enhances the value for money offering because it ensures uptake of places. The staffing structure and financial forecasts evidence the operational and thus financial efficiencies of this proposal.

“Create an increasingly self-sustaining and self-improving system, relying far less on central government intervention and more on school leaders, teachers and parents themselves to ensure a good quality of education for all.”

I-Foundation's all-through school is being promoted by teachers, parents, local head teachers, community leaders and business people. This leadership team will ensure, through the to be appointed governing body, that we deliver the best possible solution for pupils, enabling them to excel in learning and develop character, preparing them for the responsibilities of leading a contemporary Britain.

Younger pupils would, increasingly, be aware of the love of learning by those older than themselves. Older pupils, through a structured and focused mentoring system, rooted in our distinctive ethos of care, challenge and academic and vocational excellence, would be aware of their growing responsibilities as carers and supporters of others.

The same system of mentorship will apply to staff, ensuring that our staff are themselves continuously developing. Our school will work with and partner with local community schools for collaborative and cluster working, whilst also partnering with top performing schools, including independent and grammar schools, to ensure that our aspirations and expectations for standards and the quality of teaching and learning are always appropriately high.

We want to enable students, through a broad and balanced curriculum focused on core skills and competence and confidence in language, scientific rigour and number, but also including study of humanities and the classics, to become

reflective, articulate and independent thinkers, and thus lay solid foundations for their future vocation, learning and self-fulfilment.

3.2 OUR VISION STATEMENT

St. Chaitanya's School facilitates children from all backgrounds and abilities on an experiential journey of self-discovery of both the worldly and spiritual. The School is moulded around a unique personalised approach to learning, with the long-term happiness and fulfilment of the child at the heart of everything that we do. The School has structured approaches to learning and questioning skills and a clear sense of the sets of knowledge and understanding that are central to informed, articulate and confident citizens. Pupils are nurtured and cared for in a way that builds the foundation for their high academic achievement, exemplary character and wholesome sense of identity.

What we want for our pupils:

1. Academic Excellence. We want to enable students, through a broad and balanced curriculum focused on core skills and competence and confidence in language, scientific rigour and number, but also including study of humanities and the classics, to become reflective, articulate and independent thinkers, and thus lay solid foundations for their future vocation, learning and self-fulfilment.
 - Personalised learning paths and target setting for all pupils, underpinned by faultless ICT systems, with greater subject and qualification choice, to ensure that no child is lost and, for example there are accelerated GCSE, Baccalaureate, vocational and A-Level paths for gifted and able pupils just as there are appropriate and stretching programmes of study for those who find learning challenging.
 - Individualised target setting and progress tracking via a system of rigorous intra-year teacher assessments, self and peer assessment, mentoring, reports and early interventions and support classes where appropriate.
 - Lessons focus on learning over teaching, developing learning and questioning skills to deepen knowledge and understanding.
 - Comprehensive mentorship system underpins the unique approach to pastoral care and challenge to ensure pupils are motivated and optimally engaged.
 - Staff have high expectations, with the assumption that every child is gifted and talented in some way, and each also has identifiable areas for improvement.

2. Character Development. Character underpins the success of both material and spiritual endeavours through concern for our motivation and responsibility for our actions, and so, nurturing character and conduct consistent with the universal virtues of integrity, respect, courage, empathy, self-restraint and humility will be a central element of what we do.
- Pupils challenged to think for themselves and make their own moral and value choices, within a supportive and clearly articulated framework, with the ability to connect values to character and conduct, whilst also being reflective and having the courage and humility to empathise with others and question their own choices.
 - Curricular and extra-curricular activities such as social impact programmes preparing pupils to exhibit a practical mood of humility and wider community service.
 - Foster the importance of a trusting student-teacher relationship, engendering in pupils respect for appropriate authority.
 - Pupils encouraged to adopt conscientious and balanced lifestyles that develop a sense of stewardship through their reverence for life and the earth's resources.
 - Pupils always having a voice and a role in leadership is encouraged at all levels, however, increasingly, as they mature, student voice will take its place within and around the more formal aspects of the Governance of the school.
3. Wholesome Identity. An exploration of the whole person will be encouraged through the journey of self-discovery and spiritual growth, using approaches such as yoga, mantra meditation, song, service to humanity, contemplative prayer and the study of exemplary role models, thus preparing all pupils to deeply contribute to society as responsible and loyal citizens.
- The school holds the inclusive view that all of the world's great spiritual monotheistic traditions represent the Divinity in their own unique way. The external manifestations of those traditions do, of course, differ, but the essence of a loving reciprocal and personal relationship with God is common to all. Our school will be rooted in this belief and whilst holding it, welcome all.
 - Explore spirituality and faith across different traditions in a probing and open-minded way, considering and critiquing practices, philosophies, epistemologies and faiths in ways that promote honest and empathetic

dialogue, preparing pupils to make up their own minds on issues of faith and belonging; religious and otherwise.¹

- Pupils are encouraged to develop a broad-minded worldview by acknowledging the key role of free choice and understanding of underlying philosophical systems, values and beliefs, as opposed to just the external manifestations.
- Rekindle a predominant sense of a non-sectarian spiritual identity that unites all living beings, transcending all designations related to age, race, gender, species, faith affiliation and ability.
- Emphasis on cultural trips, competitive and non-competitive sports, Combined Cadet Force and links with, for example, Sandhurst all combine to engender pupils with a positive sense of national identity.

The fulfilment of the above aims will be enabled and supported by:

1. Happy, valued and fulfilled staff. Our outstanding support staff and teachers are our greatest asset in delivering success for every child and they provide a supportive and challenging environment for all learners in and beyond the school. They go the extra mile because they want to – they are released from unnecessary bureaucracy and have the freedom to do what they do best. They are exemplary learners in their pursuit of their own continuing professional development and reflectively engage in professional discussion on pedagogical issues. All staff, including the Head teacher, are teachers: all, learners. The more experienced and AST staff will also be involved in developing their colleagues. Precept and example play critical roles in the learning process and our teachers have a prime concern for their own integrity and trustworthiness.
2. Immersed parents. Parents and families are the child's first teachers and their partnership is a crucial pillar upon which any child's success stands. The Home-School Agreement details the school's expectations around extensive home learning and the parent's active involvement in learning support, career guidance, the mentorship system, and in endorsing the school's aims and values. Whilst we understand that such an agreement is not binding, we do hope that it, along with the clearly articulated, welcoming and inclusive approach we espouse, will help all parents and families see

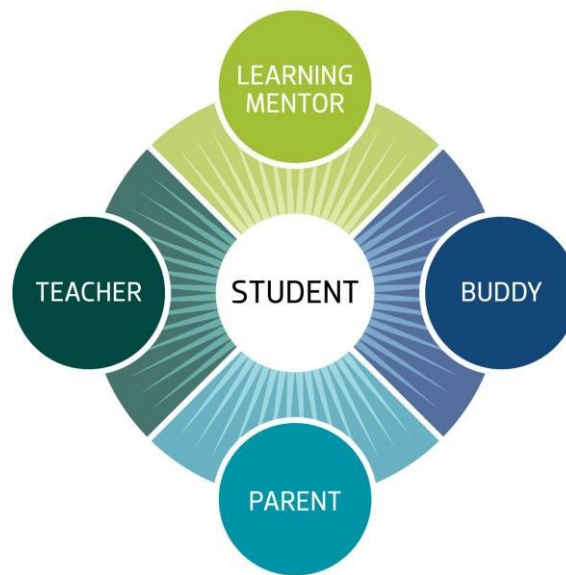
¹ This element of the school's work will become increasingly more sophisticated as the pupils grow in experience and maturity, but it will be an entitlement for all.

and understand the strong link between explicitly held, but inclusive, values and academic, personal and community success and aspiration.

3. A clean, efficient and healthy environment. Effective and efficient use of time, resources and energy are critical in enabling the school's vision to practically manifested. The school's flawless IT systems free up time for staff, enabling insightful data analysis for tracking and assessment, and support pupil organisation. The clean and sustainable environment supports the school's emphasis on improving mindfulness. The open and welcoming atmosphere and aesthetics ensure the school is a community beacon. Environmental awareness will permeate the school from sustainable energy sources to disposables. The meals will be healthy, hot, freshly cooked and vegetarian, with many ingredients grown onsite by pupils².
4. Innovative pedagogy and curriculum. We want to enable students, through a broad and balanced curriculum focused on core skills and competence and confidence in language, scientific rigour and number, but also including study of humanities and the classics, to become reflective, articulate and independent thinkers, and thus lay solid foundations for their future vocation, learning and self-fulfilment. A flexible approach to the curriculum rooted in sound pedagogy allows pupils to grow and develop at the pace and direction best suited for them as individuals and to ensure that the needs of pupils of all abilities are met. The two-year Key Stage 3 uses a collapsed curriculum to ensure a smooth transition from Key Stage 2 to Key Stage 4 and the higher Key Stages introduce greater choice in subjects and qualifications as the level of discrete teaching increases. Support classes in core literacy and numeracy are on offer for all age ranges and specialist teachers are utilised for foreign languages and music even at the lower Key Stages.
5. A comprehensive mentorship system. Pupils learn best when they are happy and secure. The school's unique mentorship system forms a support cluster around each and every pupil and grows with her as she moves through the school and support her on a fortnightly basis, but most intensely at critical junctures of subject, life and career choices. This cluster is made up of an assigned Learning Mentor, parent, teacher and buddy (depending on age) and they all collaborate to ensure the best possible outcome for each child in terms of wellbeing and engagement. All staff, where possible, are required to

² When Krishna-Avanti Primary School opened it was UK's most eco-friendly school and has numerous awards for design, culture and ecology.

be mentors, including the Head teacher, and all staff are also required to be mentored. The sole responsibility of the mentor cluster, and system as a whole, is to ensure that individual care is delivered to each and every child – where the sole concern is the long-term happiness of that child. This system leads to enhanced aspiration, motivation and achievement, and also ensures that alumni stay in touch and are involved in giving and receiving ongoing mentoring and similar support even after they have left the school.



Section 4: *Educational plan*

4.1 ADMISSIONS

Where there are more applications for places than the number of places available, places will be offered according to the 'community' and 'faith' oversubscription criteria set out below. When the school is oversubscribed 50% of the places will be offered to children without reference to faith.

After the admission of pupils with Statements of Special Educational Needs where the school is named in the Statement, priority for admission will be given to those children who meet the criteria set out below, in priority order:

Community children (non faith places) – 30 places for Reception and 75 places for Year 7

- 1) Children in the care of a Local Authority
- 2) Siblings of children who will be attending the school at the start date of the new entrant
- 3) Any other children

If the school is oversubscribed overall but undersubscribed within the 'faith' category below, additional 'community' children will be admitted until the admission number is met. If the school is oversubscribed overall but undersubscribed within the 'community' category above, additional 'faith' children will be admitted until the admission number is met.

Hindu children (faith places) – 30 places for Reception and 75 places for Year 7

- 1) Hindu children in the care of a Local Authority
- 2) For Year 7 only – children who have graduated from any I-Foundation primary school
- 3) Children from Hindu families

Tie-break

If a tie-break is necessary, priority will be given to those who live the shortest distance to the school gate (measured in a straight line). Where two or more applicants live equidistant from the school and places cannot be offered to all children, the places will be offered using random allocation in the presence of an independent witness.

Children with a Statement of Special Educational Needs

The admission of children with a statement of Special Educational Needs is dealt with by a completely separate procedure. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

Faith Places

Supporting evidence for faith places will be provided by applicants on the Supplementary Information Form. Applicants should complete the relevant parts of the form and then ask an authorised officer at their local temple to countersign the form.

In-Year Admissions

Applications for In-Year admissions are made in the same way as those made during the normal admissions round.

Interpretation of terms used in this policy

Looked after Children - Any child in the care of a Local Authority or in accommodation provided by them e.g. a child who has been placed with foster carers, as defined by section 22 of The Children Act 1989.

Family - Those individuals who live at the residential address of the parents and/or parent carers and or legal guardians who are submitting an application for a place on behalf of a child.

Sibling - A child's brother or sister living at the same address. This includes a child's half brother or sister, adopted/foster brother or sister and step brother or sister. However this will not apply where the older child will leave school before the younger one starts.

Distance - Measured in a straight line from home to the centre of the school site, using a computerised mapping system based on ordnance survey data.

Home Address - Where a child lives with parents with shared responsibility, each for part of a week, the home address will be taken as the address of the parent who receives child benefit. In cases where parents are not eligible for child benefit the address will be that of the parent where the child is registered with the doctor.

4.2 CURRICULUM AND ORGANISATION OF LEARNING

Throughout the whole of St. Chaitanya's School the curriculum will:

- Be broad, balanced and personalised; relevant to the needs of each child regardless of gender, ethnic, social and religious groups, including the most able and those with learning difficulties.
- Be rooted in its distinctive vision: a Hindu faith school, open to all that recognizes, develops and celebrates gifts and talents in every child as well as

- enabling them to gain lifelong 'Rs' for learning.³
- Offer the right challenges for each child and addresses their particular needs so that each child has an equal opportunity to succeed and be rewarded.
 - Meet the needs and interests of the full range of learners including:
 - the gifted and talented
 - those with learning difficulties and disabilities, including speech, language and communication needs
 - those who are learning English as an additional language
 - boys and girls
 - children who are in care
 - those with social, cultural, emotional and behaviour difficulties
 - those suffering from social and/or economical deprivation
 - Maintain an engaging, stimulating and enjoyable *personalised* learning school, classroom and home environment through flexibility in the curriculum organisation and approach.
 - Ensure that focused assessment for learning maintains continuity and progression by setting challenging yet realistic personalised targets.
 - Recognise the crucial role which parents and families play in their child's education and make every effort to encourage parental involvement in their child's personalised educational process.
 - Enable every staff member to cater for each child by promoting essential learning and life skills.

School day, terms and year

The school day will start at 7.30 am for those who wish to take part in the Breakfast Club. Registration and morning assembly will be at 8 am, and formal learning will start at 8.20 am. The day will end at 2.45 pm but after-school clubs, homework club, project work and activities such as community service, the Duke of Edinburgh Award, Scouts, Junior Sports Leader Award and the Combined Cadet Force will mean the day will be extended – this is increasingly true as the children grow older.

Terms and school year will be broadly in line with the local authority and other schools in the area to help encourage joint working but may adjust to a more even spread of term contact days. Lesson times will differ according to subject and will ensure that the aim of optimal learning determines the timetable.

A learning journey at St. Chaitanya's School

Each child is precious. No child will be lost. At the heart of our curriculum is the learner. Each learner will be supported by significant adults and mentors as they

³ Readiness, Resourcefulness, Reasoning, Resilient, Responsibility, Reflective

move along their learning journey. On this journey it will be readiness rather than age that will inform what each child learns and experiences. In order to help the child and her family make these learning decisions, highly developed mentoring from staff and other significant adults, underpinned by faultless data handling and understanding, will be a key note of our school. Each child will be known and their developing learning styles nurtured, challenged and stretched as they move through the school.

As an “all-through” school we seek to reflect a seamless approach to this journey but recognise that there will be a natural “break” at year 6/7 when additional pupils will join the school. However, whether the child has been with the school from Reception to Year 13 or joins at some point along the way, they will be entitled to the same high quality service.

Teaching and learning

Our curriculum will cater for the needs and interests of the full range of learners. This is achieved by:

- Promoting an inclusive ethos.
- Facilitating a broad and balanced curriculum for each child.
- Creating systems for early identification of barriers to learning for each child and participating to remove them and make adjustments to promote progress. This includes barriers outside the home where the school will collaborate with parents/carers and external agencies where required.
- Addressing the needs of identified groups of learners.

The learning mentor

In R, KS1 and KS2 learners will have one or two key teachers and support staff with whom they work. As they grow and develop as learners and move into KS3 and beyond, they will meet with more staff and adults with whom they will learn. Throughout their journey in the school, as well as these key adults and teachers, each child will have a learning mentor. The learning mentor will be their champion and act as an additional support for their learning across their whole experience of learning and personal development. Working closely with both the child and their family, the learning mentor will have the overview of their mentee and know them well. It is hoped that the learning mentor would stay with the child as long as possible through their journey, helping assure continuity, especially at key moments. Those learners who join the school at the start of KS3 will also have mentors who will work with them from the point at which the St. Chaitanya’s school is identified as their school.

The role of learning mentors is a significant role in the vision of the St. Chaitanya’s school. This significance is reflected in the status the role has and

the training received and by the ways in which this crucial role is supported by a dedicated, senior member of staff. Learning mentors will be carefully selected and trained and be drawn from the whole school community. It is expected that all adults in the school will be learning mentors. In terms of *assessment* learning mentors will play a key role supporting teachers and support staff, working with each learner and their family.

Focused Assessment for personalised learning

Focused assessments will inform appropriate targets and support for each learner. There will be active short, medium and long term assessment which ensures that:

- Every child knows how they are doing, understands what they need to do to improve and how to get there. Armed with this information, staff, learning mentors and parents can support them in that journey.
- Feedback is essential to help each child to move forward and is usually immediate, verbal or written. Each child is encouraged to evaluate their own work and develop skills of peer working and peer assessment.
- Intervention is applied where necessary and as early as possible. The learning mentor is key here.

Please see Appendix 1 also.

Target setting and tracking

Target Setting

A clear knowledge of the attainment and progress of each child enables staff, in partnership with parents and learning mentors, to develop personalised learning by setting precise individual targets for each child. Targets can then also be set for a group and the whole class and whole school.

Tracking

Targets are followed up with rigorous and regular tracking of progress of:

- Each individual child's progress within the class.
- Each group progress within the class.
- Each class's progress within the school.
- School targets.

Effective Grouping of Learners

Grouping of learners in class is carefully planned according to each child's learning needs to ensure effective learning. This is achieved by:

- Adapting the class/teaching grouping in sets, bands, mixed ability or gender. This is always done sensitively and with care to avoid any stigma being associated with setting.

- Incorporating a range of pupil grouping options in lesson to include whole class, small groups or pairs.
- Developing guided learning as an integral part of lesson organisation.

Supporting learning in and out of school

At St. Chaitanya's School parents will be expected to be fully engaged with their child's education. They will be invited into school to get involved in at least four possible ways: they will discuss progress with staff and learning mentors; they may offer their own expertise; they will come as spectators; they will have the option of further training for themselves in subjects and areas which will help them to help their children and themselves. In these ways, we will help ensure a parental and family presence in school. We believe and expect that parents who feel that they have an active part to play in their children's school and schooling will continue to support their children outside school.

We are aware that for some parents and families supporting their child through and in school can be daunting. However, we are clear and believe that all parents love and want the best for their child: we share this view. Thus, through a variety of approaches, mostly moving *toward* the parent rather than vice versa, St. Chaitanya's School can seek to engage with a significant proportion of parents and families and thus not only improve learning outcomes for children and young people but also improve adult learning opportunities and their concomitant impact on community resilience and cohesion.

ICT will be a powerful tool in supporting learning both inside and outside school. Besides using modern computer technology in school, pupils will have the opportunity to log on at home to websites recommended by the teachers of their various subjects, to take their learning further or to practise what they have worked on during lessons. This is part of personalised learning, where teachers and staff know what to recommend or set for each individual pupil, according to achievement so far, ability and preferred learning style. It may be, for example, that certain pupils would benefit more at one specific time from a written task based on material found in a textbook, rather than an internet game. Our teachers will set appropriate learning for outside of school, according to need. The development of ICT in learning is very rapid. St. Chaitanya's School is absolutely committed to engaging with and utilising ICT in all its positive guises to ensure that all our learners are confident users and manipulators of ICT as it grows in its reach and depth. The school, however, is also clear about its responsibility to ensure that all learners are safe and discerning in their use of ICT.

We will provide opportunities for pupils to visit sites of interest and relevance to

their studies outside school. As the learners mature, there will be opportunities for work related learning with partner businesses and organisations in the Harrow/Barnet area as well as further afield. These work based opportunities will actively encourage a two way flow into and out of the school on the part of these partners, staff and pupils: informing and encouraging links and mutual understanding.

Additionally, there will be opportunities for active learning away from the school site through outdoor activities, competitive sports and events such as drama, music and debating with other schools and communities. Residential trips will also include specialist immersion learning opportunities. We will embrace the Duke of Edinburgh's Award Scheme, the Junior Sports Leader Award and consider the establishment of Combined Cadet Force contingent that would give pupils the chance to broaden their horizons even further.

Qualifications

St. Chaitanya's School will ensure that every child has the evidence of success and skill that will help ensure maximum access to the widest range of learning and career possibilities. To this end the following qualifications will be offered and made available to learners at key moments in their journey through the school. St. Chaitanya's School is very clear that in guiding learners into the taking of qualifications it will be informed by a dedication to a *stage* rather than *age* approach. Examinations will be taken when the child is ready rather than when they reach a certain age thus the references to Key Stages in the table below do not indicate ages. Alongside "published" qualification would sit the informal continued assessments that lie at the heart of the mentoring process as well as more formally diagnostic assessments in KS3, 4 and 5 such as MidYis, Yellis and ALIS, the CEM centre tests (Centre for Evaluation and Monitoring) developed by Durham University. Whilst we have not made decisions about whether we would use these specific assessments, we would use any useful diagnostic tools that highlight learners' different and preferred approaches to learning. Tools that help all those support the young learner make the best of their skills and abilities and that help highlight underperformance and barriers to learning.

Stage	Qualification	Diagnostic (examples only)
Reception	Baseline testing	
KS1	SATS	
KS2	SATS	
KS3	GCSE and vocational courses	MidYis
KS4	GCSE, AS and A2, NVQ	Yellis
KS5	AS and A2, NVQ, OCHS, School	ALIS

	diplomas, year 0 University courses	
Parent/Family	All of the above	

Curriculum Models

Pupils in Reception, Key Stage 1 and 2

The National Curriculum will be followed consisting of core and foundation subjects as well as Religious Education, Sanskrit, PSHE and citizenship. The National Numeracy and literacy Strategies and the Primary Curriculum will be used to plan a personalised and creative cross-curriculum plan that fits the needs of each child in Key Stages 1 and 2.

1 hour for lunchtime

30 minute breaks

1 hour and 35 minutes per week for Assembly and/or Collective Worship

Key Stage 1:

Subject	Time allocation
Mentoring time	50 minutes
English (Literacy)	5 hours
Maths (Numeracy)	5 hours
Science	2 hours
ICT	1 hour and 50 minutes
PE	2 hours
History	1 hour
Geography	1 hour
Art	1 hour
Design & Technology	1 hour
Music	1 hour
RE	1 hour and 30 minutes
Sanskrit	30 minutes
PSHE/Citizenship	Integrated
TOTAL TIME	23 hours and 40 minutes

Key Stage 2:

Subject	Time allocation
Mentoring time	50 minutes
English (Literacy)	5 hours

Maths (Numeracy)	5 hours
Science	2 hours
ICT	1 hour and 20 minutes
PE	2 hours
History	1 hour
Geography	1 hour
Art	1 hour
Design & Technology	1 hour
Music	1 hour
RE	1 hour
Sanskrit	30 minutes
Modern Foreign Language	1 hour
PSHE/Citizenship	Integrated
TOTAL TIME	23 hours and 40 minutes

Key Stage 3

National Curriculum as well as Religious Education, Classical Studies, Critical Thinking, Sanskrit and MFL.

1 hour for lunchtime

30 minute breaks

1 hour and 35 minutes per week for Assembly and/or Collective Worship

Key Stage 3:

Subject	Time allocation
Mentoring time	25 minutes
English	4 hours (including Drama)
Maths	4 hours
Science (Biology, Chemistry, Physics)	3 hours
ICT	1 hour (and further time integrated)
PE	2 hours
History	1 hour
Geography	1 hour
Art	1 hour
Design & Technology	1 hour
Music	1 hour
RE	1 hour
Sanskrit	30 minutes
Modern Foreign Language	1 hour

Classical Studies	1 hour
Critical Thinking	1 hour
TOTAL TIME	23 hours and 55 minutes

Key Stage 4 and 5

To be determined. These classes will in 2014 and so detailed plans will be made after consideration of the intake in 2012/13. However, the vision of the St. Chaitanya's School with an emphasis on personalized pathways will continue and grow through KS4 with increasing opportunities for learning to take place off site and with a variety of providers. At all times there will be an emphasis on preparing young people for a fulfilled and creative life that balances the intellectual and the practical: the self and the community. We would expect a natural move from KS4 to KS5, again with varied, personalised pathways and an expectation of further study or training after 18 whether from within work or at a dedicated provider of FE/HE. In all cases, the role of the Learning Mentor will be key to success. Additional support and learning will take place around work placements, shadowing and interview techniques. The school's network of partners in trade and industry, but also within the third sector and amongst parent contacts, will open many doors to work placement opportunities.

Special Education Needs

The St. Chaitanya's School's ethos recognises the rights of all our students to enjoy equal access to learning and to be part of the School family. We see students with SEN as part of the continuum of valued individuals within that school family. St. Chaitanya's School's SEN policy will ensure that provision is in place for all children with Special Educational Needs (SEN) and/or Learning Difficulties and Disabilities (LDD) seeking admission in the school.

In order that the policy is implemented effectively, the school will introduce a SEN Governance Framework which will include information, process guidelines, plans and training schedules required to meet the School's SEN policy objectives. Furthermore, the governing body will continually improve and evaluate the framework to meet the needs of children with special needs and their parents.

In developing and continually evaluating the SEN Governance Framework, the Governing body will appoint a SENCO to coordinate and take responsibility for the day to day management of the School's Special Needs provision and HLTA (High Level Teaching Assistants) to coordinate the work of the Teaching Assistants.

The SENCO will work closely with parents and other stakeholders and agencies, ensuring that the school not only meets its statutory obligations and requirements but ensures that teachers are supported to enable them to provide the very best educational experience for all our students. We will ensure that:

- Parents are kept fully informed via School Action Plus cycles.
- Parents are active partners in Annual Review of Statements of special educational needs.
- Pastoral support is provided as required.
- Curriculum planning and activities are inclusive to all children.
- The School's Asset Management Plan is adapted to enable all children to have access to learning.
- We work closely with outside agencies to ensure the pupil's needs are met.
- Where appropriate, IT is used throughout the school to enable inclusion
- The School's MIS system is used by teachers when planning differentiated work for their classes.
- Staff CPD is continually updated to ensure best practice.

4.3 THE ORGANISATION OF PUPILS

The organisation of pupils in Reception will be according to age and in-class grouping by ability and need, carefully carried out by the classroom teacher and key staff especially for core numeracy and literacy. This model will facilitate targeted interventions, cooperative learning, support classes, stretch work for the more able and will remain flexible and short term to ensure there is no stigma attached to sets and that the teacher and assistants are able to move children around as required. The House system will be operational but will be used primarily for organising competitive sports and the mentorship system. Classes will be a maximum of 30.

The organisation of pupils in Year 1 through Year 6 will be similar to Reception but progressively more developed to enable greater and greater peer assessment and group/paired working in classes of 30. Staff will have the ability to change working groups such that there is a mix between ability and mixed ability working – understanding that children learn much from being stretched but also from helping teach less able friends. The House system will be more fully developed and implement a buddy system. This system to support pastoral care and extracurricular activities will be embedded from Year 1.

The House structure will continue through the upper years. Class sizes will be a maximum of 25. Key Stage 3 will be a two-year programme with a cross-curricular approach facilitated by year teams, to ensure that we have as smooth

a transition from Year 6 as possible; this transition being particularly important for Year 6 pupils from other schools. These year teams will meet regularly to review the performance of pupils across the full range of subjects. This close collaboration will facilitate getting to know children very well, bringing in the different viewpoints and expertise of the various teachers, and thus will empower us to best serve each child's interests. Having multi-faceted teacher focus on each pupil increases a pupil's accountability for her own progress.

Adoption of the year team model in Key Stage 3 will allow the development of cross-curricular themes. Teachers will collaborate with colleagues and plan the linking of subjects, thus making the transition to secondary learning less fragmented. Learning complements learning: History, Geography, R E, Literacy, Ethics, Modern Foreign Languages and Art for example naturally come to mind when one thinks of the example of Dietrich Bonhoeffer, the German pastor who fell in love, plotted against Hitler, wrote poetry from his prison cell and went serenely to his tragic execution in Flossenbürg just before the end of World War II. His statue stands above the West Door of Westminster Abbey, with those of nine other 'Christian Martyrs of the 20th Century'. Combined, multi skilled and collaborative approaches to KS3 would cluster around topics such as this. In all cases, every child would use their journey through the topic, mapping and developing skills and knowledge. Our team of teachers will deliver inspiring lessons for our pupils, drawing on colleagues' expertise. This sharing of ideas and mutual help and collaboration, along with freedom to explore their own strengths, will increase the happiness and well-being of our teaching staff.

Turning to a contemporary American model, we find flexibility of study groups. When choosing a new study subject, pupils in Key Stages 4 and 5 may be grouped together with pupils from a different Year. We will build into our timetables the flexibility to allow grouping by aptitude rather than by age. This fits in with the Assessment for Learning agenda, 'Curriculum Entitlement and Choice'.

In addition, we will ensure that high achievers can undertake a Fast Track route to their examinations.

4.4 PUPIL DEVELOPMENT AND ACHIEVEMENT

We define the success of St. Chaitanya's School as being measurable for each student (the microcosm) and for the school as a whole (the macrocosm). Throughout the process of 'forming' our students, if we use the word in the sense of the French 'formation', all involved are accountable. Our Governing Body is ultimately held accountable for the success of our Free School, but we expect all partners to deliver: parents, pupils, learning mentors and all staff.

Each student also takes responsibility for and ownership of their own learning by their active participation in the learning, evaluation and target setting processes.

We will ensure that pupils have good reason for motivation, by providing them with a range of subjects to study in pleasant surroundings, in a planned and structured way, helped by expert staff and adults (and, as the school grows, older pupils) who know the pupils and their needs well, supported by ICT facilities and other resources. Each student will be expected to work responsibly and seriously, in a way which fosters the progress of all.

Success will be shown by the presence of a purposeful atmosphere which promotes learning in every classroom. Pupils will be absorbed in learning, and stimulated not only by lessons offered there and then, but also by the 'follow-on' activities indicated by their staff, for those who have developed a particular passion for or interest in a subject or theme. Success will be shown by each student being confident that their adults know them, can guide them well in their learning and shows an interest in them outside of the classroom – both as people and also in respect of the additional progress they make as a result of extra work they might do in an area of learning.

The St. Chaitanya's School site will be scrupulously clean and visitors will comment favourably on the atmosphere. We will deem it a measure of success if our students show respect not only to staff but to each other and to all people in school – whatever their "status" or position.

Our Key Stage 1, 2 and 3 National Curriculum Levels, and our GCSE, vocational and A Level results will reflect academic success. Our success will also be measured by every one of them successfully transitioning into university, vocational/technical training or directly into the work place. Delivering on our vision, these successes will lead the school to be heavily oversubscribed.

We will manage the transition from Year 6 to Year 7 such that we eliminate potential regressions or dips in learning. A smooth transition from other primary schools to our Year 7 will also attract pupils from other primary schools whilst also ensuring that they 'hit the ground running' in Year 7. Some of the strategies we will employ are:

- a) Visit local primary schools at the end of the spring/start of the summer term in Year 5 to meet potential students. This will help establish links with these schools and allow pupils to meet their future staff and significant adults. It

will also help us gather data and other information about each student and understand more about each individual.

- b) Begin certain courses of study in Year 5/6 in key partner primaries so there is overlap of style and provision between Year 5/6/7.
- c) Invite staff of key partner primaries to teach in Year 7/8 and vice versa to emphasise close working and develop shared approaches and expectations.
- d) Taster days. These will help set the culture of the school, introduce key members of staff and provide an opportunity for teambuilding and making friends. This will also allow staff to refine student data and identify strengths and areas of improvement for planning purposes.
- e) Additional and separate Taster days for vulnerable children. This will help build positive and trusting relationships with vulnerable learners, allowing them to be the focus and explore the school at their own pace. It will also allow staff to plan specific strategies for these pupils.
- f) Pupil visits. Small groups from our Year 9 may accompany teachers to the primary school visits and run groups and answer questions about the school for prospective pupils and their parents. This will allow Year 6 students to ask questions to fellow pupils and also provide a unique leadership and confidence building exercise for our Year 9s.
- g) Incoming pupils will be asked to bring samples of their work with them. This will help teachers in target setting and progression tracking. A learning journal can then monitor improvements over time.

We aim that our students develop spiritually during the time they are with us, which should fit them for life in a multicultural, modern Britain. The example set by staff, underpinned by the essential principles of Hinduism and those of other World Religions will help to inspire and guide our students. By providing a safe, non-sectarian and nurturing environment, we hope to turn out secure, confident young men and women who have respect for those of whatever faith or none. We will do all we can to equip our students with the faculties to make informed choices according to their own nature and conscience when deciding whether to follow a faith or not, and to what degree.

Pupil development and achievement will also be enhanced through parent workshops on how they can best support their child. This is especially relevant during exam times, but it is our experience that parents become enthusiastic to play this role when they are properly informed and equipped. This approach will also potentially help address any behavioural issues.

4.5 BEHAVIOUR AND ATTENDANCE

Every person in St. Chaitanya's School will share the vision of learning for all. Expectations are high for every student. Regarding discipline, it should be

maintained so that learning can take place. In each lesson there will be a purposeful atmosphere. This will be attained by recruiting first rate staff, and by recruiting a first rate Senior Management Team to monitor, encourage and support them. A member of the SMT will also be at the gate in the morning to receive and welcome children and their families.

Pupil engagement and absorption in the learning material will be ensured by planning for the needs of each individual pupil – staff will ensure that all achieve the best of which they are capable. This includes the proviso that pupils' talents differ. We aim offer a broad curriculum and to cater for pupils of all learning styles and talents to ensure they are engaged and excited about coming to school.

Whilst clear about its legal status, our Home – School Agreement will state the need for an understanding of and sympathy with our distinctive ethos and all that emanates from it. This ethos emphasises mutual respect and understanding and a love of learning and a joy in life. In school terms, these are often manifested and measurable in attitudes to behaviour and attendance. If appropriate behaviour and excellent attendance are not forthcoming, an in-depth discussion will be entered into to understand the underlying issues (which may include concerns such as bullying) to ensure that parents and pupils are brought on board. The learning mentor will be a key partner here as well as peer mentors. An EWO may also be involved and on site as required.

I-Foundation's Krishna-Avanti Primary School in Harrow has "first class behaviour" as reported by Ofsted. Attendance is always kept above the local authority target through a zero-tolerance approach to unauthorised absences, a firm policy on attendance and on bullying, and clear expectation setting with parents. This same approach and expertise will be employed at the St. Chaitanya's school.

Parents are informed of the school's attendance and punctuality expectations well before they join the school and this message is reiterated throughout the school literature. Parents will be encouraged and supported in their role as co educators in this critical area through regular meetings, workshops and information exchange.

Importantly, building on the experience at Krishna-Avanti Primary, the school will regularly discuss (with both parents and pupils) the potentially damaging effects of tardiness and absence. There are however, instances when prolonged absence is sadly unavoidable, such as due to hospitalisation of the student. In such cases we will be able to offer access to material on the school's

Virtual Learning Platform so that when the student is in a more healthy state, they are able to take up some elements of their school work and have a dialogue with their teacher.

4.6 COMMUNITY ENGAGEMENT

The school will work hard to reach the more difficult to reach segments of our community. Safer neighbourhood teams, local youth groups and social welfare groups provide an important source of insight into community and young people issues in deprived areas and these will be important links. Child and adolescent mental health services, youth centres, safer neighbourhood teams, places of worship, art/drama centres, theatres and special education services in both Harrow and Barnet have also been consulted – particularly in the deprived areas around the proposed sites. Many of them have already spoken at length with us about the issues they face and we have discussed areas of possible future partnership working. They will of course be included in future consultations and relevant policy making.

Parents will be invited into school regularly; there will be an expectation set out in our Admissions documentation that parents come into school a minimum of once every half term to meet with teachers regarding the progress of their child in his/her various programmes of study and/or to contribute particular expertise of their own to the educational experience of the School community. Just as we will personalise learning for every child, so also do we expect a personalised contribution from each family. We believe that this is a powerful way to motivate children, to increase their sense of comfort in school and their sense of ownership of the school environment. Parents will be able to drop in for informal sessions where they can view their child's work and make comments. They will also be invited to weekly assemblies.

Twilight lessons offered to parents and families in such subjects as may be thought useful. For example, many parents today consider themselves unable to participate in and help with their child's MFL homework because they do not have knowledge of a particular language. Or perhaps they don't remember the Science experiments they did at school. Arrangements will be made for parents and families to update their skills if they wish to, thus making learning a truly family-orientated experience.

In areas of study such as of English, History, RE and Geography, we expect people from our wider local community and from our and other faith communities to make a valuable contribution. For example, a family may have experiences relating to a historical event; they may bring their late grandfather's or great-grandfather's medals to school to add another dimension to the History

syllabus. In another case, a family might have lived abroad and be able to give pupils first-hand descriptions and show pictures of the weather conditions in a Geography lesson. We have links with Jewish, Christian and Islamic schools and groups and we will engage with them in active support for RE and related cultural activities and learning.

Drama and the Arts will be a powerful focus in St. Chaitanya's School. Parents and families will not only be spectators of their children's work, but also contributors. The St. Chaitanya's school Arts programme will be fully inclusive. Our team of pupils, families, carers and teachers will visit neighbouring schools to share our themed dramas.

A Combine Cadet Force contingent will be part of the programme of support, sport and complementary activities offered by St. Chaitanya's school. This will help encourage our pupils to respect and take a full part in some arm of the British Armed Forces. In this way links will be forged with other schools. I-Foundation has already begun to visit and liaise with Sandhurst and leading officers have expressed a willingness to participate.

Study of the Classical Civilisation of Greece and Rome will form an important part of our curriculum from Year 7 onwards. Through this pupils from all backgrounds will be helped to understand that we who live in the West have our society rooted in the Classical World. These comparisons will help pupils understand the Western world we live in and also to have empathy with those from other cultures today.

As a minority faith group, we believe it is extremely important that we are able to integrate and attract applications from outside of the faith. To ensure this, we will undertake several strategies (others covered in Marketing and Vision sections) including making the morning worship all-inclusive. We uphold traditional values of honesty, integrity, moral courage, generosity, humility, empathy and so on, but we see that they are not only manifest through our own faith, but also in other faiths and in those who profess no faith at all. We intend to structure our Assembly / Thought of the Day around morally uplifting stories taken from our own faith and other faiths, promoting awareness of the values shared by all members of our School Community, and indeed by all members of the human race. We wholeheartedly desire to share this methodology with applicants from other faiths or with no faith. The school will keep a record of the impact of our Thought for the Day with a Day Book, which will be passed to a different pupil each day to record his / her thoughts about the offering. In this way we will monitor whether our non-Hindu pupils feel included and represented. We will encourage pupils to give the Thought for the Day, and to

lead the Prayer for the Day.

The local authorities of both Harrow and Barnet are supportive of our plans. We have enclosed, as attachments, letters of support from the local MPs – further letters from Bob Blackman MP and Theresa Villiers MP will be sent directly to DfE.

We have also very developed links with local schools and will be working in close partnership with at least Haberdashers and JCoSS (Jewish Community) Reception and Year 7 for both 2012 and 2013 exceeded their quota stops – 60 for each year of Reception and 200 for each year of Year 7. Appendix 2 contains a list of postcodes for each of these demand lists up to the quota stops provided. There are a small handful of registrants who are outside what would be a normal catchment area; these individuals were contacted and confirmed that they would move into the area for the proposed school and so were left on the list.

a) The demand for rising five (Reception) places is self-evident; the current Krishna-Avanti Primary School is 5 times oversubscribed. The proposed school will be able to absorb some of this demand. However, further to that clear demand, we have had additional registrations of interest for the proposed school – please see Appendix 2. It is very clear that the Reception intake, in its very first year, will already be heavily oversubscribed. Additionally, the new Free School will have a broader appeal due to a more open admissions policy and so will attract applications from the non-Hindu community; adding further to the demand.

b) The demand for Year 7 in September 2012 and September 2013 was tested during a 3 week sign-up process. During these 3 weeks, we received well in excess of 180 names for both 2012 and 2013 – indicating that the school will be heavily oversubscribed in this intake also – please see Appendix 2. This does not take into account the children from the Krishna-Avanti Primary School in Harrow who will progress to Year 7 in the new school.

As part of our process we requested information on household income. This was to ensure that we are reaching all parts of the community. It was interesting to note that ~20% of parents had total household incomes of less than £20,000, and cumulatively ~45% from those with total household incomes less than £30,000. It was also encouraging that ~8% of interest came from non-Hindus at this early stage.

This positive response within only a 3 week period, with no media or advertising expense, indicates the great popularity the school will enjoy. The sign-up process was stopped early because the target number of 180 was exceeded for each year group, but we are confident that we could comfortably exceed this by a factor of 3 or 4 before September 2012 further to an extensive marketing drive.

This proven level of demand de-risks the project significantly and will secure value for money by eliminating any budgetary shortfall due to unexpected surplus places.

Attracting disadvantaged and non faith based applicants

As part of our open and inclusive ethos, we are keen to ensure that we attract applications from the non-Hindu community. The current expressions of interest evidenced ~8% being from the non-Hindus. However, we are keen to open this up more. In order to facilitate this, and to ensure the removal of any bias, we have commissioned an independent survey by Research Now. This survey targeted parents of pupils currently in Year 4 and 5 (our target audience for Year 7 entry in 2012 and 2013) and asked them questions about the ethos of school, the name, branding, household income, ethnicity, religion and contact details. It has provided some critical information on what features of the school will help us attract and reach out to the non-Hindu community. This includes a possible renaming of the school; the school name could itself present a barrier to entry for potential parents if they feel it is too 'alien'. This survey will be followed up by focus groups should the proposal receive support from DfE. When complete, the survey will of course also provide us with a great deal more names of non-Hindu potential applicants.

A special endeavour will be made to attract pupils from deprived or disadvantaged families. We will reach out to the deprived and disadvantaged through a range of strategies that we have found to be highly effective. This is a very important area for I-Foundation from both a faith and social perspective. It is also why we have included the question of household income within our survey – we received a large number of registrations from both deprived and

disadvantaged families, providing some positive reassurance that we will be able to address their needs.

a) First and foremost, the school will create a genuine mood and environment where all prospective pupils and parents feel welcomed and valued – regardless of background, faith or ability. This will ensure that whatever strategies we put in place for attracting such pupils are not just paper exercises but actually work in bringing them into the school family.

b) All school policies will consider the deprived and disadvantage when deciding upon uniform, meal prices, subsidies for school trips, resources, after school clubs etc. The aim will always be to ensure that no person be left out or feel they cannot participate due to cost.

c) The current intake for Krishna-Avanti Primary School has a significant level of pupils on free school meals, varying from 12% to 20% of the pupil population. It is likely that a similar demographic will be seen at the proposed secondary level.

d) The proposed school will work closely with local primary schools and nurseries with pupils of deprived or disadvantaged families to ensure that they know that the proposed school is an option.

e) Facilitating local youth groups (e.g. scouts) will also increase visibility of the school.

f) Monitoring of levels of key indicators (e.g. level of FSMs, household income, postcode demographics) so that the school is aware of any potential shortcomings.

g) Strong links with social workers and local authority intervention agencies to ensure that they are aware of the school and can recommend to parents.

h) Local authority links for referral and recommendation to community, youth and resident groups.

i) Regular onsite community events, open days and surveys, accompanied by personalised outreach visits to resident groups and community groups because not everyone will come to us until we have their trust.

Our recent experience in the London Borough of Redbridge (where we won over a local authority bid and another faith group) prevailed because of our inclusive approach. In fact, over 1,000 non-Hindus (and 10,000 Hindus) voted

for the school, evidencing this wide and broad appeal that is now documented by the Office of the Schools Adjudicator in their judgement. Similarly in Leicester, our new Free School will cater to the needs of Hindus and non-Hindus alike.

Shortage of places and deprivation

Both Harrow and Barnet are suffering from an acute shortage of places in their Reception and Year 7 years.

Harrow has 10 secondary schools, facilitating 9,306 students. 80% of the secondary schools are cited as being 'full or have pupils in excess of school capacity' thereby demonstrating the demand and need for additional secondary school places in Harrow. Within the whole of England, Harrow has the highest percentage of pupils in excess of secondary school capacity - at 12.7%. Harrow has only last year transitioned from a structure where Year 7 was taught in their primary schools, to now where Year 7 is incorporated within high schools. All Harrow high schools have now also incorporated sixth form facilities. These significant changes have meant that high school capacity has been stretched to the limit. However, even though a full year was removed from their primary schools, Harrow have been shocked by the rocketing applications for Reception Year, so much so that they needed to introduce an emergency bulge year class within 10 Harrow primary schools to just scrape by. This situation cannot continue, and even after expansion of their existing primary infrastructure, the number of primary places will not be sufficient to keep pace with demand.

Barnet has a similar problem at both Reception and Year 7 levels. There has been tremendous community pressure to increase the number of places at both levels. The Barnet problem has been compounded by the fact that two high schools local to the proposed sites for the new school are rated as Satisfactory.

The concerns above are further compounded by the boroughs having to cope with new immigration, refugees and asylum seekers with many children having EAL. There are significant (and often misunderstood) pockets of deprivation in the area reflected by high levels of free school meals. The proposed school, with its strong community links and insight into immigrant communities, will be at an advantage in serving these hard to reach and often underserved segments of society.

Brent, from where we also expect to draw pupils, is ranked 58th out of 354 on the local authority national deprivation index. The wards of Carlton, Stonebridge, St Raphael's, Roundwood and Harlesden are in the 10% of most deprived UK wards. Taking into account the pockets of deprivation throughout

the borough we have already made connections with different community organisations in order to understand need and raise awareness for the school. This work will be furthered after should the proposal receive approval.

5.2 CONSULTATION AND EQUALITY OF OPPORTUNITY

A broad and comprehensive community consultation has already begun, to include local schools, community groups, youth and social welfare agencies and different faith communities. Prior to this round of consultation, we have been engaging with both Harrow and Barnet local authorities and hundreds of relevant organisations and schools for over six years in order to establish a Hindu all-through school. The demand is overwhelmingly obvious but the limitations of site and capital funds have proved significant hurdles.

If approved, the Trust will continue our extensive consultative process, well beyond statutory requirements, to ensure that we have consulted openly on a range of issues such as:

- Planning, site and development plans (including transport, green travel plans and site access).
- Local needs and requirements (including incorporations to the vision and ethos of the school).
- Local school cluster group needs (including facilities use).
- Admissions arrangements.
- Parental demand is well established but further data gathering from the potential parent body and make-up to ensure that we have reached the deprived and disadvantaged as much as possible.

Our process of consultation will include:

- Letter invitations to open days held in local community halls and local primary schools (including our own).
- Personal outreach meetings with schools, resident groups and key community and social welfare groups.
- Advertising in the local papers and gazette.
- Website and social media presence fully developed.
- Online response requests.
- Ongoing local authority meetings.
- Public exhibitions held over two days on an all-day drop-in basis.
- Follow-up meetings and focus groups as and when needed.
- Local authority presentations and meetings.

Our consultations are circulated extensively, including over 100 local community groups and organizations, all local schools, surrounding faith schools, colleges and higher education institutions, resident groups and social welfare groups. Very often the local authority has been keen to facilitate our consultative process by introductions to groups and sharing contact information or making direct introductions. Additionally, we have a database of over 3,000 local parents on our database that we will include.

For example, for our Leicester school (which is only a primary) I-Foundation held a city-wide consultation with several public meetings and sent 30,000 letters to households across the City, in addition of course to the more usual community, schools, local authority and residents meetings.

Having received the consultation responses, the Governing Body will meet to discuss the insights gathered. This new information could inform a wide range of decisions, for example, adapting admissions policies, highlighting a need to reach out to certain sections of the community, informing the choice of adult education/community use/extended care etc that the school decides to offer. We would then, where appropriate and necessary, seek to establish follow-up correspondence and meetings on unresolved issues.

5.3 MARKETING STRATEGY

Elevator Pitch

- Present the school's vision of being an inclusive and open school that strives for academic excellence, character building and developing within pupils a wholesome sense of identity.
 - Outstanding staff and strong leadership team with proven track record
 - Wide range of extracurricular activities
 - Pupils explore a spectrum of World Religions in a free and open minded way
 - Teachers are from all ethnic backgrounds and diverse faiths
- Strong moral and spiritual values make responsible citizens of tomorrow.
- Schools emphasis on healthy, hot, fresh, vegetarian meals.
- Links via websites of all other I-Foundation and other partner schools.
- Demonstrate the success of the Krishna-Avanti Primary School which has been an outstanding success in terms of being overwhelmingly oversubscribed an excellent early Ofsted report, numerous design and eco awards, and positive pupil and parent voice.

Marketing Objectives

- To keep the current parents who have expressed interest in the school engaged throughout the school application process and eventually get them to apply to the school for 2012 and 2013.
- To raise awareness for a secondary school with prospective parents and students within a 4 mile radius of the chosen site such that the school is oversubscribed in its first year with applications drawn from all faiths and none, and including families with low household incomes and pupils of all ability.
- To promote the school's ethos of providing academic excellence with a spiritual foundation for pupils in a state school environment hence catering to all layers of economic strata.
- To attract the best possible teaching and administrative talent who will be proud to be associated with the school.

Target Segments and strategy

Segment	Strategy
Parents that have expressed interest in the school already	<p>Keep the parents who have expressed interest in the school (demand list) engaged through the school application process and eventually get them to apply to the school for 2012 and 2013.</p> <ul style="list-style-type: none"> • At least reach out once a month to these parents with a flyer/letter/email with an update on relevant progress. • Invite them to activities (such as Yoga or sports) and open days in advance of the application process. These activities can be held at the Krishna-Avanti Primary School, a hired venue or the selected site when ready. • Invite them to be involved in helping develop the school with regards to policy and governance but clearly in a way that does not disadvantage later parents. • Encourage these parents to increase awareness by word-of-mouth.
Parents of prospective students living in the vicinity with whom we have not yet made contact	<p>Develop awareness and maintain correspondence via:</p> <ul style="list-style-type: none"> • Good information on the proposed school website with active interaction/response to queries.. • Facebook/Twitter page linked to other pages with high traffic or request other pages to post link to this page periodically.

	<ul style="list-style-type: none"> • Open evening and coffee mornings publicised in the local paper. • Prospectus to be emailed on parent websites (e.g. Netmums) and posted on local authority website. • Free press coverage through editorials and articles. • Reader boards, public bulletin boards and take home fliers at local libraries.
Year 6 pupils	<p>Low cost marketing activity to promote the school directly to Year 6 students in local primary schools:</p> <ul style="list-style-type: none"> • School staff will visit schools with promotional programmes for primary grades. • Literature made available at local primary schools such as the prospectus, posters, newsletter, 'good luck' postcards. • School website and Facebook page. • Promote aspects of school activity e.g. gifted and talented, Yoga classes, after school clubs etc.
Disadvantaged or deprived communities	<p>Promote the school as an environment where all feel welcomed and valued across all backgrounds and faith and across the ability spectrum:</p> <ul style="list-style-type: none"> • See Section 5.1 above.
Local authority	<p>Maintenance and development of existing strong relationships via:</p> <ul style="list-style-type: none"> • Regular meetings with local authority officers. • Ongoing advocacy and liaison with councillors, officers and MPs with regular updates and invites.
The general public	<p>Development of favourable personal perceptions and advocacy through:</p> <ul style="list-style-type: none"> • Favourable and proactive press coverage. I-Foundation has worked hard to build good relationships with local papers. • Good information on the website and Facebook/Twitter page utilising them as marketing tools through active interaction/response to queries. • Open evenings to share school's ethos and plans. • Community involvement projects – e.g. community group presentations, invite business and community leaders and involve the school with community efforts such as the ecology or clean street projects. • Compile a list of real school success stories and valuable statistics to be used for marketing, publications, interviews, etc.

Section 6: *Organisational capacity and capability*

The new school will build on the experience of I-Foundation as a growing multi-sponsor, first delivering the Krishna-Avanti Primary School in Harrow, then in successfully bidding for the Leicester Free School and, most recently, in winning a local authority competition for a new VA primary school in Redbridge. I-Foundation's substantial and growing experience crosses over all the sections below but we have included only the elements that are specifically relevant to this bid. We also believe this makes our proposal represent additional value for money due to the in-house expertise that we have, reducing the budget requirement for external consultants.

I-Foundation envisages growing into a significant but focused provider of school places for faith and other communities as a multi Sponsor/Proposer. Building on our track record of success, we are already well on our way to building a first rate infrastructure to support all of our schools in the key areas of quality assurance, school improvement, pedagogy/curriculum, admissions and financial coherence.

[REDACTED]

This area is led ably by the Trust's [REDACTED], [REDACTED], who is a [REDACTED] with over [REDACTED] and as [REDACTED], responsible for all [REDACTED]. He has also extensive experience with [REDACTED] and has [REDACTED].

[REDACTED] is supported by a [REDACTED] and [REDACTED], [REDACTED], who has [REDACTED], and [REDACTED].

These [REDACTED] are available almost full time for the work of the school and are supported by [REDACTED], [REDACTED] the Krishna-Avanti Primary School [REDACTED], [REDACTED], and another who is an [REDACTED], [REDACTED]. These individuals will [REDACTED]

██████████, ██████████ is also involved with ██████████.

Any further professional support has in the past been sought from ██████████ or ██████████. We have excellent relationships with ██████████, ██████████ and ██████████ and ██████████. Additionally, we have within our list of ██████████ two medium sized ██████████ where and when needed on a pro-bono basis. This has proved very valuable when assessing ██████████ etc.

██████████

Our team is led by ██████████, a ██████████, ██████████ and ██████████. ██████████ currently ██████████ ██████████ is available for almost a day a week. We receive further ██████████ from our ██████████, ██████████, with whom we have an excellent relationship and who has helped us now with three successful school projects. Our ██████████. Both ██████████ and ██████████ have often provided ad-hoc advice on a pro-bono basis given our ongoing relationship.

██████████

Our ██████████ team includes several leading ██████████, all of whom are very actively involved with I-Foundation and contribute their time pro-bono. ██████████ is an ██████████ and is a ██████████. He has ██████████, including ██████████, ██████████, ██████████ and ██████████. ██████████ can make himself available for half a day a week.

██████████ has spent a ██████████, and over ██████████. She ██████████. She is now ██████████ and dedicates all of her free time to the project.

██████████ has been involved in ██████████. Over the ██████████, ██████████ has ██████████, and helped turn round a ██████████. ██████████ is also a ██████████. He dedicates at least, often more,

than a day a week.

██████████ is a ██████████. He was ██████████ before taking up a ██████████ with the (then) ██████████. He then became ██████████ and is currently ██████████. He ██████████ dedicated to widening participation and raising standards for all learners. He has a particular interest in ██████████ and in ██████████.

██████████ is ██████████ of Krishna-Avanti Primary School and former ██████████ to the ██████████. She can dedicate the equivalent of half a day a week to support the primary element of the proposed all-through school.

██████████ has been the ██████████ of three ██████████ where he had ██████████. In ██████████, ██████████ which he served for ██████████ years, building a ██████████. ██████████ now runs his own ██████████.

██████████ is former ██████████ of the very successful ██████████. She is ██████████ and dedicates two days per week to I-Foundation and is a member of the ██████████ of Krishna-Avanti Primary School.

██████████ is a successful ██████████. He is well known for his new approaches to ██████████. He was a ██████████ when working with the ██████████ and ██████████.

██████████ is another important member of our ██████████ team and is ██████████. ██████████ is also an experienced ██████████. ██████████ of Krishna-Avanti Primary School.

██████████ is ██████████ and ██████████ at our schools through the ██████████ at the ██████████.

██████████ was previously a ██████████ of ██████████ ██████████ is ██████████, which supports schools and colleges.

We have a team of ██████████ secondary and primary school teachers who volunteer their time for research and development work, under the guidance of the above ██████████. These teachers work after school hours and weekends on the proposed all-through school and are eager to be even more engaged as the school develops.

Project Management

Our project development and management is led by ██████████, ██████████, ██████████ at Krishna-Avanti Primary and ██████████ of I-Foundation. ██████████ is an ██████████ and his experience encompasses ██████████ across ██████████. He worked for ██████████ and as ██████████. ██████████. He is available for 3 to 4 days per week.

██████████ is support by several I-Foundation ██████████ and other integral members to our team, including:

██████████, a ██████████, ██████████. ██████████ is also a ██████████ and available for 2 days per week.

██████████, a ██████████. ██████████ is also ██████████. ██████████ is available for 2 days per week.

██████████, a ██████████ and who can dedicate half a day per week to the school.

██████████, ██████████ dedicated many weeks to overseeing the ██████████ for our primary school and will play a similar role for the new school.

██████████ is a ██████████, and ██████████ at Krishna-Avanti Primary School. He worked as a ██████████ to that project through its ██████████. He is a ██████████. ██████████ is now the ██████████.

██████████ is a ██████████ and has is heavily involved in ██████████. He is currently ██████████ and ██████████ at Krishna-Avanti Primary School.

██████████, a successful ██████████ who has also organised ██████████. ██████████ is available for half a day per week.

██████████, ██████████ and ██████████. ██████████ is available for half a day a

week.

Governance

The proposed school will draw from all of the above highly committed team members to form the governing body. At least two parent governors and a student will also be added as the project develops, along with of course the Head teacher when appointed. We envisage that the Governing Body will be made up of a total of 9 individuals, the majority of these individuals will be appointed by the Trust and will be Directors of the incorporated legal entity. Working committees will not be formed until the Governing Body is in place and operational; they will then decide which, if any, committees need to be formed.

The Governing Body will play a crucial role pre and post opening. The pre-opening requirements will be in finding and appointing a Head teacher, as well as laying the policy framework to enable the school to start. These key tasks will be undertaken by the first form of the Governing Body with support from our team, from a DfE representative(s) and supportive local authority input. In the post-opening stage, the strategic planning and monitoring oversight of the school will become a core focus. They will monitor overall school performance in addition to playing the 'critical friend' role and monitoring performance of the appointed Head teacher. The Governing Body will appoint a Child Safeguarding governor who will undertake Safeguarding audits and be the point of contact for any safeguarding matter relating to the Head teacher and will also appoint a SEN governor.

The Trust is very clear about the significant role that the Governing Body plays in assuring *sustained* quality provision. It will hold and develop the distinctive vision and ethos of the School. It will also be clear about its role as a challenger and champion of high quality leadership and learning. It will be dedicated to continuous improvement and be clear about its responsibilities.

Principal Designate

The governing body will embark upon a thorough and international search for a Head teacher. The process will start with an internal approach, resorting to the involvement of head hunters only when our own search does not prove fruitful. There are several head hunters we have worked with in the past and who can provide services at preferential rates. The search will involve several methods of identifying the best possible candidate:

- Well developed Job Descriptions and Person Specifications structured around the vision of the school and detailing key selling points. This will inform an advert text that will appeal to this candidate type.
- On-line advertisement with TES – using Gold package. These listings appear at the top of searches and homepage as featured jobs for a total of four weeks.
- Targeted solicitation of applications from within our network and contacts which includes a list of 150 teachers (5 current Head teachers) that have expressed interest over our consultation period in working for an I-Foundation school.
- Follow-up with each good enquiry with comprehensive information packs that will help turn expressions of interest into applications.
- If required, we will engage a recruitment firm to target search top schools for potential candidates, including international candidates through agencies such as Teachanywhere.com.
- Candidates will be shortlisted on the basis of their CV, personal statement and track record as evidenced by independent inspection reports.
- References will be taken on all shortlisted candidates ahead of an interview and assessment process.

The interview and assessment process will be particularly important and will involve a number of different stakeholders, including we hope someone from the DfE. We have found that the usual combination of leadership presentation, scenario/role-play interviews, teaching observation and numeric/task assessment are all good indicators, but in addition, we would want to add a topical discussion with potential staff members – we would use existing Krishna-Avanti Primary School staff for this. We may also research further the pros/cons

of engaging an occupational psychologist as part of the process.

The Head teacher will be fully supportive of the ethos and vision of the school, but will not necessarily be of any particular faith. He or she will have a track record of demonstrable initiative and achievement, along with a high degree of empathy and will be broadminded in approach. He or she will be attracted to the opportunity for career progress, but primarily to the opportunity for exercising their leadership skills in making a real difference to the lives of our children. He or she will not be afraid of challenge and will encourage leaders to grow under his/her guidance.

The Head teacher will be the lead person responsible for delivering the vision as set out by the Governing Body and will be the community voice of the school. One of the most important pre-opening tasks for the Head teacher will be to work with the Governing Body to identify and appoint the key staff in order to open for September 2012, in particular, the senior management team. A parallel task will be the finalizing of pedagogical, curriculum and pupil organisational issues. In all of our schools, the Head teacher is the lead Safeguarding Officer.

Our staffing structure will comprise a senior management team of the Head teacher, four House Leaders and a Business Manager - responsible for bursary, office management, site management and procurement. This staffing structure has been tested for financial viability and staged growth; results are presented in Section 8.

Ongoing staff recruitment will be the responsibility of the Head teacher but may of course be delegated in part between the senior leadership team for more junior roles and will involve governors as part of the interviewing panel.

Recruitment efforts will take place as early in the year as possible to ensure the widest possible scope of candidates, using many of the same approaches as listed above for the PD recruitment. Salaries will be competitive but the values and support structure (mentorship and commitment to CPD) the school will offer will be the most important features that attract our motivated staff. Local and national ads will be only one of many recruitment techniques that we employ. Importantly, we will work through known networks and recommendations to solicit applications to our school. The attraction of a growing school and opportunities for rapid advancement will also draw applications from the most able. There will be no requirements of faith adherence for any of our staff.

We will also include in adverts a statement that specifically requests applications from teachers of different faith backgrounds (and none). We hope

this may go some way in overcoming any misconception about our recruitment preferences as related to faith.

However, we also recognise that good staff recruitment is only the first step. The school's ethos, its emphasis on valuing and nurturing every child and adult, will also mean that we retain our good staff. Our staff retention will thus also form an important measure of success.

If we are successful in attracting significant numbers of children from deprived or disadvantaged families, we would seek to work with organisations such as Future Leaders to ensure that our members of staff are well equipped.

Section 7: *Premises*

7.1 SITE IDENTIFICATION

Our plans for an all-through in the Harrow/Barnet area have been developing over a number of years and an extremely comprehensive site search has been conducted over this time.

The search reviewed the following main sources:

- a. We have engaged both [REDACTED] and [REDACTED]
- b. Both local authorities have carried out extensive searches on our behalf
- c. We have been in very regular communication at senior officer, councillor and MP levels discussing possible sites
- d. Internet and estates paper
- e. Auction and liquidation databases
- f. Discussions with local land and business owners
- g. Discussions with institutional land owners
- h. Searches with local surveyors
- i. NSN D1 lists

To date, we have identified a total of 4 possible sites that we view as current potentials. These are in the section below.

7.2 POTENTIAL SITES

A site options appraisal matrix details the sites and premises identified and our reasoning. Each site has been visited (discretely) by members of our [REDACTED], including at least one [REDACTED], usually accompanied by a [REDACTED]. These initial visits were carried out at our own cost/risk.

Sites and premises were evaluated using the following criteria:

- Location - is the site in the preferred catchment area?
- Is the site available, marketed for sale/lease and vacant?
- Does the site and existing accommodation provide (or could it provide) sufficient area of the proposed pupil numbers?
- Potential risks around Planning, Change of Use or Listed Building Consent.

- Access to outdoor play / recreation – either on site or close by (e.g. public parks).
- State of repair and flexibility of existing accommodation.
- Does the property solution represent good value (Purchase or Lease costs and anticipated refurbishment and adaption costs)?
- Scope for temporary accommodation.
- Acquisition costs (Freehold or Leasehold).
- Any other key risks.

Site	Notes	Pros	Cons
<p>██████████</p> <p>██████████</p> <p>Stanmore Middlesex</p> <p>██████████</p>	<p>██████████</p> <p>██████████</p> <p>Not on open market but ██████████ are considering school use as part of their reconfiguration</p> <p>Lease or Freehold</p>	<p>Size: negotiable</p> <p>Location: Close to ██████████ with large Hindu populations nearby and commutable from existing Krishna-Avanti Primary School</p> <p>An existing ██████████ that is undergoing reconfiguration</p> <p>Opportunity for shared facilities and power plant</p> <p>Shared recreation (e.g. swimming pool on site)</p> <p>Opportunity to bring disused buildings back into use</p> <p>Educational opportunities with ██████████</p> <p>Existing road, parking and utilities infrastructure</p> <p>Opportunity to use</p>	<p>Cost: negotiable</p> <p>New build and/or refurbishment costs unknown</p>
<p>██████████</p> <p>██████████</p> <p>██████████</p> <p>██████████</p> <p>██████████</p> <p>██████████</p>	<p>Privately owned</p> <p>Former ██████████</p> <p>Freehold</p> <p>Marketed by Knight Frank</p>	<p>Size: 7 acres</p> <p>Location: Close to ██████████ with large Hindu populations nearby and commutable from existing Krishna-Avanti Primary School</p> <p>Existing ██████████ use so limited planning issues</p> <p>Existing buildings can</p>	<p>Cost: Guide price of ██████████ freehold (However was bought in 2005/6 for ██████████ and has been vacant since - we are led to believe</p>

		Existing road, parking and utilities infrastructure Could represent a distress sale – vacant for 4 years Vacant	for negotiation) Refurbishment cost unknown
██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	Owned by the Learning and Skills Council Existing sixth form college Withdrawn from open market after LSC funding crisis	Size: 10 acres Location: In the ██████████ with large Hindu populations nearby and commutable from existing Krishna-Avanti Primary School Existing college buildings and use so no planning issues Existing buildings can accommodate entire school Existing road, parking and utilities infrastructure Ownership structure may mean a favourable acquisition price	Cost: undisclosed (Was marketed in 2007 at ██████████) Unknown refurbishment costs
██████████ (██████████ ██████████) Barnet Road Barnet	Privately owned Not on open market Former ██████████ Freehold	Size: 10 acres (out of total 40 acres site) Location: In the ██████████ with large Hindu populations nearby and commutable from existing Krishna-Avanti Primary School Owner known to us Vacant and available off market Borders ██████████ and so traffic is not an issue ██████████ concerns are likely to be significantly reduced due to location and state of disuse (over 25	Cost dependent on valuation ██████████ land New build issues

		years). The site was originally suggested to us by Barnet local authority because it is an [REDACTED]	
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7.3 VALUE FOR MONEY

The site search has highlighted that the proposed project represents very good value for money when compared to local school builds. We believe that the funding required is warranted and will offer value for money because:

- An overwhelming and proven demand exists for a school of this type in the area.
- Given the fact that there is not a single Hindu secondary school in the country, and that this area is home to largest number of Hindus anywhere, there is a strong case to be made on equality grounds.
- Local schools are over-subscribed and the place pressure in the area is expected to increase significantly in forthcoming years.
- The demand is combined with well developed plans and a team with strong and proven capacity and capability, to successfully open and run the Free School from September 2012.
- Extensive site searches have been carried out to try and find sites where the capital expenditure required may be less; however no properties were identified within the identified search area.
- Both local authorities have advised that there are no alternative LA owned sites or buildings available for a school.
- Searches of other publically owned sites or buildings have not identified any options in the area.

Section 8: *Initial costs and financial viability*

8.1 INTRODUCTION

██████████.

██████████.

██████████.

██████████.

8.2 ASSUMPTIONS USED IN THE FINANCIAL MODEL

Pupil numbers

██████████: ██████████

██████████: ██████████

[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Section 9: *Suitability and declarations*

Sent under separate cover and recorded delivery to the Due Diligence Team at DfE, Sanctuary Buildings.

Appendix 1 – *Deep learning*

We support Deep Learning, as championed by [REDACTED], who since 2002 have applied in their UK school the findings of [REDACTED]).

It has been shown that a comment-only marking approach yielded more in terms of student progress than the traditional grading alongside comments practised widely by UK teachers. (It might also be mentioned here that in Germany, a country admired for its robust education system, marking of work by members of staff is a once or twice a term occurrence.)

Findings show that when comments and grades are present, a pupil will look only at the grade, ignoring the comments which a teacher has often spent much time thinking about. The student reacts emotionally to the grade – and whether it is positively or negatively it does not lead to taking in the teacher's comments progressively. Comment-only gives the teacher absolute freedom to reveal what is going well, to bolster confidence and to support where needed.

This method also allows for guidance from teachers as to how the student may progress to the next National Curriculum Level – which is not the same as grading a pupil each time you mark their book. Under Deep Learning, time to react to the marking comments is also given in lessons. When summative assessment takes place, pupils are given time to improve their work.

The comment-only method leads to a two-way communication between student and teacher. The teacher starts a dialogue highlighting areas of misunderstanding by writing a comment in a pupil's exercise book. The pupil responds with his or her own comment or question, which is then followed up by the teacher. This is personalised learning at its best – where the dialogue between teacher and pupil is at the cutting edge of where learning is taking place for the student.

Deep Learning's other components are co-operative learning, Assessment for Learning and Student Voice, all of which will be implemented at our school. We wish to use effective questioning strategies in the classroom, including giving 'thinking time' after asking, peer-assessment, self-assessment, the sharing of learning objectives at the start of each lesson and keeping them visible throughout the lesson, and rewarding improvement in pupils. All of these strategies will be comprehensively applied in our Free School to ensure maximum achievement for all.

Appendix 2 – *Register of Interest*

The questions asked in our survey were as follows:

I-Foundation is applying for a new Hindu all-through school in the Harrow/Barnet area to open in Sep 2012.

The school proposes to facilitate children from all backgrounds and abilities on an experiential journey of self-discovery of both the worldly and spiritual. The School will be moulded around a unique personalised approach to learning, with the long-term happiness and fulfilment of the child at the heart of everything that we do. The School will have structured approaches to learning and questioning skills and a clear sense of the sets of knowledge and understanding that are central to informed, articulate and confident citizens. Pupils will be nurtured and cared for in a way that builds the foundation for their high academic achievement, exemplary character and wholesome sense of identity, set within an open and inclusive school based upon Hindu values.

Please complete the following survey to help us understand your views about such a school. We are currently also specifically seeking registrations of interest from parents of children currently in Year 5 or Year 4 of primary school who would start Year 7 in 2012 and 2013 respectively.”

1. Would you like to register your interest in sending your child(ren) to the proposed I-Foundation Hindu School? Yes/No

2. Total household income: (Optional)

Less than £10,000

£10,000 - £20,000

£20,000 - £30,000

£30,000 - £50,000

£50,000 +

3. Current year of study of children

4. Contact information (Name/Email/Telephone/Postcode)

What follows is a list of details (current year of study and postcode) for potential pupils who have registered their interest with us:

