

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

“The Spark of Inspiration”

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THE NORTHERN LIGHTS
P R I M A R Y S C H O O L

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: The Northern Lights [REDACTED], [REDACTED], Halifax [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]. [REDACTED].
About your group	
5.	<p>Please state how you would describe your group:</p> <p><input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other</p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:
Details of company limited by guarantee	
11.	Company name: Northern Lights Educational Trust
12.	Company address: Northern Lights Educational Trust [REDACTED], [REDACTED], Halifax [REDACTED]
13.	Company registration number: 07900781

14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: five (5)	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: ██████████	
	5. Name: ██████████	

Company directors	
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>	
18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] Director.
19.	Please provide the name of the proposed chair of the governing body, if known:
Related organisations	
20.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>Halifax Opportunities Trust Charity Commission Number: 1086183</p> <p>Association of Islamic Charitable Projects Charity Commission Number: 1045220</p> <p>Some of our members are affiliated with the above organisation. However, it is not envisaged that either of the above will play an active role in the running of the school.</p>

22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (egg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>All of our members are Sunni Muslims, primarily following the Hanafi school.</p>
Existing providers	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p>
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>
30.	<p>If you are another type of organisation involved in education, egg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p>

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



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

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

Signed: [REDACTED] Position: Director and/ Member of company.

Print name [REDACTED]

Date: 20-2-12.

Section B: Outline of the school

1.	Proposed school name:	The Northern Lights Primary School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2016
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of	Sunni Islam

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

The Northern Lights

“The Spark of Inspiration”

Section C: Education vision



THE NORTHERN LIGHTS
P R I M A R Y S C H O O L

The Northern Lights Primary School

“The Northern Lights Primary School is a place where a robust and forward-thinking curriculum nourishes our young people and advances the community’s hopes that they will become healthy, conscientious and productive future members of modern, democratic Britain.”

Background

The Northern Lights Educational Trust is a non-profit organisation in the north of England working towards academic excellence and self-betterment among the young people in our communities. Our group is a registered voluntary body that has been active since 2007 and consists of a group of professionals and business-people principally based in the borough of Calderdale. The group has a broadly even number of men and women. In recognition of the social problems within our community, we supplement the efforts of parents and educators to support our children’s educational success.

We are proud to have had the opportunity to address some of the factors that compromise the potential of young people in our area. Our goal is to produce well-rounded individuals who not only excel academically, but who are also anchored by strong moral values and a desire to support their local communities. We believe that our programme can be extended to a well-balanced curriculum being delivered in a school that is an inspiring place in which to teach and learn.

Our compelling rationale is based upon:

- ◆ a desire to raise standards among our children in three domains
 - **Academic** – children in Park Ward perform below national averages in all areas of learning at Early Years Foundation Stage. Attainment levels in writing across Key Stages 1 and 2 continue to fall below national averages (DfE).
 - **Social** – Of the 122 children permanently excluded from maintained primary schools in Calderdale, 64 (52%) came from ethnic minority groups which given our location will be prominent within the school demographic. Estimates based upon a TellUs survey indicate that as much as 28.8% of children in UK schools are being bullied (DfE).
 - **Health** – Obesity levels in Park Ward for 4-5 year-olds are above the national average and levels for 10-11 year-olds at 36.2% are significantly higher than the national average (Calderdale Council Data and DfE).

- ◆ a need for more school places in the area

The Calderdale Council document 'Planning School Places' shows that by 2013 there is expected to be a severe shortage of places within Central Halifax, with a need to provide an extra **497** places. This equates to an 11% shortage. (*Planning of School Places, Calderdale Council, 2008-13*).

- ◆ a shortage of outstanding non-faith schools

Most schools in the area are rated as 'Satisfactory', but several have been in special measures and some on more than one occasion; there is only one outstanding school within Park Ward, but this is greatly oversubscribed (*Ofsted and Calderdale Council*).

- ◆ a need to contribute to a socially-deprived community

The Park Ward area of Calderdale is one in which social deprivation and high rates of unemployment (at **7.9%**, which is substantially higher than the national average) are significant barriers to young peoples' aspirations; on the index of multiple deprivation, 7 of the 10 areas in Park Ward are in the 10% most deprived nationally.

- ◆ a conviction that we can give children the best start in life.

The Northern Lights Primary School will implement a dynamic and holistic curriculum that aims to make **a substantial contribution to our children's academic, social and health education.**

Aims for Our School and Our Pupils

At the Northern Lights Primary School, our aim is to deliver **a high-quality educational programme with a strong moral focus**. This will take the form of an academic curriculum and educational philosophy which will contribute to later **success at secondary and tertiary level**. Our programme will be underpinned by an emphasis on **shared moral values and community cohesion**, and will also **support children's health and wellbeing**.

The Northern Lights considers that an important part of a complete education is the fostering of a strong sense of social belonging and a desire to contribute to the community. We believe that **improving literacy and numeracy skills** not only forms a firm foundation for academic success, but also provides a means for greater integration into society and an empowerment of children to express themselves as productive members of the community.

The progress of each pupil in matching the clearly-defined targets that are described below will be monitored regularly by the Senior Leadership Team (SLT).

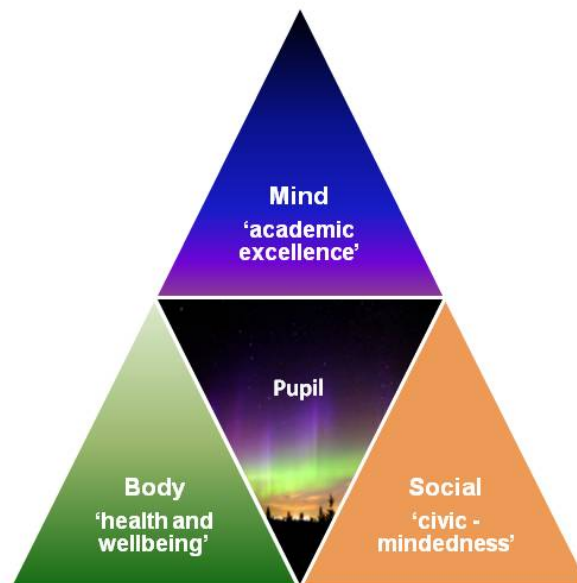
The Aspirations of Our Ethos and Curriculum

As parents, professionals and educators, the membership of the Northern Lights are deeply conscious of the many factors that restrict our young people's opportunity to fulfil their potential. As a result, we have developed a detailed programme that addresses several of the key problems faced by our community and provides our pupils with the education and training they need to overcome them.

Our dedication to delivering a **comprehensive and distinctive curriculum** has given rise to,

'The Three Torches of the Northern Lights Trivium'

- ◆ **Mind – *academic excellence***
- ◆ **Social – *civic-mindedness***
- ◆ **Body – *health and wellbeing***



- ◆ The Northern Lights Trivium is a complete and innovative programme of primary level education that aims to provide young people with knowledge and skills in three crucial aspects of educational development. Our goal is to help our pupils lay a foundation in each of these areas that will positively inform the choices they make in later life.

'The Mind Torch' **Aspiring to academic excellence**

In providing pupils with a strong foundation in literacy and numeracy, our integrated curriculum will provide **excellent preparation for secondary and tertiary education and later employment.**

Our goal is to support every pupil to consistently achieve academic levels that at a minimum meet national standards. Furthermore, based on entry-levels and capabilities we will ensure that our pupils make **'rapid and sustained progress'**.

For instance, we aim for our children to gain at least 78 points across EYFS profile scales, with at least 6 points in each scale for PSED and CLL. At Key Stages 1 and 2, we aim in each year for pupils to make **sub-levels of progress in literacy and numeracy that are higher than other primary schools** in Park Ward.

We intend for **all pupils identified as 'Gifted' to pass the 11+** and to **increase the overall number of children passing the 11+**. In this way we will ensure that raising standards and encouraging academic excellence are key priorities at the Northern Lights Primary School.

Further details are outlined in our education plan.

'The Social Torch' **Aspiring to civic-mindedness**

Through our tailor-made and socially conscientious 'Social Torch', we will educate pupils in the importance of contributing to their community. We aim for children to become active, productive and well-adjusted citizens of the future who demonstrate exemplary behaviour.

This will be achieved and monitored through the completion of our distinctive **'Northern Lights Community Passport'** which encourages our pupils' sense of family commitment and civic-mindedness. Our **'One Voice'** programme and annual **'Clean Our Streets'** campaign will also contribute to our children's emerging social consciousness.

Our organisation is committed to addressing the root causes of anti-social behaviour and providing children with the moral direction that is needed for each of them to take their place as a conscientious member of British society. By **emphasising the importance of sound personal ethics and the need to contribute to the community**, we intend to address the factors that have led to civil disorder and resulted in enormous cost to home-owners, businesses and local councils.

Once again, a full description of these elements can be found in the moral and social development section of the education plan.

'The Body Torch' **Aspiring to health and wellbeing**

The Northern Lights curriculum has been developed in full recognition of the importance of health literacy to helping our pupils reach their potential. We will provide a practical and socially responsible supplement to our pupils' understanding of the importance of exercise and a balanced diet to leading a fulfilling life.

The aim of our 'Body Torch' will be to lower obesity levels for children in **all our year-groups** to below national averages and consistently maintain these levels. To this end, we will utilise sensitive and widely-recognised indices of improvements in child health and physical wellbeing.

Among the assessments that we will use is the age and sex-specific **UK National Body Mass Index (BMI) centile classification**. This defines 'underweight' as less than or equal to the 2nd centile, 'overweight' as greater than or equal to the 85th centile but less than the 95th centile and 'obese' as greater than or equal to the 95th centile.

At the Northern Lights Primary School, our commitment to children's health will extend beyond current practice in the UK. Unlike other schools where BMI measurements are only taken in Reception and then in Year 6, **we will conduct this assessment for all year-groups** so as to monitor health and wellbeing throughout our pupils' school career.

The curriculum will incorporate timetabled classes on nutrition and physical education. Our comprehensive programme has been developed under the supervision of qualified healthcare practitioners. Dietary education will work in tandem with our high-quality physical education programme to promote self-esteem and to motivate pupils to take personal responsibility for their health.

As healthcare services within our communities are increasingly impacted by the high cost of treating the repercussions of poor lifestyle choices, our attention to **promoting healthy diet and exercise habits** among children will supplement the efforts of parents and healthcare practitioners to counteract these trends.

For a more detailed description, refer to the policy document (D1.5.1) on health found within the education plan.

Success within the three domains covered by the Trivium will make the school a local and national centre of excellence.

Other Features of the Programme

Our educational programme will be characterised by the following:

- ◆ **A comprehensive and dynamic curriculum underpinned by a commitment to academic excellence and reflective of shared moral values**

Our curriculum will be **robust but flexible**. All pupils will enjoy a **vibrant, purposeful and challenging** curriculum that is **broad and balanced**. Through our extended provisions, we will place particular emphasis on **social and moral development and health education**.

We will use the National Curriculum as a base which will be layered with the additional programme elements of '**The Northern Lights Trivium**'. This will provide pupils with **a rich and multi-faceted education**. As appropriate this will include individually-tailored educational plans for those who are considered 'Gifted and Talented', those for whom English is an additional language and those with 'Special Educational Needs'.

Areas of need will be identified, addressed and monitored on a regular basis by involving both pupils and parents/carers. Our staff will strive to optimise the potential of every pupil irrespective of socio-economic background and as such we aim to reduce the performance gap between pupils that is seen in this context. Our teachers know that their first priority is supporting every child to achieve their maximum potential. As our educational programme is implemented, our staff will adapt a wide range of teaching strategies to closely match individual pupils' needs.

We will also provide guidance for parents and carers in how best to reinforce classroom learning at home, to nurture their children's developmental needs and to encourage pupils to understand the social relevance of the positive values that are learned at school. Our weekly, supervised homework clubs and Saturday school programme aim to provide much needed assistance to both pupils and parents.

The school will welcome pupils from every part of our diverse community and we will take care to address the needs of each individual, thus ensuring equal opportunities for all. Our staff will encourage pupils to develop a confident and responsible British identity that is tied to shared moral values and a commitment to social contribution.

Our distinctive '**One Voice**' programme will present our children with the unified moral voice of many centuries of history and through this we will work to encourage bonds between pupils of faith and non-faith backgrounds on the basis of shared ethics. We will use the lessons of the past to guide and inspire our pupils to become the confident and conscientious citizens of the future. In so doing we will encourage a school culture that is characterised by cohesion and mutual understanding.

At all times we will foster a caring atmosphere throughout the school in which everyone is treated respectfully and is safe from bullying and harassment. We will encourage respect for the rights, property and personal safety of others and all pupils will learn the importance of civic-mindedness.

- ◆ **A realistic initial intake within the proposed age-range and a promising opportunity for later growth. A location that serves a vulnerable local community and is well-placed to provide extra-curricular support to parents and carers**

Our initially modest intake will enhance pupil-staff relationships; each of our pupils will be valued within the school community and recognised as an individual by teachers and support staff. Once a stable foundation has been laid with this limited intake, in the years ahead we intend to expand further until a complete primary school is made available to the community.

We will initially provide facilities for children in **Reception (ages 4-5), Year 1 (ages 5-6), Year 2 (ages 6-7) and Year 3 (ages 7-8)**. Thereafter we will increase our provision to cater for all remaining year-groups until the end of Key Stage 2.

The preferred site of our school is excellently located within Park Ward and offers ample facilities with great potential for further development. The Park Ward area has marked levels of deprivation across several indices and as such we will be situated in the heart of a community that is recognised as being in need of improved provision.

- ◆ **An enthusiastic, committed and caring staff**

Our curriculum will be delivered by a professional and experienced teaching staff who ensure that learning targets are clearly understood by both pupils and parents. Their efforts will be supplemented by a fully-trained support staff.

Our SLT will ensure that the whole of the school community adheres to agreed and publicised policies. Our staff will draw upon their personal experiences and professional knowledge to overcome barriers and use local community success stories to inspire pupils to achieve their potential.

As part of our commitment to recruiting high-quality, dedicated staff, we will require our teachers to have extensive experience in primary level education and be able to demonstrate evidence of having attained a minimum of a 'good' Ofsted rating.

Our staff will endeavour to enhance pupils' life chances by encouraging an engagement with and curiosity for learning. At every appropriate stage, parents will be encouraged to involve themselves in their child's learning by reviewing our frequent pupil assessment and receiving detailed and solution-orientated feedback. We will also invite parents to discuss what factors may help or hinder pupil progress.

◆ The Community Educational Complex

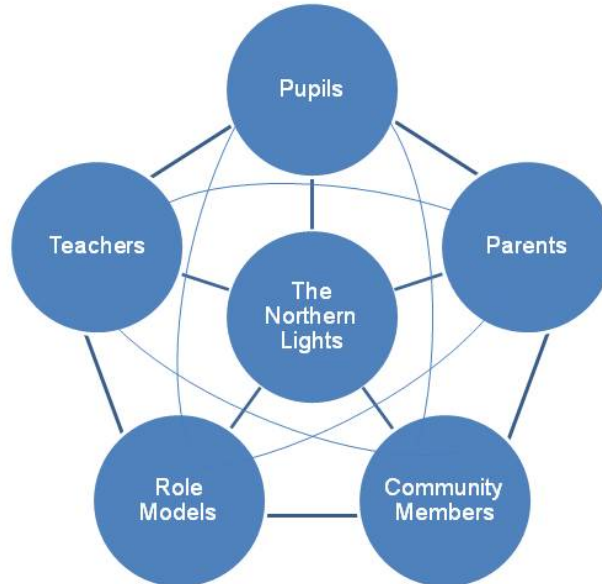
The Community Educational Complex (CEC) constitutes a network of partnerships between pupils, teachers, parents, carers and other members of the community and supplements the effort to improve our children's educational provision. Through public events that include demonstrations of pupil achievement, we aim to motivate and inspire the community with celebrations of our children's successes.

We will strengthen the cohesion between the different parties in the CEC through our commitment to addressing community needs and providing guidance and resources to parents/carers. We will reinforce classroom time with community initiatives that empower parents with the tools they need to help children match and exceed our expectations of them.

By promoting literacy and numeracy skills among both pupils and parents, we aim to strengthen social cohesion and go some way towards addressing our shared concerns around anti-social behaviour in Calderdale. Our strategies are intended to provide young people with the guidance they need to prepare for life in modern, democratic Britain and the wider globalised world.

The Community Educational Complex

members of the learning culture



Education 360

Our holistic education programme extends beyond the classroom and harnesses support within the family and the wider community. Through our open-days and fundraising events, we will invite parents and others to celebrate our pupils' achievements. Our regular parents' evenings and consistent 'open-door' policy on access to staff will encourage a direct discussion of and prompt resolution to any problems that may arise.

EduSphere

Our customised online resource is a portal through which parents and carers can access educational materials to support their children. Given that there is a ***stronger correlation between educational performance and frequency of computer use at home than at school (OECD, 2010)***, the EduSphere will enhance educational provision by encouraging parents to maximise learning opportunities within the home environment.

Furthermore, as parents' skills in the area of computer literacy are strengthened they will become empowered to enter into the teaching and learning process (National Adult Education Conference). By providing both parents and children with access to IT facilities and training, the EduSphere will mitigate the impact of socio-economic deprivation upon computer ownership and literacy.

For further details, please refer to section D3.2.2.

Multi-agency partnership

We recognise the importance of working with other community-based groups and relevant agencies and have formed links with a number of educational establishments, parent-child support groups and other parts of the voluntary sector. Where it is judged to offer advantage to our pupils, we will continue to establish such working partnerships with appropriate stakeholders in Calderdale and beyond.

The Northern Lights' multi-faceted and balanced offering

'**The Three Torches**' of the Northern Lights curriculum and our commitment to a holistic support of young people's academic, physical and social development reflect the determination of our governing body to ensure that the maximum benefit is achieved with available resources.

Our experienced team of qualified accountants, educationalists and other professionals will oversee our **commitment to quality, efficiency and excellence**. The Northern Lights is fortunate in being able to harness the talents and abilities of a body of volunteers who since 2007 have played a crucial role in supporting our projects and galvanising our success.

The Northern Lights Educational Trust is excited by the opportunity to support our community through the provision of a dynamic and innovative primary school that caters for our children's academic, social and health education. We aim to provide our children with the resources they need to fulfil their potential and become the upstanding citizens of the future.

**The Northern Lights Primary:
'The Spark of Inspiration'**

Section D – Education Plan

“The Spark of Inspiration”

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Section D: Education plan – Part 1

The table below provides the proposed numbers in each year group at the point of opening and a brief explanation of how pupil numbers will build up over time.

	2013	2014	2015	2016	2017	2018	2019
Reception	25	25	25	25	25	25	25
Year 1	25	25	25	25	25	25	25
Year 2	25	25	25	25	25	25	25
Year 3	25	25	25	25	25	25	25
Year 4		25	25	25	25	25	25
Year 5			25	25	25	25	25
Year 6				25	25	25	25
Totals	100	125	150	175	175	175	175

The Planned Admission Number (PAN) for the first year is 100. This will consist of:

- ◆ Reception (ages 4-5).
- ◆ Year 1 (ages 5-6)
- ◆ Year 2 (ages 6-7)
- ◆ Year 3 (ages 7-8).

Thereafter we will increase our provision by 25 pupils each so as to cater for all remaining year-groups until the end of Key Stage 2.

2016:

- ◆ Reception (ages 4-5).
- ◆ Year 1 (ages 5-6)
- ◆ Year 2 (ages 6-7)
- ◆ Year 3 (ages 7-8).
- ◆ Year 4 (ages 8-9)
- ◆ Year 5 (ages 9-10)
- ◆ Year 6 (ages 10-11).
- ◆

The school will reach full capacity in 2016. For further details, please refer to section D5, E1.5 and F4.

Section D: The Northern Lights Education plan – Part 2

“The Spark of Inspiration”

“Vision without action is merely dreaming, action without vision is just passing the time of day; but combine action with vision and you can change the world”.

(Nelson Mandela)

D1: A viable curriculum plan with appropriate focus on core areas of learning.

Curriculum Plan Summary:

- ◆ Introduction and Rationale
- ◆ Curriculum Plan Overview
- ◆ Teaching and learning
- ◆ Curriculum Delivery
- ◆ Meeting the different needs
- ◆ Assessment of success
- ◆ Timetable

Introduction and Rationale

“The Northern Lights Primary School is a place where a robust and forward-thinking curriculum nourishes our young people and advances our community’s hopes that they will become healthy, conscientious and productive future members of modern, democratic Britain.”

At the Northern Lights we understand that the knowledge and life-skills gained during primary education are critical to **laying a foundation for later years**. Our aim is therefore to deliver a high quality educational programme with a strong

moral focus. This will take the form of a curriculum and educational philosophy in which every child is encouraged to lay academic foundations, which will contribute to later success at secondary and tertiary level. Further to this, our dedication to delivering a holistic and comprehensive syllabus has given rise to:

‘The Three Torches of the Northern Lights Trivium’.

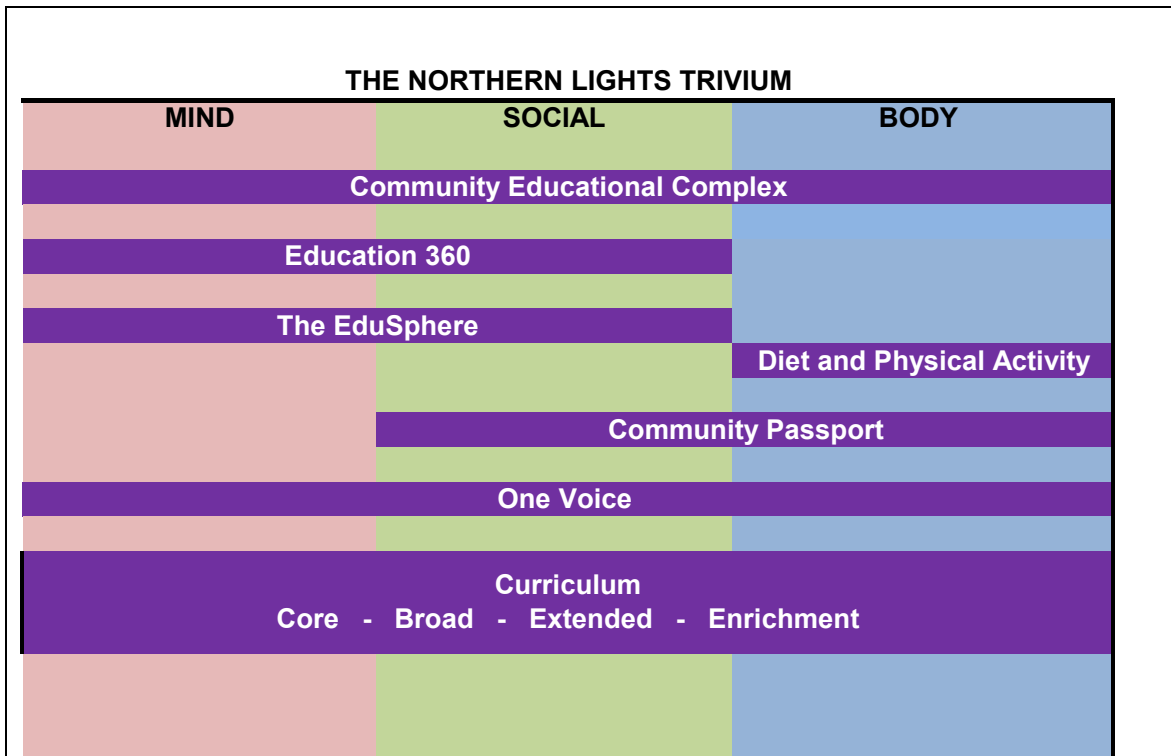
This is a holistic and innovative programme that is structured around a comprehensive curriculum that addresses three key needs in primary level education.

Our ‘Three Torches’ of ‘Mind’, ‘Social’ and ‘Body’ will ensure that pupils gain the knowledge and skills that support their academic, personal and social development.

The Northern Lights Primary School offers a rich, broad, balanced, holistic and fully inclusive curriculum that is highly relevant to the needs of the individual pupil and the community. The curriculum also gives due regard to serving the interests and aspirations of all pupils enabling them to experience a wide range of vibrant, purposeful and challenging experiences so that pupils:

- ◆ **achieve** their full potential;
- ◆ make **maximum progress** in their learning and development;
- ◆ demonstrate **exemplary behaviour** and safe practices;
- ◆ gain **spiritual, moral, social and cultural development**;
- ◆ **thrive** in a supportive and cohesive learning community and
- ◆ **enhance** their health and personal wellbeing.

The following diagram illustrates ‘The Three Torches’ of the Northern Lights Trivium, their distinctive features and their inter-relationships. Only an overview is provided; further details of each of these components are given in the remainder of the education plan.



Curriculum Plan Overview

The curriculum planned for children is in accordance with the Early Years Foundation Stage Framework based on the 6 key areas of learning:

1. Personal, Social and Emotional Development (PSED)
2. Communication, Language, & Literacy (CLL)
3. Problem Solving, Reasoning and Numeracy (PSRN)
4. Knowledge and Understanding of the World (KUW)
5. Physical Development (PD)
6. Creative Development (CD)

The curriculum in Keys Stage 1 and 2 is in accordance with the National Curriculum, which is the basic entitlement for primary school children and consists of 3 core subjects, 7 foundation subjects and Religious Education. The core subjects of English, Mathematics and Science occupy a significant proportion of curriculum time. The Foundation subjects are Art, Design and Technology, Geography, History, Information Communication Technology, Music and Physical Education.

For each subject there are attainment levels which set out the knowledge, skills and understanding that pupils of differing abilities and maturities are expected to develop. We also make special detailed provision for Personal, Social and Health Education which is a key and distinctive aspect of our vision. This broad curriculum is provided for each year group within school.

We place an emphasis on personalised learning and having high expectations of pupils to achieve their personal best, thus becoming creative and independent learners.

The school's intention, through its staff, pupils and parents is to make a positive contribution towards academic excellence and self-betterment among the young people in our communities. We will encourage pupils to develop a confident and responsible British identity that is tied to shared moral values and a commitment to social contribution.

Teaching staff will be aware of pupils' prior learning and will plan to build effectively on this. Lessons will be structured in a manner that allows for discussion, decision-making, independence and documentation of curriculum planning.

The curriculum is divided into four areas to cover all aspects of 'The Northern Lights Trivium'. This structures the way in which pupils gain the knowledge and skills that support their academic, social and health education.

Core Curriculum	Broad Curriculum	Extended	Enrichment
Maths	Art and Design. Design Technology.	Literacy and Numeracy Catch-up.	Healthy Living Promotion.
English	Geography History	Gifted and Talented Programme.	Moral Social Development.
Science	ICT Music PE RE		

Teaching and learning.

Teaching and learning are outlined in the form of a policy document. This policy applies to all teaching and learning in school and should be cross-referenced to teaching and learning of specific subjects as well as behaviour, gifted and talented, SEN and EAL policies.

Each child has an entitlement to a programme of learning experiences which offer them the **maximum opportunity** for development, is well-resourced, takes place within an attractive and efficient environment and is presented in a planned, varied and stimulating way.

The school aims to:

- ◆ deliver a high quality, rich curriculum that promotes **progress and high attainment** for all pupils regardless of gender, race, religion, ability or disability.
- ◆ **prepares** them for the opportunity, responsibility and experience of adult life and citizenship.
- ◆ Take positive steps to identify and **remove any barriers to learning**.

Staff will ensure that:

- ◆ The curriculum is **broad and balanced**, meets the requirements of the National Curriculum, covers all areas of learning and delivers the vision whilst being relevant and meaningful to pupils.

- ◆ Activities will be chosen to promote learning and be presented in ways which will **fully engage, motivate, challenge and support** all pupils, enabling them to progress at a pace suitable for them.
- ◆ **High-quality two-way interaction** takes place between staff and children to extend thinking and understanding and promote good behaviour. Discussion is encouraged and valued in a variety of contexts and all pupil's efforts are valued as well as their achievements.
- ◆ There are **clear and well-defined purposes** for the work they have planned, and convey this to pupils, through **clear expectations and instructions**, enabling them to know what is expected of them.
- ◆ A variety of **innovative and interesting** teaching methods are deployed to ensure the **individual needs of children** are catered for. The importance of innovation ensures that we as a school are able to **prepare and inspire our pupils**, including providing opportunities for pupils to learn in new and exciting ways.
- ◆ Planning, teaching and assessment is consistently of **an outstanding** quality and assessment is shared with pupils against clear success criteria. (Refer to section D4 and to the marking policy for further details).

Teaching will ensure that pupils:

- ◆ Have opportunities to learn independently and work co-operatively in groups.
- ◆ Develop interest, enjoyment and motivation in their work.
- ◆ Have confidence in their own abilities.
- ◆ Are offered a stimulating, meaningful, relevant curriculum, with first-hand learning opportunities wherever possible.
- ◆ Have equality of access to the curriculum.
- ◆ Experience continuity and progression in learning.
- ◆ Are supported and challenged as appropriate.
- ◆ Experience a range of whole class, group and individual teaching.
- ◆ Have their progress assessed, monitored and reported.

- ◆ Have regular feedback on their progress as well as being able to provide progress through feedback/reflection and questionnaires.

The Northern Lights will ensure that all staff are committed to ongoing professional development. This includes peer support, research and in-service training to gain knowledge and skills, and keep up to date with new initiatives in order to develop innovative teaching styles/methods and actively sustain pupil concentration and keep them motivated.

Curriculum Delivery

The Northern Lights believes that delivery of an effective curriculum requires:

- ◆ Robust recruitment and selection procedures for employing high-quality staff.
- ◆ Excellent subject knowledge and astute planning.
- ◆ Effective classroom organisation.
- ◆ High-quality resources.
- ◆ Clearly-defined high teacher expectations and promotion of high levels of confidence, resilience, and independence within pupils.
- ◆ An effective range of teaching strategies and programmes.
- ◆ Plans to make lessons enjoyable and inspiring.
- ◆ A strong commitment to consistently raising standards.
- ◆ Effective use of assessment, with pupil involvement and skills and knowledge to ensure activities meet the needs of pupils and match their abilities.

Expectations upon Teachers

General guidelines for Breadth of Study

Each teacher will be expected to deliver schemes of work fulfilling the National Curriculum that provide data enabling clear assessment of each child's progress.

The schemes of work will be infused with the school ethos, a commitment to continual improvement and evaluated by teachers along the lines of:

- ◆ National Curriculum fulfilment
- ◆ Clear, understandable objectives for each lesson
- ◆ Literacy element to reinforce the EAL strategy.
- ◆ Opportunities for formative and summative assessment and differentiation
- ◆ Collection of summative assessment data
- ◆ Cross-curricular links in particular within Literacy, Numeracy, ICT and Science
- ◆ Reference to the Northern Lights 'Three Torches' of 'mind, social and body'
- ◆ Reinforcement of good behaviour
- ◆ Appeal to different learning styles such as auditory, kinaesthetic, visual and oral
- ◆ Opportunities for class discussion
- ◆ Opportunities for paired and group work
- ◆ Use of varied resources
- ◆ Use of the School Site
- ◆ Involvement of Parents
- ◆ Involvement of local active role-models.
- ◆ Use of IT.

Objective-led teaching.

A lesson is expected to be structured, clear, challenging, fun (by employing a variety of different teaching strategies and appealing to different learning styles) and an efficient use of learning time.

The benefits of using objective-led lesson structures within Key Stages 1 and 2, such as the three part lesson of starter, main activity and plenary derive from the **educational justice** given to pupils; pupils cannot be expected to learn something that has not been stated, neither can they all be expected to do a class activity well if they don't know the purpose of it.

Furthermore it is important to finish off lessons with a plenary to recognise what has been achieved, to celebrate, to remind, to consolidate and refine understanding and to move on positively to the next subject. It can also be used by teachers to gauge the success of the lesson for their own self-evaluation.

Teaching objectives will be clear and straightforward at the beginning of the lesson to allow pupils to understand its purpose. They will be visible on the board to all pupils at the beginning of each lesson.

The teachers will be required to provide lesson objectives for pupils at the start of each lesson and where appropriate, on a strip of paper for the children to stick into their books. This clearly separates lessons within the book and makes the exercise book easy to understand for parents and teachers when they evaluate the child's progress.

The learning objectives are then expected to inform the content of the lesson; the subsequent activities should be designed to teach each specific objective as a practical, written, kinaesthetic, oral or other type of task. This will provide the basis for reminder questions in the plenary that round off the session in order to cement what has been taught. Fulfilment of the learning objective for the lesson directs the marking of individual pupils' work along with reference to the specific learning targets that are derived from the teacher's overall knowledge of the child e.g. in literacy and maths.

Differentiation of the lesson according to different pupil ability will be drawn from the initial learning objectives. Teachers are expected to derive in their planning, degrees of complexity from the objectives to suit the 'Gifted and Talented', the core group of pupils and those with SEN. These degrees of complexity will then inform the activities given to each pupil and the assessment targets they are expected to reach.

There are many efficient lesson structures using objective-led teaching. The SLT will encourage teachers to be creative and engage children in their learning and to use flair and imagination, whilst fulfilling all the necessary requirements of the National Curriculum and in the school marking policy as stated.

Further details on measures of success are given in D4.

Meeting the different needs

At the Northern Lights School our aim is to provide pupils with a full and balanced education in a caring and stimulating environment and the recognition that children develop at different rates. Thus we will challenge those who are gifted academically and encourage and support those with additional or special educational needs so that all pupils reach their full potential.

As children within our catchment area principally come from socio-economically deprived backgrounds, we believe the key to achieving success in this domain is to set high expectations with the provision of extra support on a consistent basis. In other words, we aim to set and maintain consistently high expectations for all pupils along with differentiation, targeted work and extra support where needed to overcome potential barriers to learning.

A ***distinctive feature*** of our programme will be provision of a curriculum extension on Saturdays. We will regularly assess pupil needs and offer learning programmes to assist them in achieving their full potential.

Literacy and Numeracy catch-up:

This extension programme will provide weekly support for children who are in need of extra help in addition to existing classroom provision.

Gifted and Talented Programme:

This extension programme will provide weekly support for children who are gifted and talented to enhance their performance.

Rigorous checks will be carried out on the impact of intervention programmes and extra-curricular activities to assess their success on raising pupil attainment. More detailed information is provided in section D3.

Assessment of success:

The Northern Lights recognises the importance of having a whole school and an individual pupil tracking, monitoring and evaluation system. Hence, all pupils and staff have clear targets and minimum standards which are supported by systems for accountability and improvement.

The range of measures designed to improve pupil outcomes are detailed in D4.

Statutory assessments will be carried out at the end of each Key Stage, as outlined below.

Early Years Foundation Stage Profile (age 5)

At the Northern Lights we recognise our duty to implement the EYFS and will ensure that relevant staff comply with the learning and development requirements of the EYFS. This will include completing the EYFS Profile, showing the total number of points achieved in each of the assessment scales of the EYFS Profile and being involved in Local authority moderation activities.

The use of performance scales (P scales) is statutory when reporting attainment for pupils with special educational needs who are working below level 1 of the National Curriculum.

They will be used at the end of Key Stage 1, Key Stage 2 and Key Stage 3 for reporting teacher assessment in English, mathematics and science to the Standards and Testing Agency (STA). In addition P scales will also be used for reporting teacher assessment to parents in other National Curriculum subjects.

Key Stage 1 (KS1) tasks and tests during Year 2 (usually age 7)

- ◆ Year 1 phonics screening check will be carried out using a set of practice words and a sample list of words in the form of a mark sheet
- ◆ Key stage 1 modified tests
- ◆ Key stage 1 assessments

Key Stage 2 (KS2) National Curriculum

- ◆ Key Stage 2 National curriculum tests
- ◆ At the end of Key Stage 2 teacher assessment judgements will be completed and reported on for all pupils in English, mathematics and science with Key Stage 2 National Curriculum test results.

Legislation

Following Lord Bew's independent review of Key Stage 2 testing, assessment and accountability, National Curriculum tests in mathematics and reading will be administered in line with previous years. Interim arrangements will be in place for writing in 2012, ahead of fully implementing Lord Bew's recommendations for writing in 2013.

Division of Time

Early Years Foundation Stage time will be appropriately divided amongst the 6 areas of learning throughout the day in line with our curriculum.

Key stages 1 and 2 provision has been summarised in the table below to indicate the numbers of hours allocated each week for various subjects. However, it does not reflect the extra time spent as part of the extended curriculum which covers distinctive features such as the Saturday extension and enrichments programmes.

There is a clear emphasis given to Maths and English as we believe that improving literacy and numeracy skills not only forms a firm foundation for

academic success but also provides a means for greater integration into society and an empowerment of children to express themselves as productive members of the community.

We aim to equip our pupils with a strong foundation in literacy and numeracy skills that will support them in secondary and tertiary education and enhance later career and employment opportunities.

Subject	Hours per week	Percentage
English	7.5	31
Maths	5	21
Science	2	8
Humanities	2	8
ICT	1	4
RE	1	4
PE	2	8
Art, Design and Technology	1	4
Music	0.7	3
PSHCE	2	8

Timetable:

The Northern Lights will follow a weekly timetable where pupils will attend school for 6.5 hours each day from 8:45am to 3:15pm. There will also be a mandatory Saturday school extension programme for three hours from 12:30pm to 3:30pm. Details of this school day and the extension programme are given in section D2. The full timetable will encompass core, broad, extended and enrichment programmes relevant to pupil stage of learning as has been detailed in the education plan.

The Northern Lights Curriculum
“The Spark of Inspiration”

The Northern Lights Curriculum

D1.1 Early Years Foundation Stage (EYFS)

Six areas of learning.

Core

D1.2.1 English – Literacy and Oracy

D1.2.2 Maths – Numeracy and Calculation

D1.2.3 Science

Broad

D1.3.1 Humanities – History and Geography

D1.3.2 ICT

D1.3.3 RE

D1.3.4 PE

D1.3.5 Art and Design

D1.3.6 Design and Technology

D1.3.7 Music

Extended

D1.4.1 Literacy and Numeracy Catch-up

D1.4.2 Gifted and Talented Programme

Enrichment

D1.5.1 Healthy Living Promotion

D1.5.2 Moral and Social Development

Appendix

D1.6.1 Homework

D1.6.2 Home-school Learning Agreement

D1.1 Early Years Foundation Stage (EYFS)

Six areas of learning: “**Firm foundations mean bright futures**”.

Rationale:

Every Child Matters and deserves the best possible start in life to **fulfil their potential**. At the Northern Lights we believe that experiences of pupils in the early years have a major impact on their future lives.

We are committed to providing quality and excellence through an exciting, stimulating environment. This will stretch and develop our pupils holistically and provide an education which enhances social skills and encourages children to become active citizens within the school community and beyond.

Northern Lights will predominantly serve Park Ward, which is a disadvantaged urban area and **1,523** of that population being 0-4 years of age. Most of these families are from low level educational attainment and overcrowded housing.

Department for Education data shows that most of the primary schools within Park Ward have over 90% of their intake having English as an additional language.

The area and local schools also have a high proportion of children with special educational needs. This varies from 1.7% of pupils with SEN with statements and 15.9% of pupils with SEN without statements. In addition attainment levels **are very low** for all the local schools on entry to nursery and **below average** at KS1.

In 2010 there were **5,175** free early education places taken by 3 & 4 Year olds and an average point score of 26.5. Only 59% of these achieved 78 points or more across the Early Years Foundation Stage and of the **59%**, only **3.3%** managed to narrow the gap between pupils in the lowest 20%.

The data above highlights the priority and need for robust strategies to address this underachievement at an early stage.

This context provides the motivation and commitment for our vision and the importance of appropriate and ambitious pupil aspirations and achievement. **Our goal is to support every pupil to consistently achieve levels of attainment that at a minimum meet national standards and for the majority of pupils to surpass the minimum requirements.** We aim to target children at a young age and identify as early as possible the starting points of pupils, their capabilities and barriers to learning. We will effectively begin to address and narrow achievement and attainment gaps.

The early years are the foundations on which all further schooling builds. At the Northern Lights we aim to lay a strong foundation for the children's future, by providing a secure and stimulating environment that encourages the child's curiosity and interest to develop in which they achieve their full potential.

Learning through playing in a rich indoor and outdoor environment, children will learn to cooperate and to care for each other. They will develop confidence in themselves and their abilities through the many activities we will provide. Our activities will include:

Mind	Social	Body
	Stories	
	Imaginative small-world play	
	Music	
	Sand and Water	
	Construction	
	Role-play	
	Cooking	
	Art activities including painting & modelling	
	Drawing	
	Literacy, working with sounds and writing	
	Using the library	
	Number games	
	Science activities	
	Computer activities	
	Outdoor games.	

The overarching aims of the EYFS and **the Three Torches of the Trivium** will be used to help our youngest pupils achieve the Every Child Matters Outcomes:

- ◆ Staying Safe
- ◆ Being Healthy
- ◆ Enjoying and achieving
- ◆ Making a positive contribution

The EYFS is divided into 6 areas of learning:

- ◆ **Personal, Social and Emotional Development (PSED)**
Disposition & attitudes, Social Development and emotional development.
The Social and Emotional Aspects of Learning (SEAL) programme will provide the framework for developing pupils emotional and social skills from EYFS through to the end of Key Stage 2.
- ◆ **Communication, Language and Literacy (CLL)**
Language for Communication and Thinking, Linking Sounds and Letters, Reading and Writing.
- ◆ **Problem Solving, Reasoning and Numeracy (PSRN)**
Numbers and Labels for Counting, Calculating, Space, Shape and Measure.
- ◆ **Knowledge and Understanding of the World (KNUW)**
Exploration and investigation, Designing and Making, ICT, Time, Place and Communities.
- ◆ **Physical Development (PD)**
Movement and Space, Health and Bodily awareness, using Equipment and Materials.

◆ **Creative Development (CD)**

Being Creative, responding to Experiences, Expressing and Communicating ideas, Exploring Media and Materials, Creating Music and Dance, Developing imagination and imaginative Play.

Broad Guidelines

1. Planning for the 6 curriculum areas will be based on the DfE Early Years Foundation Stage. We will shape this curriculum to meet the needs of our pupils and help them transfer skills between the areas of learning.
2. The EY teacher is responsible for managing the planning, delivery and assessment of what is taught and will be supported by an appropriately qualified assistant.
3. Pupil progress will be assessed using the EYFS Guidance and the 'Early Years Profile Scales' in line with the current 'Assessment and Reporting Arrangements' (ARA, 2012). Results will be used not only to monitor development towards the Early Learning Goals, but also to assess value added during the year and to predict performance for each child at the end of Key Stage 1.
4. The teacher is responsible for managing the most effective deployment of additional staff within the setting for the benefit of the children, whilst taking into account 'Best Value' principles.
5. The teacher will determine the most appropriate strategy to suit the purpose of a particular learning situation.
6. For the vast majority of our children, English is an additional language. Whilst the use of English will be encouraged at all times, the child's first language will be used when desirable or necessary.
7. Links with home and family will be encouraged, and relationships between staff and parents built up during arrival and home time, meetings, social events, parents' evenings and parents' classes.
8. All children will wear our school uniform and have a school book bag.
9. Parents and school will work in partnership by sharing a 'Home School Agreement' at the beginning of each school year.

High Standards/Staff

All staff employed will have the qualifications, skills and knowledge required to carry out their roles. They will be inspirational and dynamic with underlying values and principles that encompass the vision of the Northern Lights.

Consistently applied high expectations, strong values, rigorous standards, accountability and support will ensure that every child makes excellent progress and that no child gets left behind.

Equality of opportunity

The Northern Lights welcomes all pupils from **a wide range of diverse backgrounds and promotes anti-discriminatory and inclusive practices, ensuring that every child is included and not disadvantaged in any way.** Irrespective of backgrounds we will give pupils an equal opportunity to learn in a safe, stimulating and supportive environment. A range of teaching and learning styles will motivate and support or challenge pupils learning at all levels including G & T, EAL, LAC and children identified with SEN. Pupils will learn to value diversity and difference at an early age. They will make a positive contribution to the global society through first-hand experiences, promotion and celebration of events and festivals and gaining an understanding of their own and the lives of others.

Areas of learning:

The Northern Lights will:

- ◆ Provide an effective education through developing skills across the six areas of learning as stated in the Foundation Stage;
- ◆ Ensure knowledgeable and highly-skilled staff understand and implement the EYFS requirements;

- ◆ Early years experience will build on what children already know and can do. It will also encourage a positive attitude and disposition towards learning;
- ◆ Provide opportunity for children to learn through first-hand experiences, developing and encouraging natural curiosity,
- ◆ No child will be excluded or disadvantaged;

In order to be effective EYFS provision will be carefully structured. The following three strands will be implemented consistently:

- ◆ provision for the different starting points from which children develop their learning, building on what they can already do;
- ◆ relevant and appropriate content which matches the different levels of young children's needs;
- ◆ planned and purposeful activity which provides opportunities for teaching and learning both indoors and outdoors;

All areas are equally important to our comprehensive Trivium and will not be delivered in isolation from others. All areas of learning will be **delivered through planned, stimulating and purposeful play, with a broad and balanced range of adult- and child-led activities.**

Opportunities to develop skills in the six areas of learning will be planned using the children's needs as a starting point, with consideration given to:

- ◆ Providing experiences and activities both indoors and outdoors.
- ◆ Providing experiences that are across the areas of learning where possible.
- ◆ Encompassing educational resources such as 'Letters and Sounds' and 'Ruth Miskin' schemes.
- ◆ New initiatives and documents as appropriate.

Planning:

Good planning will be key to the Northern Lights making **children's learning effective, exciting, varied and progressive.**

The Foundation stage will be based on **long, medium and short-term** plans to provide an environment that is **vibrant, challenging, purposeful, and supportive. Thus children will stand the best chance of developing into confident and successful learners.**

Long term plans will include an indication of how, what and when staff plan to teach aspects/areas of learning, whilst stating the regularity and frequency of these aspects. Staff will also state how they will link the learning in a relevant and interesting way for children. Furthermore, they will use special events and activities to provide a meaningful context for enhanced learning.

These plans will be drawn up in preparation for up to 1 year ahead and show an overview of the range of learning opportunities that will be offered. This will be flexible to meet the needs and interests of children and take into account unplanned and spontaneous events.

An example of long-term planning

Autumn Term		
Theme for half term is ME		
Areas of learning	What we will do at school	How you can help your child learn at home
Personal, Social and Emotional Development	<ul style="list-style-type: none"> ◆ Sharing family stories ◆ Discussing the needs and feelings of others ◆ Asking about how many in your family, siblings and extended family, pets ◆ Asking about home life 	<ul style="list-style-type: none"> ◆ Talk to your child about their family, look at family photographs ◆ Ask your child questions about how they feel when they are playing ◆ Ask your child what their name is and recognise the letters
Communication Language and Literacy	<ul style="list-style-type: none"> ◆ Sharing stories and information books about families ◆ Pretending to be family members ◆ Writing their name, recognising letters ◆ Playing guess my sound games ◆ Making individual books about their families or basic family tree ◆ Matching characters to correct names from 'real books'. ◆ Children make their own stories/pictures 	<ul style="list-style-type: none"> ◆ Talk about your own home life, who lives there and what they do at home ◆ Encourage children to write their name and form letters correctly or 'make marks' on every piece of work ◆ Recognise and say letters in their name ◆ Play games such as 'I spy' to distinguish initial letter sounds ◆ Matching sounds to letters (in line with the DfE letters and sounds guidance). ◆ Make a name card for your child and encourage mark-making

Areas of learning	What we will do at school	How you can help your child learn at home
<p>Problem Solving Reasoning and Numbers</p>	<ul style="list-style-type: none"> ◆ Counting and recognising numbers, numbers of people in their family, their age and door number ◆ Sing nursery rhymes and songs ◆ Number line and games in outdoor area ◆ Count objects up to ten and simple calculation such as one more and one less 	<ul style="list-style-type: none"> ◆ Sing number songs at home, play board games and hopscotch ◆ Get your child to count things at home, steps, groceries, how many apples needed for number of people at home ◆ Fingers/toes ◆ Take children shopping to count objects in shopping basket and small amounts of money.
<p>Knowledge and Understanding of the World</p>	<ul style="list-style-type: none"> ◆ Talk about where they live, where they were born ◆ Look at how they have grown and changed, use baby pictures ◆ Look, feel and explore items on interest table ◆ Make sand caves, igloos for people to live in ◆ Make houses using DT materials, junk modelling ◆ Build using a variety of construction materials including drawings of their house and their face on the computer. 	<ul style="list-style-type: none"> ◆ Discuss how they have grown, height and what they can do now compared to earlier ◆ Ask your child to look at your house and describe roof, windows doors etc.

Areas of learning	What we will do at school	How you can help your child learn at home
Creative Development	<ul style="list-style-type: none"> ◆ Identify colours by going on colour hunt indoors and outdoors ◆ Get children to recognise similarities and differences in each other and make a chart of colour of eyes, hair etc ◆ Draw and paint self-portraits 	<ul style="list-style-type: none"> ◆ Encourage your child to recognise and name body parts
Physical Development	<ul style="list-style-type: none"> ◆ Encourage independence and healthy lifestyles through outdoor play and eating healthy snack when they feel hungry, recognising own needs ◆ Free play on bikes, slides ◆ Use play dough to make figures of family or cut out shapes ◆ Create moving figures using card, scissors and paper fasteners 	<ul style="list-style-type: none"> ◆ Encourage your child to help themselves when getting dressed, eating etc ◆ Visit your local park/playground and use a range of equipment, ride bikes ◆ Give your child dough to play and explore ◆ Ask your child to help you sort things, washing, plates in same colour, shape and size etc, which may integrate with the Northern Lights Community Passport.

Planning will be displayed for all parents to see and available at parents' evenings.

Short-term Plans- will be weekly plans, based on the long-term plans and developed using robust, on-going observations, assessments and tracking systems. These plans will include sequences of experiences of learning and activities designed to promote new learning or consolidate and/or apply things just learned. Once again these will be flexible and can be adjusted to take into account the needs and interests of children.

Assessment

The Assessment and Reporting Arrangements (ARA) for the EYFS will be used to guide staff of their responsibilities of assessment and reporting. Early Years staff will carry out ongoing and clear assessments of all pupils using the Foundation Stage Profile as well as on-going rigorous, formative and summative assessments. This will allow tracking, monitoring and analysis of individual pupil's progress and inform their next stages of learning. These will include:

- ◆ Photographs
- ◆ Displays of art and craft work
- ◆ Observations, 80% of which will be based upon child- initiated activities
- ◆ Videos
- ◆ EYFS profiles/ records of achievement

EY staff will complete an **Early Years Foundation Stage Profile** summary (EYFSP) for each child in the final year of EYFS during the academic year they reach the age of five. Information will be provided to the local authority describing the child's level of attainment at the end of the EYFS and identifying their learning needs for the next stage of school. This will support pupil transition to Key Stage 1 and help Year 1 teachers to plan an effective and appropriate curriculum for the child.

Teacher judgements will be monitored by the EY coordinator to ensure assessments are accurate.

Effective transition arrangement with parents, partners and other professionals will be used by KS1 teachers to gather baseline information and establish individual pupil's starting points and capabilities.

Parents will also be provided with ongoing written and verbal information during and at the end of the EYFS and will be heavily involved in key decisions in their child's learning. Parents will be given opportunities to voice their views and to agree and set targets with staff for their children. Tailored guidance and information will be provided about the precise ways parents can support their child's learning across the different areas. This may be through the online learning programmes available through the school's EduSphere, such as Education City, Espresso and SAM learning.

Conclusion

The Foundation Stage is, as the title suggests, the foundation for all the schooling that is to come and is therefore of vital importance in engendering an attitude to learning on which the future can build. Effective learning will take place during purposeful play and first-hand experiences. Children begin school with much first-hand experience and knowledge from their home environment and it is the role of school to value and build on this knowledge and experience.

The revised EYFS framework and EYFS Profile statutory assessment will be implemented from 1 September 2012.

Core

D1.2.1 English – Literacy and Oracy Policy

Rationale

We believe that developing good speaking, listening, reading and writing skills is critical for effective learning across all areas of the curriculum. **We aim to equip our pupils with a strong foundation in literacy that will support them in secondary and tertiary education and enhance later career and employment opportunities.** We believe that by developing key skills through imaginative, structured, purposeful, well-resourced work, tailored to the needs and learning styles of every child, we will provide pupils with a key resource for the rest of their lives.

Aims

- ◆ To ensure that our children quickly develop self-confidence through an early emphasis on oracy. This is continued through debate and wider opportunities as they progress through school both to support improved literacy and to develop articulate, confident citizens.
- ◆ To ensure that our children have a sufficiently strong foundation in literacy skills on completing Key Stage 1 to reach and exceed national average levels of attainment by the end of Key Stage 2.
- ◆ To provide personalised literacy programmes for pupils outside of the normal teaching timetable. This is detailed in D1.31 to D1.32.
- ◆ To ensure that all teaching and support staff are clear about the aims and standards of literacy work in all curriculum areas for all ages.
- ◆ To ensure that our approach to the learning of literacy provides clear paths for parental involvement and support.

Broad Guidelines

- ◆ Phonics will be taught as part of a structured and systematic way to support early progress in reading and writing.
- ◆ Across the school, a wide range of reading materials will be used to help children master a variety of decoding strategies.
- ◆ Literacy will be taught daily as part of the standard timetable and weekly as part of the extended provisions where appropriate. Details of this are provided within section D2.
- ◆ Teaching will ensure that work in 'Speaking and Listening' and 'Reading and Writing' are integrated.
- ◆ Daily guided reading will be used systematically with all age groups to help children learn to read for a purpose.
- ◆ Independent reading time will be allocated daily and pupils will be supported with reading by additional adult volunteers.
- ◆ Using the National Curriculum and carefully planned units of work, children will experience and master the writing of a range of genres.
- ◆ All pupils will be supported to access the literacy curriculum and early intervention will be used where appropriate. This will include tailored provisions for those pupils for whom English is an additional language and those with 'Special Educational Needs'.
- ◆ Throughout the school all teaching staff will apply the principles for promoting fast, legible handwriting that is appropriate to purpose.
- ◆ The school's emphasis on developing self-confidence and oracy skills through discussion and formal debate will reinforce work developing reading, writing and research skills.
- ◆ Pupils will be introduced to a key bank of vocabulary at relevant stages of their development drawn from the 'One Voice programme'. This involves children learning quotes from historical and modern-day leaders and personalities.
- ◆ The 'One Voice Programme' will facilitate children's ability to be articulate and express themselves confidently and eloquently.

- ◆ The 'Senior Leadership Team' will monitor planning, delivery and assessment of literacy and oracy, supporting staff in developing their skills with 'Continuous Professional Development' (CPD). This will positively impact on the quality of literacy and oracy work throughout the school.

Conclusion

- ◆ We believe that improving literacy skills not only lays a foundation for academic success but also provides a means for **greater integration** into society and an **empowerment** of children to **express themselves** as **productive members of the community**.

D1.2.2 Maths – Numeracy and Calculation.

Numeracy Policy

Rationale

We will equip our pupils with a strong foundation in numeracy skills that will support them in secondary and tertiary education and enhance later career and employment opportunities. Where relevant this will include tailored provisions for those pupils with ‘Special Educational Needs’ and for those whom English is an additional language. Through the teaching of numeracy at the Northern Lights Primary, we intend to develop a child’s ability to calculate, to reason and to solve problems.

Aims:

- ◆ To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- ◆ To promote confidence with numbers and the number system;
- ◆ To develop the ability to solve number problems through decision- making and reasoning in a number of contexts

- ◆ To develop a practical understanding of ways in which information is gathered and presented;
- ◆ To explore features of shape and space, and develop measuring skills in a range of contexts;
- ◆ To understand the importance of mathematics in everyday life;
- ◆ To apply these skills with confidence and understanding when solving problems;
- ◆ To ensure that our children have a sufficiently strong foundation in numeracy skills on completing Key Stage 1 to reach and exceed national average levels of attainment by the end of Key Stage 2;
- ◆ To provide personalised numeracy programmes for pupils outside of the normal teaching timetable. This is detailed in D1.31 to D1.32.

- ◆ To ensure that all teaching and support staff are clear about the aims and standards of numeracy work in all curriculum areas for all ages;
- ◆ To ensure that our approach to the learning of numeracy provides clear paths for parental involvement and support.

Broad Guidelines

- ◆ A robust numeracy curriculum will supplement our efforts to enhance their ability to apply number skills to the 'Problem-solving', 'Communicating' and 'Reasoning' strands of the National Curriculum.
- ◆ Children will have the opportunity to use a wide range of resources, including ICT which will enhance their learning. Wherever possible, children will be encouraged to use and apply their learning in everyday situations.
- ◆ Numeracy will be taught daily as part of the standard timetable and weekly as part of the extended provisions where appropriate. Details of this are provided within section D2.
- ◆ Pupils with particular ability and flair in mathematics who work more quickly through the 'National Curriculum' objectives will be stretched through the use of the 'More Able Challenges'. This will be linked to the lesson objectives and those who require additional support to grasp key concepts will receive appropriate intervention.
- ◆ A written calculations policy will be adopted throughout the school to help to develop and refine mental methods for addition, subtraction, multiplication and division. This will lead into more formal written methods which children can use confidently as they progress through school.
- ◆ Maths will be used to supplement our efforts to promote the healthy living element of the **Northern Lights Trivium**. With due regard to age and ability, staff will sensitively use indices of healthy living as part of their classroom teaching.

Conclusion:

At the Northern Lights Primary School we will develop pupils into competent and skilful mathematicians who can use these foundations for success in later life. This will be achieved through a carefully planned maths curriculum, extended provisions, a whole school maths scheme, investigative tasks and homework.

Calculation Policy

Rationale

We will equip our pupils with a strong foundation in calculation that will support their development in Mathematics. This will include tailored provisions for those pupils with ‘Special Educational Needs’ and for those for whom English is an additional language. This policy reflects the strategies that are to be used for teaching Addition, Subtraction, Multiplication and Division. It takes into account the different stages of learning.

Aims:

- ◆ To fulfil the requirements of the Mathematics National Curriculum.
- ◆ To make all children confident and competent with a strategy for calculating for each of the four rules of number by the end of Year 6.
- ◆ To provide a common format that encourages consistency in the teaching and learning of calculation strategies.
- ◆ To allow a build up of skills with natural progression from Foundation Stage to Year 6.
- ◆ To enable all children to reach their full potential.

Broad Guidelines

- ◆ Teachers are responsible for the planning, delivery and assessment of Numeracy for their pupils; structuring work to ensure progression and differentiating work according to the ability of individual children.
- ◆ The 'Senior Leadership Team' will monitor planning, delivery and assessment of the teaching of calculation strategies, supporting staff in developing their skills with 'Continuous Professional Development' (CPD). This will positively impact on the quality of Mathematics throughout the school.
- ◆ Up to Year 3, the emphasis will be on children working mentally. Once written methods are introduced, mental skills will be kept sharp by continuing to develop and apply them with appropriate examples.
- ◆ Children will work through the school's agreed progression in order that they know and understand a compact standard method for each numerical operation by the end of Year 6.

Conclusion

Calculation in Numeracy is an essential life skill. The Northern Lights is committed to ensuring children experience excellence and enjoyment and achieve maximum success in this area of the curriculum.

D1.2.3 Science.

Rationale

Science is an introduction to the world of living things, materials and energy. It is primarily a practical subject which develops a scientific enquiry by encouraging curiosity, reason and hands-on investigation. This will lead to opportunities to explore National Curriculum subjects and Early Learning Goals. Skills gained and developed are observation, prediction, investigation, hypothesising and interpretation.

The Northern Lights Primary school values Science as an increasingly important contribution to all aspects of life, knowledge and understanding.

Aims:

- ◆ Develop knowledge and understanding of basic and evolving scientific concepts, ideas, processes and skills relating these to everyday experiences.
- ◆ Absorb balanced scientific activities into other classroom activities, through flexible schemes of work, including independent, group and whole class work.

Broad Guidelines

Staff will employ teaching methods and learning styles appropriate to pupils' age, ability, experiences and the concept taught. Science will be taught as determined by the National Curriculum programmes of study, schemes of work and Guidance for Foundation level.

Science will be taught for a minimum of two hours each week so the progression of key skills, knowledge and understanding continues throughout the year.

Pupils will be encouraged to use a variety of means to communicate and record their work. Outcomes will be generated graphically, diagrammatically, pictorially, in writing and through displays.

A robust science curriculum will form an essential element of the Northern Lights Trivium in the context of:

- ◆ Scientific Enquiry
- ◆ Life Processes and Living Things
- ◆ Materials and their Properties.
- ◆ Physical Processes.

Staff will use the curriculum to facilitate pupils' understanding of health benefits and the consequence of lifestyle choices.

Science will also be used to promote systematic, logical and rational thinking which will enhance the pupils' ability to understand and interpret life in the modern world.

Our programme will emphasise the importance of environmentally sustainable living through education about recycling and the respectful use of the planet's resources.

Conclusion

Scientific reasoning is an essential life skill and makes an important contribution to all aspects of life. The Northern Lights is committed to ensuring children experience excellence and enjoyment and achieve maximum success in this area of the curriculum. This will promote natural curiosity about their environment and make a valuable contribution to their knowledge and understanding of themselves and the world.

Broad

D1.3.1 Humanities – History and Geography.

Rationale

Learning in primary humanities begins with deepening children's understanding of themselves, the people around them, their communities and eventually the wider world. Children learn about the social and physical aspects of the world which they inhabit.

Pupils develop their individual and collective sense of identity through a personalised curriculum. They begin to develop an understanding of their role in society through appreciating the diversity of social and cultural heritage and the physical environment that shapes it.

This area of learning contributes to the achievement of the curriculum aims set out in the Primary Curriculum Review (DCSF 2009) for all young people and reflects the Northern Lights Trivium. In particular it helps children to become:

- ◆ successful learners, who enjoy learning, make progress and achieve their potential.
- ◆ confident individuals who are able to live safe, healthy and fulfilling lives.
- ◆ responsible citizens who make a positive contribution to society.

Aims:

Humanities teaching will offer opportunities to:

- ◆ Stimulate curiosity by talking, exploring and thinking about the variety of physical and human conditions in the past, present and future.
- ◆ Develop self-respect and consideration for other world communities and their contributions to human development so that children learn about similarities, differences, diversity and how we live in an interdependent world.
- ◆ Stimulate children's interest in their surroundings and the variety of human and physical conditions on the Earth's surface so that they learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable.

- ◆ Promote historical, geographical and social understanding to encourage children to interpret the world around them, from local to the global.
- ◆ Appreciate how communities are organised and shaped by people's values and actions, and how communities can live and work together.
- ◆ Apply concepts and technical vocabulary learned through lessons and fieldwork to their everyday lives.

Spiritual, Moral and Aesthetic Awareness:

- ◆ We aim to encourage awareness that other people have different personalities, cultures, habits and practices.
- ◆ We also aim to develop empathy, the capacity to understand the viewpoints of others without necessarily agreeing with them.
- ◆ Much of the subject matter of history and geography rouses implicit or explicit moral questions. As children's ability to understand interpretations of history develops, they will be able to explore conflicting viewpoints which will help them to identify and thus challenge racial or other forms of prejudice and stereotyping.
- ◆ In geography, we aim to help pupils build an informed and balanced view of the world and their place in it.
- ◆ We also aim to encourage aesthetic awareness and a sense of wonder in the appreciation of the beauty in natural and manmade phenomena.

Good Citizenship, International Understanding and Environmental Awareness:

- ◆ We aim to foster the idea of good citizenship and community responsibility and to stimulate children's interests and value judgements in issues at local, national, European and global levels. This will involve developing an informed concern for the world in which we live, for its people and for the natural environment.
- ◆ Also, where possible, to realise that concern in practical action will help to develop in children a positive self-image, leading to confidence and a sense of their own power and an ability to influence their own and other people's future.

- ◆ In an ever-changing world, it is important to prepare children for change and to encourage autonomy. This will facilitate children to develop an ability to acclimatise to the fluctuations of the modern world and to exercise responsible, informed choice.

Broad Guidelines

- ◆ This discrete subject focuses on the skills, knowledge and understanding of History and Geography. In addition, historical and geographical themes and skills will be covered through making cross-curricular links when delivering other subjects.
- ◆ In the teaching of Humanities the skills of oracy will be emphasised so that the children can meaningfully discuss key concepts and skills. In this way children's ability to express their thoughts and ideas verbally will be developed ensuring a greater reference to the specific technical vocabulary.
- ◆ Humanities will be taught for a minimum of two hours each week so the progression of key skills, knowledge and understanding of Humanities continues throughout the year.
- ◆ Where possible, links of relevance from the Humanities topic being studied should be applied to the continuing process of developing the children's understanding of their own heritage.
- ◆ Summative Assessment should be carried out at the end of each topic.
- ◆ **Principles common to the Humanities policy which underpin the Northern Lights Trivium are outlined in the PSCE policy document.**

Conclusion

We believe that studying history and geography are investigative processes which require an attitude of enquiry, whether as part of a thematic or subject-based approach. Children must have the opportunity to ask questions, analyse information and communicate knowledge and understanding. By developing children's questioning, we aim to ensure that history and geography help children to explore causes, impacts and consequences leading to sound knowledge, understanding and skills development.

D1.3.2 Information and Communication Technology (ICT)

Rationale

Information and Communication Technology (ICT) forms an integral part of the school's curriculum and strategy for learning. It is a core skill concerned with accessing, storing, processing and presenting information by electronic means. ICT prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. The use of ICT also increasingly has the power to help children learn to use a variety of different applications effectively. ICT also makes a significant contribution to teaching and learning across the curriculum as it impinges on all aspects of our society and is still developing rapidly.

ICT provision within the school will promote and raise pupil confidence and improve attitudes to learning, particularly for children with EAL and pupils with Special Educational Needs. ICT also has the offer of helping children be more independent and creative with greater problem-solving skills.

The distinctive Northern Lights **EduSphere** is an interactive online portal through which the classroom environment is extended into homes through the use of ICT. Details of this are given in section D3.2 detailing the use of ICT to support the learning and achievement of pupils of varying abilities and needs.

Aims:

Our aim at the Northern Lights is to harness the potential of ICT to:

- ◆ Enable pupils to gain familiarity, capability, independence and confidence as they routinely explore ICT alongside other transformational measures.
- ◆ Develop a whole school approach to ICT, ensuring continuity and progression in all strands of the ICT curriculum.
- ◆ Improve access to learning for pupils with a diverse range of individual needs, including SEN, disabilities and EAL.

- ◆ Build and develop existing knowledge and understanding of ICT to maintain continuity and progression, whilst further enhancing their curriculum experiences to deliver an education that equips pupils in the information age of the 21st century and their future lives.
- ◆ Learn to use a variety of applications effectively as well as developing an understanding of their limitations and safe use of the internet in line with Kidsmart guidelines - SMART (Safe, Meeting, Accepting, Reliable, Tell). In addition valuable information is provided for parents to ensure their child's safety whilst using the internet. This will complement the 'Social Torch' of the Northern Lights Trivium by providing children and parents with the tools to use ICT productively and safely.
- ◆ We also advocate a responsible usage of internet and social media technologies so that children are aware of the consequences of their online actions upon others. Through our efforts we will supplement local and global initiatives that address all forms of bullying and harassment.

The school will be well-resourced with computers and quality software with a minimum of one computer in each classroom with internet access and SMART board interactivity. There will also be an additional ICT suite with restricted Wifi access across the whole school.

Staff understanding of ICT will be improved through regular and up-to-date in-service ICT-related training.

Broad Guidelines

Good achievement is strongly associated with high quality teaching, and an excellent knowledge of subjects/areas of learning. Staff will use their knowledge and expertise well to support and challenge pupils enabling them to develop their understanding of ICT.

Teachers will make good use of ICT systems to improve lesson planning and preparation through a systematic process for recording, monitoring and evaluating children's achievements.

Teacher's planning will be differentiated to meet the range of needs in any class, including those who may need extra support, those who are in line with average expectations and those working at above average expectations for children of their age. A wide range of teaching styles will be employed to ensure pupils are sufficiently supported or challenged.

- ◆ The Northern Lights ICT provision will fulfil the requirements of the National Curriculum and fully integrate with other parts of the curriculum.
- ◆ Provide pupils with the practical skills they need in order to use ICT effectively and efficiently
- ◆ Promote capability, confidence and sense of achievement in all children and the use of ICT by supporting all pupils in becoming E-confident.
- ◆ The Northern Lights Trivium will raise pupils' understanding of the uses of ICT in the wider world and community by enabling pupils to be independent and responsible users and prepared for life in an increasingly ICT-rich world.
- ◆ Through our extended curriculum provision outlined in the **Education 360** component of our vision we will offer parents access to computers, internet facilities and training programmes to help them support their children's learning.
- ◆ The 'Senior Leadership Team' will monitor planning, delivery and assessment of ICT, supporting staff in developing their skills with 'Continuous Professional Development' (CPD).

Staff will:

- ◆ Ensure all health and safety regulations are met and ensure the safety and welfare of children at all times. Children will be taught how to use the internet safely and access will be subject to written parental consent.
- ◆ Follow National curriculum Guidelines to ensure that all pupils receive the minimum entitlement of key experiences.

- ◆ Actively encourage equal access to ICT for all pupils, providing support and offering challenge where appropriate.
- ◆ Teaching methods will be adapted or varied to suit the type of activity being undertaken in order to integrate ICT effectively in planning, teaching, learning and assessment of all areas of the curriculum.
- ◆ Learning will be assessed through the use of integrated tasks and recorded in both an assessment record and self-assessed through a personal ICT record.
- ◆ The ICT coordinator will monitor ICT planning, delivery and assessment, providing ongoing support for staff in order that they may advance their own skills and as a result enhance the quality of teaching that the pupils receive.

ICT forms an integral part of the school curriculum and strategy for learning therefore managers, staff, and governors will ensure its full integration throughout the school.

Existing Resources

The Northern Lights will make use of existing resources that have been tried and tested in school environments across the world. Examples of such resources include Education City, Espresso and Purple Mash.

Education City:

This is a comprehensive e-learning resource that is widely used in schools and homes. It consists of engaging interactive activities including revision and assessment tools, which can be used in school for teaching on interactive whiteboards and at school or home for independent learning on computers. It is ideal for children between 3 and 12 years old, as well as for older children with special educational needs (SEN). Interactive learning resources cover the core subjects of Literacy, Maths and Science, from foundation stage, Key Stage 1, Key Stage 2 and Key Stage 3 transition.

Espresso

Espresso offers a range of content and tools for all year groups and subjects, plus whole-school initiatives such as SEAL and Healthy Schools. Espresso also includes SATs-related resources and specialises in taking educational concepts and applying them to a 'real-world' context through video and other multimedia elements. Espresso will encourage pupils to think beyond the simple fact, resulting in deeper and wider learning of concepts.

Purple Mash is a creative online space, designed to support and enhance every child's daily learning experience. There are numerous curriculum-focused activities and programs which support and inspire creative learning both at school and at home.

Use of online resources in school

ICT programs are used to make teaching and learning interactive, fun and easily accessible. These programs cater for children with differentiated needs including SEN, G+T and those with English as an additional language. The programs can be used for whole-class teaching, small groups or to meet the needs of an individual child. Planning is informed through clear learning objectives with related activities both ICT-based and follow up worksheets. A range of multimedia resources are offered such as video clips, multi-choice questions, quizzes for assessment purposes and visual tactile activities. Programs cover cross-curricular links both in the core and foundation subjects, making links with and supporting the National Curriculum and key learning objectives from existing Numeracy and Literacy frameworks.

Use at home and parental involvement

Through the **EduSphere**, resources such as Education City and Espresso will be made accessible from home. Children will be given an individual password to log on.

These resources will act as complementary tools for setting homework, enhancing learning or researching an area of learning. Children will be able to monitor and keep a record of their learning journey through completion of interactive programs

covering the skills required for them to achieve their targets. Once children have practised the skill, level-appropriate tests will be set which can be completed at home. The test will then give them the level they have achieved and allow activities to be set around that level and the skills they need to work on. This will encourage parental involvement by making them aware of the level that their child is working at. Parents will play a vital part in their children's learning through these programs as they provide visual learning tools and clear instructions (both written and verbal) for each program.

AbilityNet

AbilityNet is a UK based charity that helps disabled adults and children use computers and the internet by adapting and adjusting their technology. Irrespective of age, health condition or disability, appropriate support is given to adapt ICT to make it easier to use.

D1.3.3 Religious Education (RE)

Rationale

Religious Education at Northern Lights is delivered in accordance with the Calderdale Agreed Syllabus. Information is given about a variety of religions to ensure depth and coverage of faiths.

The aim of the Religious Education curriculum is to enable pupils to develop an awareness of themselves, of others, of the world and of spiritual and religious experience. Children will grow to understand religious and cultural diversity in order to create meaning and develop personally from their experiences.

Aims:

Children will be given opportunities to:

- ◆ Acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgements about the principal religions represented in Great Britain;
- ◆ Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- ◆ Affirm themselves and show a positive attitude towards their own emotions, life and learning.
- ◆ Enhance their spiritual, moral, cultural and social development;
- ◆ Develop a positive attitude towards other people, understanding their reasons for holding different beliefs from their own, and towards living in a society of diverse religions and belief systems.
- ◆ Stimulate their interest in life and advance their understanding and knowledge by:
 - 1) Appreciating the importance of religious festivals, places, objects and symbols.

- 2) Enjoying and sharing stories from religious sources.
- 3) Reflecting on their experiences of the uniqueness of new life, birth, growth and death.
- 4) Welcoming people from different religions.

Broad Guidelines

- ◆ Time should be given for reflection to let pupils contemplate religious and spiritual issues.
- ◆ Opportunities for oral work should be given so that children can talk about and share their understanding and develop their literacy skills.
- ◆ Pupils should use language to explain, reflect and ask questions.
- ◆ Active learning will be emphasised by providing children with first-hand experience of religions, e.g. through visits and visitors.
- ◆ Links should be made with other curricular areas especially the visual arts.
- ◆ Teaching should focus on stories, texts, lessons, concepts, words and their meanings.
- ◆ The Northern Lights '**One Voice**' programme will facilitate the understanding of children to appreciate common shared values expressed by people of faith and non-faith backgrounds. As part of our commitment to **the social torch**, this will help children appreciate and become mindful of differences.
- ◆ Teachers should enable children to become independent learners.
- ◆ Teaching should be appropriate, accessible and challenging for children at all ability levels with equally high expectations for all.
- ◆ The needs of more able pupils should be addressed by activities that extend them, e.g. through open-ended tasks, problem-solving and investigation.
- ◆ Attainment of pupils should be assessed using the performance descriptors in the agreed syllabus.
- ◆ Pupils are provided with opportunities to celebrate the religious festivals and cultural traditions that are relevant to them.

Conclusion

At the Northern Lights we value RE because it:

- ◆ Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- ◆ Prepares pupils for the opportunities, responsibilities and experiences of adult life.
- ◆ Provides children opportunities to develop their sense of identity whilst understanding the existence of a variety of religions.

D1.3.4 Physical Education (PE).

Rationale

Physical Education in school is the start of the development of a healthy active lifestyle which is a core part of the Northern Lights Trivium. Children should be given opportunities to develop a wide variety of skills, from individual to teamwork both physical and mental.

Physical Education gives every child, whatever their ability, an equal opportunity to develop their knowledge, skills and understanding that gives them the physical competence to move efficiently, effectively and safely, to understand what they are doing and in particular to enjoy physical activity. PE provides the potential for personal development by making demands which are not easily replicated in other subjects.

Aims:

- ◆ To develop habits leading to a healthy and active lifestyle, promoting physical fitness and healthy eating.
- ◆ To help children understand how the body responds to activity.
- ◆ To teach children to be more skilful in the ways they control their movements and develop coordination.
- ◆ To develop children's confidence in applying and adapting a range of skills in a variety of settings.
- ◆ To develop an appreciation of the creative and aesthetic aspects of physical activity.
- ◆ To contribute to children's social and emotional development by promoting their self-confidence and self-esteem. In-keeping with the 'Social Torch' of the Northern Lights Trivium, children will develop qualities such as commitment, fairness, tolerance and a concern for others alongside individual success.

- ◆ To encourage the children to consider their own safety and the safety of others at all times including water safety.

At the Northern Lights, all children are entitled to an enjoyable progressive and comprehensive Physical Education programme. This embraces the statutory requirements of the National Curriculum and contributes to the all-round physical development of each child, whilst taking account and catering for their individual interests and needs.

Staff will develop a scheme of work using resources such as Val Sabin publications. These will enable teachers to consistently deliver proven, enjoyable, high-quality lessons and exceed National Curriculum requirements. Together these will show a steady progression in each area of activity. The school will contribute to the all-round physical development of each child whilst catering for individual needs.

Broad Guidelines

There will be at least two hours per week of high quality Physical Education for children in addition to extra-curricular provisions.

The curriculum at Northern Lights will be separated into five areas: dance, gymnastics, games, athletic activities and outdoor and adventurous activities. For the quality of teaching and children's learning, it is important that:

- ◆ The work is stimulating, energetic, challenging and fun.
- ◆ The teachers consider safety at all times and the children can use equipment safely. Lessons will be conducted in a secure, supportive and disciplined manner. Pupils will learn the rules, etiquette and expectations of various activities.
- ◆ The children can work in a team, appreciating the ability of others, enabling them to show good sportsmanship.

- ◆ Resources are developed allowing activities to show appropriate progression and development.
- ◆ Teachers and children dress appropriately for the activity and understand the need for this.

Additional Provision

Swimming will form part of the curriculum for Year 4 pupils who have an allocation of a school year at one of the local swimming pools. Children will have a chance to develop other skills at the after-school clubs e.g. football, basketball and 'kwik-cricket'. Physical activity is also strongly encouraged at break and lunchtimes through the use of playground equipment and resources.

Details on our drive towards a healthier lifestyle as part of the 'Northern Lights Trivium' are found in the policy document on health.

Conclusion

As P.E in school is the development of a healthy, active lifestyle, all children will be expected to participate in P.E according to their abilities. Children will be encouraged to participate with others as well as learning to recognise and celebrate their successes.

Children will be encouraged to participate in sports that they enjoy. They will be encouraged to join school sports teams which will help us to strengthen our links with other schools in the locality.

D1.3.5 Art and Design

Rationale

There is a need for all children to develop levels of “visual literacy” for a world highly dependent upon visual communication. We aim to develop and encourage children’s natural creativity so that they can become confident and enthusiastic artists. We believe that children should be given the opportunity to enjoy, discuss and respond to a variety of art, craft and design forms. This will be done through developing powers of observation and the ability to select, interpret and record what is seen, thought and felt. The experience will be enjoyable and stimulating.

Aims:

- ◆ Children to experience a variety of approaches with a range of media as described in the Programme of Study for Foundation stage, KS1 and KS2.
- ◆ To encourage the natural abilities that every child possesses in this curriculum area.
- ◆ To teach children to look carefully at images and artefacts from the past, the present and from other cultures, using reference books, CDs and the internet as a source of information.
- ◆ To stimulate and develop children’s creativity and imagination by providing visual, tactile, and sensory experiences and a unique way of understanding and responding to the world.
- ◆ Children to develop an understanding of colour, form, texture and pattern and the ability to use materials and processes to communicate ideas, feelings and meanings.
- ◆ To explore the work and lives of different artists, craftspeople and designers in different times and cultures.
- ◆ Discuss and explore ideas associated with the motivation and inspiration behind different types of art.

- ◆ To help children communicate confidently and develop aesthetic judgements applied to their own work, to the work of others and to the world around them.
- ◆ To give all pupils an opportunity to develop their ICT skills using various graphics software packages.

Broad Guidelines

- ◆ Children should use sketchbooks to develop and record their ideas.
- ◆ Lesson planning will be supported by current resources and guidance.
- ◆ Teaching methods will vary according to the type of activity being undertaken.
- ◆ All pupils will experience a wide range of art and craft and design activities such as drawing, printing, painting, textile and sculpture.
- ◆ Teachers are responsible for the planning, delivery and the required assessment of the art curriculum. Planning will be differentiated, so children of all abilities will have equal access.
- ◆ Staff will plan opportunities whilst delivering the arts programme to draw upon the social torch of the Northern Lights Trivium. This will take the form of nurturing an appreciation of art from different cultures and eras. As such it will contribute to our pupils' appreciation towards different modes of expression.
- ◆ The Senior Leadership Team will be responsible to Governors for ensuring that appropriate funds are allocated to art.
- ◆ The Art coordinator in conjunction with specialist support working in school will institute projects that will create cross-curricular links.
- ◆ The Art coordinator is responsible for ordering specialised material and making sure that resources are stored and organised appropriately.

Conclusion

Art and Design form an integral part of the Northern Lights school's curriculum enriching our children's perception of the world around them. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We will ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We aim to do this best through a mixture of whole-class teaching and individual or group activities.

Children are given the opportunity within lessons to work on their own and collaborate with others on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

D1.3.6 Design and Technology

Rationale

Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems.

Technology is concerned with the application of knowledge, skills and understanding when designing and making good quality products that are fit for intended purpose. It is necessary that children understand design and technology concepts in order to be able to relate to their environment and understand the major part technology and its processes play in their lives.

Aims:

- ◆ Children to experience a variety of approaches with a range of media as described in the Programme of Study for Foundation stage, KS1 and KS2.
- ◆ To learn how to use sketchbooks to develop and record their ideas.
- ◆ To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- ◆ To develop an understanding of the ways pupils can change or control the products they make and how these can be made to work more effectively.
- ◆ To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- ◆ To use materials with regard to economy of use and possible re-use in line with the 'Social Torch' and responsible use of the planet's resources.
- ◆ To use reference books, CD-ROMs and the internet as a source of information and to investigate about design and technology.
- ◆ To learn how to discuss, compare and evaluate their own and other's work.
- ◆ To foster enjoyment, satisfaction and purpose in designing and making.

Broad Guidelines

The principal aim is to develop children's knowledge, skills and understanding in design and technology.

- ◆ Ensure that children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them.
- ◆ Give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with courtesy.
- ◆ Children critically evaluate existing products, their own work and that of others. They will have the opportunity to use a wide range of materials and resources, including ICT.
- ◆ Teaching methods will vary according to the type of activity being undertaken.

- ◆ Staff can use current guidelines and resources for the progression of skills to support pupils when planning learning.
- ◆ All pupils will experience a wide range of design and technology activities: knowledge of systems, mechanisms and properties of materials.
- ◆ Teachers are responsible for the planning, delivery and assessment of the Design and Technology Curriculum. Planning will be differentiated, so children of all abilities will have equal access.
- ◆ The Senior Leadership Team, in partnership with Governors, will be responsible for ensuring that necessary funds are allocated to Design and Technology.
- ◆ The Design and Technology coordinator is responsible for ordering specialised material and making sure that resources are stored and organised appropriately.
- ◆ Work done by the children will be celebrated in the form of displays around the school, along with the presentation of work in assemblies.

Conclusion

Design and Technology form an integral part of the school's curriculum. Through the study of design and technology children combine practical skills with an understanding of aesthetic, social and environmental issues. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. In addition, it is hoped that the effective teaching will enrich children's perception of the world around them.

D1.3.7 Music.

Rationale

Music is a practical and creative subject which helps to develop musical skills and the ability to express personal thoughts and feelings through sound.

At the Northern Lights we value different types of music as forms of expression and communication. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment. All children will be encouraged to develop their skills in playing different instruments. Music will be used to develop an awareness of different world cultures through the use of listening resources and instruments from different parts of the world. This will aid social and community cohesion as part of the Northern Lights Trivium.

Aims:

Implementation of some of these strategies will be dependent on the age and ability of the pupils.

- ◆ To encourage children to develop socially, morally and spiritually, to be creative, imaginative, constructive and to be thinkers and planners.
- ◆ To develop the capacity to express ideas and feelings symbolically through the medium of sound.
- ◆ To develop physical and intellectual skills and concepts while engaged in musical activity.
- ◆ To develop an awareness of different cultures and musical traditions, promoting a variety of styles, cultures and periods.
- ◆ To provide for the progressive development of sensitive critical and analytical responses to music and skills in aural perception.
- ◆ Provide activities that develop musical concepts and skills sequentially.
- ◆ Offer children the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards.

Broad Guidelines

- ◆ The children will be able to recognise the main elements of music (dynamics, duration, timbre, tempo, pitch, texture and structure).
- ◆ The children will know from memory a range of songs appropriate to their age group.
- ◆ The children will be able to listen with attention and understanding so as to be able to associate different kinds of music with particular situations and culture.
- ◆ Staff will plan opportunities whilst delivering the music programme to nurture an appreciation of music from different cultures and eras. As such it will contribute to our pupils' appreciation towards different modes of expression and therefore reflect the commitments that we have made as part of our 'Social Torch'.
- ◆ Through listening, singing and instrumental activities, the children will develop a more sophisticated sense of rhythm both in class and group work. This will emphasise the use of music as a motivator of **social cohesion**.
- ◆ The Music coordinator will be responsible for ensuring the necessary resources are allocated to Music.
- ◆ The Music skills to be developed include:
 - Performing individually and in a group
 - Controlling sounds made by the voice
 - Instrumental skills
 - Composing, arranging and improvising
 - Refining and communicating musical ideas
 - The idea of music, its composers and traditions
 - Appraising music: appreciation of live and recorded music

SEN and differentiation

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social and emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal – not different.

Conclusion

At the Northern Lights, Music will help to develop social interaction and enable children to think and work creatively and develop their listening, composing and performing skills in line with the Northern Lights Trivium.

Extended

“Meeting different needs”

Rationale

At the Northern Lights, we recognise that children develop at different rates and respond to different teaching and learning styles. For some pupils the core provision within class and the delivery of the curriculum are sufficient to succeed in achieving the intended learning outcomes. However, for others, further consolidation of key concepts is required and time constraints can often prevent such an opportunity being presented within the daily curriculum. In our determination to be inclusive and to ensure that all pupils reach their full potential **we will supplement the efforts of parents and educators to support and inspire our children’s academic and personal success.**

A distinctive feature of our programme will be provision of a curriculum extension on Saturdays for those requiring literacy and numeracy catch-up and those who are Gifted and Talented. We will regularly assess pupil needs and offer learning programmes to assist these pupils in achieving their potential for whatever duration they require.

This extension programme will provide weekly support for children who are in need of extra support in addition to existing classroom provision. Rather than leaving this for long periods of time, in line with our **zero tolerance policy to poor literacy and numeracy attainment**, we intend to have a monitoring and redress system to help narrow any attainment gaps. As part of our ongoing commitment to raising standards, we recognise that there is no substitute for repetition, consolidation and review so that **every child masters the fundamentals of literacy and numeracy.** Our extended provision will work alongside differentiations within the main timetabled curriculum. These sessions will be open to those with SEN excluding those on ‘school action plus’ and those who have a ‘statement of Special Education Needs’. This is because the latter two groups will have other specialist support provided through external agencies in partnership with the school.

The sessions will be compulsory for those who are identified as requiring extra help and support for them to achieve their potential.

There will also be mandatory sessions that will stretch those who are Gifted and Talented to sustain their achievement levels without conflicting learning provided as part of the existing timetabled provision.

This will be coordinated by a 'Regression Manager' assigned from within the SLT. Teachers from different year groups and teaching assistants will run the extension programme according to a pre-agreed rota that will be stated within their contract of employment.

Limited resource availability and an emphasis on keeping the programme manageable whilst giving maximum benefit to those in greatest need means that the sessions will not be open to the core group. Instead they will only be given the option to attend when there is extra teaching capacity.

We will also use a rota system to utilise our specialist volunteers to provide extra supervision support during these sessions.

D1.4.1 Literacy and Numeracy Catch-up.

Our staff will strive to optimise the potential of every pupil irrespective of socio-economic background and as such we aim to reduce the performance gap between pupils that is seen in this context by tailoring delivery to be sensitive to pupils' needs. This extension programme will provide weekly support for children who are in need of extra support in addition to existing classroom provision. This support will cover a range of appropriate intervention programmes for literacy and numeracy, such as 'Springboard' maths materials and 'Ruth Miskin's Fresh Start - Read, Write Inc.' materials for literacy. Children will also be able to benefit from reading support programmes such as 'Better Reading' and 'Toe by Toe'.

D1.4.2 Gifted and Talented Programme

At the Northern Lights, we believe that good provision for gifted and talented pupils is an important component of the personalisation and equal opportunities agendas and we want to ensure that every child achieves their full potential. This extension programme will provide weekly support for children who are gifted and talented to enhance their performance. Our teachers will recognise and build on what the pupils already know and strive to make learning vivid and real, developing understanding through enquiry, creativity, and problem solving.

We will register with and use resources from the 'National Association for Gifted Children', in addition to deploying recognised materials such as the 'Mathematical Challenges for More Able pupils' and 'Maths Mastery', for maths and 'Stories for Thinking' by Robert Fisher, in literacy.

This will be in addition to provisions such as the 'More able Challenges' activities within the classroom as have been detailed within the maths and literacy policies.

At the Northern Lights we recognise that rigorous checks need to be carried out on the impact of intervention programmes and extra-curricular activities to assess their success on raising pupil attainment. As part of our monitoring, we will use "The Institutional Quality Standards" as a tool to audit and develop our provision. This extended provision both for the 'Gifted and Talented; and those requiring 'Numeracy and Literacy catch up', will be monitored carefully and used flexibly to personalise the learning to meet the needs of these pupils and maximise success.

Enrichment

D1.5.1 Healthy Living Promotion.

The Northern Lights Trivium

The Northern Lights Educational Trust has recognised three particular areas where our children are being failed academically, socially and in terms of their health. We have thus set about presenting the Northern Lights Trivium to achieve a mastery of information that would be used to effect change in each of these three dimensions.

Rationale

In the Journal of Epidemiology and Community Health, UK researchers in 2008 said **9,000 adults die early every year because of obesity-related illness**. Using data on 128,000 adults in the Health Survey for England, the team from University College London calculated that **13 million adults will be obese by the time London hosts the Olympic Games**. Almost half of them will be from low income and disadvantaged communities, widening the health gap between the richest and poorest.

National data for Calderdale shows that 8% of children at Reception were obese and in year 6 this had increased to 17.8%.

Obesity levels for those defined as Asians or British Asians for reception and year 6 was significantly higher than the national averages. Starting off at **10.6% in reception and 23.1% by the time they reach year 6**. This highlights the importance of the primary school years to physical health and potential impact upon future health.

In Calderdale obesity prevalence is increasing and obese children are at **higher risk of becoming obese adults**.

Calderdale Council Data from 2008 showed that obesity levels in Calderdale were greater in those of South Asian Ethnicity compared to other ethnicities. Park ward has the second worst rates for childhood obesity in the whole borough. On the other extreme there are increasing levels of **concerns around underweight and anorexic children particularly amongst Asian girls.**

The **estimated cost to the NHS in treating diseases related to overweight and obesity in Calderdale was £53 million in 2007**, rising to £55 million by 2010 and £58 million by 2015. This figure does not include costs to wider society such as costs to businesses for absence to work and welfare costs which nationally are estimated to be £6 billion for England.

Life expectancy is about 3 years less in Park Ward compared to the rest of Calderdale. Park Ward has the **worst rates in Calderdale for still births, low birth weight babies and infant mortality.** The percentage of 4/5 year olds who are obese and overweight in Park Ward is slightly higher than in Calderdale; however the percentage of 10/11 year olds is significantly higher than Calderdale (36.2% compared to 29.7%). The **'all cause mortality rate' in Park is more than double the Calderdale rate**, 0.80 deaths per 1,000 population compared to 0.34 deaths per 1,000 population, and is the worst in Calderdale.

This policy will address the increasing concern about the quality of children's diets, rapidly increasing rates of child obesity and diet related diseases, and low consumption of fruit and vegetables by children.

Parents have the foremost responsibility to monitor their children's diet and weight and influence their eating habits and lifestyles. Parents also control the amount of money a child has to spend, and have a responsibility to influence the choices their children make. Through educating children and parents we hope to reverse the current trends of increasing obesity levels.

The Northern Lights will aim to equip and empower pupils and parents with the information and support they need to live healthy lifestyles through the curriculum we teach, relationships we foster and the environment and opportunities we create.

Aims:

We aim to create a culture where healthy lifestyles are promoted that impact the whole child in terms of their:

- ◆ Spiritual health including healthy choices and positive lifestyles.
- ◆ Physical health including diet, nutrition, exercise and health and safety.
- ◆ Emotional health including relationships, well-being, positive peers, safe & secure environment fostering compassion and courage.
- ◆ Mental health including a strong work ethic, a positive can-do mentality and wisdom regarding choices and consequences.
- ◆ Relationship health including positive significant peer groups in their class, whole school and families.

Broader Aims:

- ◆ Increase awareness of lifestyle choices and impact on later life.
- ◆ Pupils to gain an excellent knowledge and understanding of the factors affecting their physical, mental and emotional wellbeing.
- ◆ Pupils to be keen to take action to improve their health and enthusiastically take up activities to do so.
- ◆ Pupils to respond positively to the school's health promotion strategies and are themselves ambassadors for health promotion, including within their homes.

Broad Guidelines

At the Northern Lights we believe that promoting healthy wellbeing is something that needs to be done throughout the school life of every child in partnership with parents. We will have specific programmes to achieve the goals set out within our vision. An overview of some of the dedicated ways in which we will promote the physical (and social) wellbeing of our pupils is as follows:

- ◆ A whole-school assembly every week, dedicated to discussing and presenting health themes.

- ◆ One hour a week of PSHE teaching in every class per week, covering units of work outlined in the national curriculum.
- ◆ A whole-school “themed” day once a term, where the school takes a specific focus from areas, such as healthy eating, exercise and fitness, age-appropriate health awareness on the effects of drugs, alcohol and other harmful substances to the body, amongst other health themes.
- ◆ A dedicated health and sports week for the whole school in the summer term, where competitive sports and activities will be held (including Sports Day) and school linking sporting activities with partner schools.
- ◆ For both our health themed days and sports week, we will invite professionals from the communities, such as personal trainers, health visitors and dieticians to visit the school and offer workshop sessions to the pupils and parents. These will be done with measures to increase public awareness around obesity and related diseases in partnership with other stakeholders.
- ◆ Northern Lights pupils will be expected to attend at least one sporting extra-curricular club offered at the school, every week. These will be designed to offer very good value for money to promote inclusiveness of all pupils regardless of their parent’s ability to pay.
- ◆ The school will encourage its pupils to pursue sporting awards and achievements, such as the national curriculum swimming awards.
- ◆ The school will operate a ‘walking bus scheme’ and participate in national events such as ‘walk to school week’.
- ◆ We will offer extra-curricular, healthy cooking clubs and gardening clubs, in addition to sporting clubs, where children will be encouraged to grow their own fruit and vegetables and then use these in healthy recipes.
- ◆ To measure the BMI of children for all year groups and provide this data to parents to help raise awareness around obesity and thus to assist families to make healthy lifestyle choices.

The above is in addition to National Standards:

- ◆ To deliver a curriculum that provides information relating to food, nutrition and fitness and opportunity for at least 2 hours of exercise per week.
- ◆ To work in conjunction with the school caterer and ensure that the school meals provided meet with the requirements outlined by the 'Primary Nutritional School Standards' and that there is an uptake of school meals.
- ◆ To promote healthy eating for pupils with lunch boxes and the eating of snacks at break time through implementing policies relating to healthy snacks and sandwiches.
- ◆ To promote healthy lifestyles through active engagement in extra-curricular activities, such as sports and playtime games supported by a range of playground equipment and marked out games. For further details on physical activities refer to the PE policy.
- ◆ To promote healthy lifestyle through empowering children by developing their understanding of the benefits of exercise (walking, cycling to school) benefits of a healthy diet and therefore make quality informed choices.
- ◆ To promote healthy lifestyle through involvement in the positive community activities thus promoting health and a sense of pride.
- ◆ To enable pupils to take part in our collective events, school promotion strategies, health week, sports days, and clean the streets campaign.
- ◆ To introduce pupils to and forge links to outside agencies and government initiatives that promotes good health.

D1.5.2 Moral and Social Development.

The PSHCE module has traditionally been a very broad module covering a range of issues concerned with personal, social, health, citizenship and economic education. The Northern Lights believes that even though the teaching of these elements needs to be integrated, there is a benefit in addressing them in the form of two separate policy documents, a Personal Social Citizenship (PSCE) module and a health module.

Rationale

The Centre for Education and Inclusion Research (CEIR) based at Sheffield Hallam University carried out a comprehensive study of PSHE education in primary and secondary schools in England, (Formby et al, 2011). This research was based on a nationally representative survey and in-depth case studies to map and assess the delivery and effectiveness of current provision in English primary and secondary schools. They highlighted the importance of having strong leadership and support for PSHE education in school and that in the absence of senior leadership for PSHE education, delivery is likely to be very variable and lacking a systematic approach. Furthermore they stated that not having dedicated PSHE education staff and time within the curriculum can reduce both the quantity and quality of the provision. There was also particular concern, in both primary and secondary schools, in relation to the economic wellbeing aspects, which in general were not seen to be as widely covered, well delivered, or as effective as others, supporting evidence elsewhere (Ofsted, 2010).

Our understanding of the many factors that undermine our children's potential has led to the development of 'The Northern Lights Trivium'. This holistic and innovative programme is structured around a comprehensive syllabus that addresses three key needs in primary level education. Our 'Three Torches' of 'Mind', 'Body' and 'Social' ensure that pupils gain the knowledge and skills that support their academic, personal and social development.

In addition to addressing the academic and health needs of children, it is essential to address personal, social, moral and ethical needs of all children producing **well-rounded individuals** who not only excel academically but who are also **anchored by strong moral values** and a desire to support their families and local communities and become **productive future members of modern, democratic Britain**.

Aims:

- ◆ In addition to the Health Education policy to fulfil the requirements of the PSHCE curriculum.
- ◆ To develop self-esteem, confidence and responsibility for our own actions and their impact upon those around us.
- ◆ To learn common shared values amongst people of faith and no-faith backgrounds.
- ◆ To learn how to manage differences in opinions with others in a thoughtful, amicable and peaceful manner.
- ◆ To explore and appreciate the benefits of playing an active role in a modern democratic society.
- ◆ Have worthwhile and fulfilling relationships.
- ◆ Keep themselves and others safe.
- ◆ To provide opportunities for personal growth outside the classroom through responsibility, extra-curricular activities and interaction with other members of the community.
- ◆ To provide experience and opportunities to work as individuals and in groups with people of different ages.
- ◆ Involvement in a range of discussions and problem-solving activities with a variety of people.
- ◆ An opportunity to express opinions in a peaceful manner and to learn to “agree to disagree” in a non-threatening manner.

- ◆ Consider social and moral dilemmas they come across in everyday life.
- ◆ Learn how to ask for help and find information and advice.
- ◆ Prepare for physical and emotional changes in various stages of life.
- ◆ Be aware of discrimination against others due to race, religion and disability.
- ◆ Be aware of rights of animals and conscious of animal cruelty.
- ◆ To learn responsibility for and the value of taking care of our environment.
- ◆ To make links between personal and economic wellbeing elements, and to deliver them coherently.

Broad Guidelines

The Northern Lights believes that it is important to enhance the personal, social, moral and ethical development of all its children throughout their time in school. This is reflected in the ethos of the school and is supplemented through our behaviour policy, community participation programmes, assemblies and a classroom based timetabled session on a weekly basis as part of the delivery of our broader curriculum.

In addition to set teaching time within the weekly timetable to reflect the philosophy of the National Curriculum our programme we will have certain distinctive features to help pupil's lead productive and civic-minded lives.

Distinctive Features:

- ◆ A distinctive feature of our PSCE provision will be our **'One Voice' programme**. This will **educate children around common values** through the usage of quotes from historical figures of **faith and non-faith backgrounds**, including those from early civilisations and 21st century leaders and personalities. We will also get children to memorise **quotes and motivational maxims** which will anchor our children to **shared moral values** as well as support their skills of verbal expression in line with our **literacy programme**. Learning such quotes will also **enhance self-confidence** of our pupils and support the literacy programme.

By delivering a curriculum that represents the unified moral voice of many centuries of history, we will work to forge solidarity around the shared ethics of pupils of faith and non-faith backgrounds. We will use the lessons of the past to guide and inspire our pupils to become the confident and conscientious citizens of the future. In so doing we will encourage a school culture that is characterised by cohesion and mutual understanding.

- ◆ Children will be expected to take part in the **Northern Lights Community Passport**. This will involve children choosing from a range of tasks which help them display pro-active membership of their **family and community**. Each child will be expected to complete 12 such tasks within a year. Six of these tasks will pertain to family life and six to community life. Upon completion of each task a member of their family or local community will sign the 'passport' to confirm achievement. Choice of tasks will be relevant to the ages and abilities of different children whilst giving due regard to safeguarding procedures.
- ◆ There will also be a range of enrichment programmes such as the annual "**Clean Our Streets**" initiative which is currently run by volunteers of the Northern Lights.

The teachers:

In line with CEIR research, the role of being the PSHCE coordinator will be given to a member of the SLT. The coordinator will monitor the quality of teaching, evaluate assessment procedures and support staff in order that they may increase their own skills and therefore the quality of teaching the pupils receive. In addition to supporting staff development, the PSHCE coordinator will also carry out any research to inform the policy and to oversee its implementation.

The skills taught in this module need to be linked to other areas of the curriculum, inside and outside of school whenever this is feasible.

Staff always need to give due consideration to health and safety, safeguarding procedures and confidentiality issues to ensure the working environment is safe and interpret the curriculum relative to these parameters.

We also intend to make use of parts of the "**SEAL**" pack (Social and Emotional Aspects of Learning) that are relevant to our vision.

Teachers will be responsible for the **planning, delivery and assessment** of the programme relative to their classrooms and will work in conjunction with other members of the school team when the activity necessitates this. The details pertaining to assessing the PSHE module have been detailed in the description of the 'Community Passport' and 'One Voice' section with further details following in section D4. The CEIR review recognised that PSHE education is hard to assess and any long-term outcomes are difficult to measure. Hence, in cases when there are no established, accepted measures we will use indicators such as teachers' perceptions of effectiveness, or proxy indicators such as (whole-school inspection) Ofsted grades. We will also include a comment about PSHE education at parents' evenings.

Setting:

PSCE will also be taught explicitly and implicitly through other subjects as well. For example, some of the words that the children will learn as part of their expanding vocabulary will be selected from quotes that they will memorise as part of their 'One Voice' programme. This will likewise be the case when learning about Geography and History whilst studying different people and cultures from around the world and different eras as has been detailed within the humanities policy. This will also take place in PE and by teaching children about good sportsmanship and fair play.

It is also something that extends out into daily life within the school community from school assemblies to playground time.

- ◆ A clear and consistent framework of values supported and agreed by all.
- ◆ A classroom climate that encourages a high level of interest and commitment.
- ◆ Preparation and presentation of tasks for different audiences.
- ◆ Positive self- assessment and evaluation.
- ◆ Positive marking, with oral and written feedback.
- ◆ Active participation in family and community life.
- ◆ A range of resources that meet the learning styles of all pupils.

Assessment, recording and reporting:

Assessment and feedback is an integral part of ensuring success and improvement of any module. The achievements of all pupils will be assessed through monitoring, observation and discussion. Where relevant it will be upon completion of memorisation of selected quotes and completion of the community passport document outlined previously.

Learning intentions and success criteria will be clearly stated on each lesson plan so that pupils understand what they are trying to learn, why and what is expected of them. Children will be given feedback through open and individual discussions. The teacher will create a classroom climate where pupils will be encouraged to think aloud and explore their understanding of issues and moral dilemmas. The success of children in being pro-active members supportive of family and community success will be celebrated through classroom displays of records of achievement and “Community Passports” and awards of recognition during a community day event.

The annual report for each individual child will include a comment on PSCE.

Partnership with pupils, parents and the local community:

- ◆ The policy is available to parents on request.
- ◆ We aim for this module to complement the personal and social development of children provided in the home and the local community.
- ◆ Children will be given opportunities to discuss dilemmas and choose tasks that they feel are beneficial to their self, family and community.
- ◆ The school will strengthen existing partnerships and form new ones where relevant to achieve our vision.

Monitoring and reviewing the subject:

- ◆ Delivery of the module will be monitored by the PSHCE coordinator in line with the Northern Lights Vision and policy documents.
- ◆ The policy will be reviewed on an ongoing basis and specifically every 2 years by the PSHCE coordinator in discussion with pupils, parents, community members, staff, senior leadership team and where appropriate school governors

Conclusion

PSHCE is a fundamental part of the school's curriculum and addresses a key part of the Northern Lights Trivium. The Northern Lights is committed to providing the resources and support needed to deliver a robust curriculum that raises the standards of social moral and ethical behaviour. We will also review and modify the policy to ensure that the maximum benefits are conferred to pupils.

Appendix 1

D1.6.1 Homework

Rationale

A large number of children in the Park Ward area are of the Muslim faith and the majority of these attend after school classes, and many children will be encouraged to attend after school clubs hence there are competing factors that need to be considered when setting homework.

Homework reinforces and/or extends children's learning where it is relevant to the work that children are doing at school. We use the term 'homework' to include any learning activity that children, individually or with their parents/carers, undertake outside school. Children at the Northern Lights Primary School are expected to work hard during the day nevertheless we encourage a variety of activities, including academic study, to be carried out at home.

Aims:

- ◆ Provide parents with guidance in supporting children's learning at home and reinforce the important place homework has in supporting the progress of our children.
- ◆ To give parents a range of ideas and suggested open ended activities to undertake with their child.
- ◆ To develop our pupils' ability to study independently.
- ◆ To give children opportunities to learn in different contexts, environments and with other people gaining an understanding that learning goes on in all settings.
- ◆ To enable children to practise skills and develop an increasing understanding of the work undertaken in school.

Broad Guidelines

- ◆ Reception – given tasks once a week. Children are encouraged to talk with their parents about their work/play and parents are given information and advice on how to support their child.
- ◆ Year 1 – given tasks once a week.
- ◆ Year 2 – complete homework twice a week.
- ◆ Year 3 – complete homework twice a week.
- ◆ Year 4 – complete homework three times a week.
- ◆ Year 5 – complete homework three times a week.
- ◆ Year 6 – in preparation for secondary school the children in year 6 are expected to complete on average a minimum of thirty minutes work per day, attend homework clubs as they approach end of year assessments and complete their reading and homework journal daily.

Homework Club:

Homework will be set on Mondays to be completed and returned on the following Monday. Our Education 360 commitment extends education beyond the boundaries of the classroom by providing a supplementary mid-week 'homework club' that runs for 45 minutes. This approach gives an opportunity for children to initially complete set homework independently and then support children who have been unable to do so. It will take place in a safe and friendly environment which will also be open to parents. During this session pupils will have access to and borrow books for studying and use the library computers and internet for research.

The homework club will be staffed by teachers and teaching assistants according to agreed rotas as part of their contract of employment.

◆ **Reading**

We expect all of our children to complete some level of reading at home. Teachers will provide 'bookmarks' with ideas for parents to use to help support children's reading at home. It is the responsibility of the parent to return their child's book-bag daily.

Parents/carers are encouraged to take their children to the local library. Some homework may encourage the gathering of artefacts or pictures and which might not be in a written format. Parents/carers will also be encouraged to take their children on educational visits.

- ◆ Support and Guidance is available for parents in order for them to be meaningfully involved in supporting their children with their homework and with suggestions for extra work at home if necessary.
- ◆ Wherever possible completed homework is reviewed by the teacher and child together, but there will be opportunities for children to mark their own work and record their success. Homework guidelines will be prepared for all teachers in school.
- ◆ For those children who have been given permission to take extended leave, they will be expected to compile a photographic diary using a disposable camera supplied by school.
- ◆ Learning diaries are sent home with homework and parents may use these as a means of communicating with teachers.
- ◆ If parents have any queries about the homework set they must see the class teacher in the first instance.

Conclusion

Homework plays a significant part in school life. It complements and extends learning at school. It is a **tool that enables parents to work closely with the children and become further involved in school life**. We recognise parents as their **child's first educators** and we are committed to working in partnership with parents. Therefore:

- ◆ In addition to homework set at school parents must take their role in their children's learning seriously as agreed in the home-school learning agreement when they join the school.
- ◆ Parents of children that are working below expectations should work with their children at home to support them to get in line with their expectations.
- ◆ Where intervention has been arranged to support children in school parents must complete extra homework with their children

Appendix 2

D1.6.2 Home-school Learning Agreement

Northern Lights Primary School

Home -School Learning and Behaviour Agreement 2013-2014

We wish to create a culture of learning, where children are happy, enthusiastic, motivated and ambitious.

We encourage mutual respect, support and collaboration between all adults and children, both within the school and the wider community.

This can be done most effectively when all staff, parents and children understand their rights and responsibilities and work together towards the same goals, as detailed in our home/school learning and behaviour agreement.

Child's Name:.....

Class:.....

The school will:

- ◆ Raise and maintain a high standard of education, keeping in line with national government requirements, within a broad, balanced and well planned curriculum
- ◆ Endeavour to meet the individual requirements of all children to help them reach their full potential
- ◆ Provide a safe, caring and stimulating environment where children are safeguarded and their well-being is promoted
- ◆ Communicate sensitively and effectively with parents, and keep them informed about school activities through regular newsletters and notices about special events
- ◆ Expect high standards of work and exemplary behaviour through developing and building good relationships and a sense of responsibility
- ◆ Help children to contribute to community cohesion, improve inclusiveness and respect for each other and the community so that we can live and work together harmoniously
- ◆ Contact parents if there is a concern with behaviour, attendance and punctuality

In addition school will also:

- ◆ Hold regular meetings with parents to discuss the progress of children, indicating strengths and areas for development through individual targets
- ◆ Provide clear information about homework tasks
- ◆ Provide short workshops on supporting children at home in specific curriculum areas
- ◆ Provide opportunities for parents to become involved in school life
- ◆ Make available all school policies and any other relevant information

Signed:.....
.....Teacher

The Parent/carers will:

- ◆ Make sure that my child goes to school and arrives at school on time
- ◆ Make sure that my child wears appropriate clothing in line with the school uniform and that PE kit are brought to school as and when needed
- ◆ Provide a note of explanation if my child is absent
- ◆ Support my child with homework tasks, (ensuring that it is returned within the set time) and other learning opportunities at home
- ◆ Support the school behaviour management policies and procedures
- ◆ Let the school know of any concerns that may affect my child's work or behaviour at school or ability to do homework
- ◆ Attend parent's evenings and any discussions with the class teacher about my child's progress
- ◆ Read and act on any information sent home
- ◆ Work in partnership with school to develop positive attitudes towards those from different cultures, races and different values and beliefs

Signed:
.....
.....parent/carer

The child will:

Understand that they have the right:

- ◆ To be treated kindly; listened to
- ◆ To be helped; not to be bullied; not to be lonely
- ◆ To be happy, safe, wanted and special
- ◆ Attend school regularly on time
- ◆ Be kind, helpful and speak politely to others
- ◆ Take good care of the building, equipment and school grounds
- ◆ Appreciate other's culture, race, beliefs and values
- ◆ Follow the school rules
- ◆ Take responsibility for class and homework, and ask for help in doing their homework to the best of their ability
- ◆ Tell a member of staff if they are unhappy, worried or being bullied

Signed:.....

.....Child

Together we will:

*Recognise and value one another as partners in educating our children.
Listen to and support each other in our aim to provide the best education
for our children.*

Concluding Remarks:

“Vision without action is merely dreaming, action without vision is just passing the time of day; but combine action with vision and you can change the world”.

(Nelson Mandela)

In addition to the homework club and the extended programme of study on Saturdays, staff will also meet once a week to discuss issues around progress and to give staff an opportunity to have a regular input into the programme for the success of the school.

The Core Group of the Northern Lights recognises that despite having strong and thorough policies there is no substitute for hard work and dedication both on the part of the pupils and the staff.

D2: A coherent and feasible school timetable and calendar.

D2.1 Expectations around the length of the school day, term and year

The school day for pupils will be 6.5 hours for Key Stages 1 and 2 meeting the minimum statutory requirements. There will be 3 academic terms within the school year which will extend for 190 days excluding the extended curriculum. This also excludes the five non-teaching INSET days spread at appropriate intervals during the school calendar.

Rationale:

The school week will extend for 25 hours with the additional Saturday School Provision. The rationale for the extended provision has been detailed in Section D1.

The length of the school week meets and exceeds required standards that have been set for EYFS and Key Stages 1 and 2. The 190 day school calendar with holidays will be in line with other primary schools run by the LEA so as to maintain consistency and cohesion amongst the schooling community.

D2.2 The number and length of lessons each day

EYFS

Children who are within the EYFS will attend school in line with other key stages. However, the timetable of activities will differ so as to be flexible offering younger children more opportunities for child-led and spontaneous activities indoors and outdoors.

Children in the EYFS in general will not attend daily assemblies. However, they will partake in assemblies which carry special themes that are relevant to them.

Time	Activity	Duration	Session No.
8:45 - 9:00	Registration	15	
9:00 - 9:45	Planned Activity/Free Play	45	1
9:50 - 10:15	Letters and Sounds	25	2
10:15 - 10:30	Break 1	15	
10:30 - 11:30	Planned Activity/Free Play	60	3
11:30 - 12:00	Rhymes and Songs	30	4
12:00 - 1:00	Lunch	60	
1:00 - 1:10	Registration	10	
1:10 - 2:00	Planned Activity/Free Play	50	5
2:00 - 2:15	Break 2	15	
2:15 - 3:15	Planned Activity/Free Play	60	6

WEEKLY		9.00 - 9.45	9.50	10.15	10.30 - 11.30	11.30	12pm		1.00 - 2.00pm	2pm	2.15 - 3.15pm	
Monday	REGISTRATION	Free-flow indoor/outdoor provision Observations	LETTERS & SOUNDS	PLAYTIME	Numeracy	RHYMES & SONGS	LUNCHTIME	REGISTRATION	Literacy	PLAYTIME	Introduce new tasks	Quiet Reading/ Story
Tuesday		Free-flow indoor/outdoor provision Observations DH - PPA			Numeracy DH - PPA				Literacy		SEAL	Quiet Reading/ Story
Wednesday		Numeracy			PE				Literacy		Introduce New tasks	Quiet Reading/ Story
Thursday		Free flow indoor/outdoor provision Observations CLASS Library			Numeracy				Literacy		Music	Quiet Reading/ Story
Friday		Numeracy			ICT				Literacy		Introduce new tasks	Quiet Reading/ Story
	ASSEMBLY											

Key Stages 1 and 2

The number of lessons in addition to the assembly for each standard school day for Key Stages 1 and 2 will be 5.

Sessions will allow enough lesson time to deliver a broad and balanced curriculum that includes the National Curriculum and Religious Education.

Time	Activity	Duration	Session No.
8:45 - 8:55	Registration	10	
8:55 - 9:15	Assembly/Music	20	
9:15 - 10:15	Numeracy	60	1
10:15 - 10:30	Break 1	15	
10:30 - 11:00	Guided Reading	30	2
11:00 - 12:00	Literacy	60	3
12:00 - 1:00	Lunch	60	
1:00 - 2:00	Foundation subject 1	60	4
2:00 - 2:15	Break 2	15	
2:15 - 3:15	Foundation subject 2	60	5
03:15	End of Day		

D2.3 Extended hours

The Northern Lights recognises the need for supplementary support for specific groups of children to help them reach their potential. As part of our commitment to the success of all our children we have an innovative 'Saturday School Extension Programme' for children who are in need of extra support in addition to existing classroom provision. This is in line with our **zero tolerance policy to poor literacy and numeracy attainment** which has been detailed with Extended Curriculum section in D1.

The school extension programme will run on all Saturdays during term times for the length of the school year.

Time	Activity	Duration
12:30 - 12:45	Registration and Early Tasks	15
12:45 - 2:00	Session 1	75
2:00 - 2:15	Break	15
2:15 - 3:30	Session 2	75
03:30	End of Day	

The following page shows the proposed weekly timetable for Key Stages 1 and 2.

Proposed Weekly Timetable for Key Stages 1 and 2.

	8:45 - 8:55	8:55 - 9:15	9:15 - 10:15	10:15 - 10:30	10:30 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:00	2:00 - 2:15	2:15 - 3:15	3:15 - 4:00
Monday	Registration	Assembly	Numeracy	Break	Guided Reading	Literacy	Lunch	Science	Break	PE	Extra-curricular
Tuesday	Registration	Music	Numeracy	Break	Guided Reading	Literacy	Lunch	Science	Break	PSHE	Extra-curricular
Wednesday	Registration	Assembly	Numeracy	Break	Guided Reading	Literacy	Lunch	Humanities	Break	RE	Extra-curricular
Thursday	Registration	Music	Numeracy	Break	Guided Reading	Literacy	Lunch	Humanities	Break	ICT	Extra-curricular
Friday	Registration	Assembly	Numeracy	Break	Guided Reading	Literacy	Lunch	PE	Break	Art/Design	Extra-curricular
Saturday							12:30 - 12:45	12:45 - 2:00	2:00 - 2:15	2:15 - 3:30	03:30
							Registration and Early Tasks	Session 1	Break	Session 2	End of Day

D2.4 Compulsory and optional extra-curricular activities

The timetable detailing the standard school day which extends over 190 days is compulsory. The extended provision on Saturdays will be mandatory for those pupils who have special educational needs and those who are deemed gifted and talented as has been detailed within section D1. There will be a range of optional extra-curricular activities available to all pupils with options for parent participation. These activities will be tailored to support the delivery of the Northern Lights vision. Key aspects will include a range of sporting activities in partnership with other local schools. There will also be healthy cooking classes for parents and children. Every week there will be a focused homework club further details of which are provided in the homework policy.

D2.5 Pupil organisation and rationale

Pupils will be organised into year groups by age rather than ability. However, there will be provisions within the classroom setup to cater for the different needs of our pupils. This is **a tried and tested model** meeting the needs and **aspirations of our community** whilst allowing effective targeting and matching of resources to pupils' individual needs. In general pupils will remain in the same class groups for all subjects. However during the delivery of select areas of the curriculum such as thematic days and PPA and depending upon the availability of subject specialists, pupil groups will be reorganised accordingly. The Northern Lights will initially be starting with 4 year groups and the organisation of pupils will be reviewed as per the development of the school.

Stage	Age on 31 August	School Year	Class Size
Foundation	4	Reception	25-30
Key Stage 1	5	Year 1	25-30
	6	Year 2	25-30
Key Stage 2	7	Year 3	25-30
	8	Year 4	25-30
	9	Year 5	25-30
	10	Year 6	25-30

Extra-curricular provisions

Extracurricular provision will be offered in line with the Three Torches of Mind, Social and Body.

Mind	Social	Body
Homework Club	Singing/Music	Healthy Cooking
Reading Club		Sports and Games
Foreign Languages		Gardening
Eco-club		
ICT		

The above are a sample of the range of after-school activities that will be offered to all year-groups. These will be age-appropriate and offered on a rotational basis during term-time. Places will be limited according to resource availability.

Enrichment provision

The Social and Body Torches of the Northern Lights Trivium have been detailed within D1.5.1 and D1.5.2. The organisation of pupils for this will follow their year groups as outlined above.

Pastoral

The Northern Lights places great emphasis on the importance of the emotional wellbeing of pupils and as a result how highly developed and sensitively delivered pastoral care will ensure that we deliver on the commitments detailed within the social torch of the Northern Lights Trivium. This has been detailed within and the pastoral system has been detailed within the behaviour management section found within D6.

D2.6 The Northern Lights Provisional Annual Calendar 2013-2014.

Autumn term 2013	
School opens	Tuesday 3 September
School closes : half term	Friday 18 October
School re-opens	Monday 28 October
School closes	Friday 20 December
Spring term 2014	
School re-opens	Tuesday 7 January
School closes : half term	Friday 14 February
School re-opens	Monday 24 February
School closes	Friday 28 March
Summer term 2014	
School re-opens	Tuesday 15 April
School closes : May Day	Monday 5 May
School closes : half term	Friday 23 May
School re-opens	Monday 2 June
School closes : Midsummer	Tuesday 24 July

Staff Training Days:

Monday 2nd September 2013. Monday 6th January. Monday 14th April.

Two additional training days in line with community religious occasions.

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

Varying needs of individual pupils

At Northern Lights, we recognise that children develop at different rates and respond to different teaching and learning styles. For some pupils the core provision within class and the delivery of the curriculum are sufficient to succeed in achieving the intended learning outcomes. However, for others further consolidation of key concepts is required and time constraints can often prevent such an opportunity being presented within the daily curriculum.

D3.1 Effective strategies for meeting the needs of pupils with differing abilities.

Special Educational Needs (SEN) Policy

The revised SEN Code of Practice (2002) the Special Educational Needs and Disability Act (2001) the Equality Act (2010) and the Disability Discrimination Act (2005, including new additions, 2007) provide the statutory frameworks upon which this policy is devised.

Definitions:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for them” (Education Act 2006).

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;

- c. Are under a compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (SEN Code of Practice)

Disability:

“A physical or mental impairment which has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities” However, it is important to note that the Disability Discrimination Act (DDA) is broad and also includes a wide range of impairments, such as learning disabilities, dyslexia, diabetes, epilepsy and HIV, where the effect of the impairment on the pupils ability to carry out normal day-to-day activity is adverse, substantial and long-term.

“A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he/she, is or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home” (Education Act 196 section 32). For further details refer to EAL policy.

Neither does the exceptionally able or gifted and talented child fall into the remit of special educational needs. The school recognises that these, as all pupils have their individual needs and are fully met. For further details refer to the Gifted and Talented policy.

We also recognise that pupils who may have special educational needs may also be identified as gifted and talented.

Rationale:

The Northern Lights Primary School is committed and focused on helping all pupils release their full potential and developing a school that provides equality of opportunity, high aspirations and achievement for all its pupils. The school recognises the vital role of parents, in supporting their children and therefore will be involved fully in supporting their child’s education.

Meeting the needs of children effectively requires a successful multi- agency approach and the Northern Lights Primary School will work in partnership with all those involved, such as the LEA and other professionals so that all children, including those with special educational needs and or disabilities, make rapid and sustained progress over time, across the curriculum and in the area of learning in the EYFS, given their starting points and capabilities.

Staff will focus on a consistent approach and preventative work to ensure that the diverse individual and special educational needs are met effectively.

Aims of Policy:

This policy aims to:

- ◆ create a school environment to meet the needs of pupils identified in the Special Educational Needs and Disabilities Act, having regard for the Code of Practice and ensure that relevant SEN funding is assigned
- ◆ ensure that children with SEN and or disabilities or differing needs are not discriminated against and are able to enjoy the full, dynamic and rich curriculum offered and play a full part in the life of the school physically and academically
- ◆ ensure that special educational needs of pupils are identified as early as possible, accurately assessed, provided for and reasonable adjustments are made to the premises, staffing, deployment of resources and curriculum and maximise potential of the use of ICT.
- ◆ Identify the roles and responsibility of staff in providing for pupils' special educational needs and or disabilities
- ◆ ensure specific arrangements are put into place for statutory testing, teacher assessments and the application of the 'P scales'.
- ◆ ensure that parents play an active and meaningful role in supporting their child's education and progress
- ◆ ensure that pupils and parents have a voice in the process in order to provide an inclusive and supportive environment and ensure that pupils make a successful transition into secondary school.
- ◆ develop collaborative multi-agency working partnerships with relevant agencies and voluntary organisations

Access to the Curriculum:

Staff will ensure that they set high expectations for all pupils so that they are able to achieve their full potential. All pupils have an entitlement to the rich, broad and balanced curriculum, which is differentiated to ensure:

- ◆ Understanding of the relevance and purpose of learning activities
- ◆ That all children attain a level appropriate to their ability
- ◆ That identified barriers to achievement are removed
- ◆ All children with SEN and or disabilities have equal access to the main curriculum and to extra-curricular and extended activities
- ◆ That pupils with SEN and or disabilities experience levels of understanding and rates of progress that bring feelings of success and achievement

Role/responsibility of the teachers:

Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and work is differentiated appropriately and the use of rigorous assessment informs the next stage of learning.

Teaching staff will take responsibility for:

- ◆ familiarising themselves with pupil's records and information regarding their special educational needs
- ◆ consulting with the SENCO, parents and outside agencies or professionals to complete pupil IEPs and discuss pupil progress.
- ◆ seeking and taking on board the views of children through the reflection and feedback wall within each classroom. Teachers will provide tailored support where appropriate to ensure that children engage in purposeful and exciting learning and this inclusivity maximises their progress and achievement.

They will respond to pupils needs by:

- ◆ providing support for pupils who need specific help in identified areas of learning to ensure that children receive the entitled broad and balanced curriculum and acquire knowledge and competence across the range of subjects and areas of learning.

- ◆ organising, planning, delivering and adapting the main curriculum for children with additional or Special Educational Needs, including developing pupils understanding through the use of all available senses and experiences including ICT
- ◆ planning for pupils full participation in learning, physical and practical activities, including outings and extra-curricular activities
- ◆ supporting pupils to manage their emotions, trauma or stress, in order to take full part in learning
- ◆ helping pupils to manage their behaviour and take part in learning effectively and safely

Role/responsibility of the SENCO

The school will appoint a QTS teacher who is appropriately trained to carry out the role of a SENCO. Then as the school expands we will also have a dedicated member of staff who will coordinate the delivery of the SEN provisions.

The SENCO will be responsible for:

- ◆ the management of the day-to-day operation of the SEN policy and review of the policy in consultation with the principal, staff and governors.
- ◆ supporting and advising other staff in the identification and assessment of pupils and developing strategies and 'Individual Education Plans' (IEP) and taking into account the views of parents in respect of their child's particular needs pertaining to 'School Action' and 'School Action Plus'
- ◆ liaising with parents and other professional agencies as appropriate
- ◆ providing individual and tailored support for staff and parents through a robust and collaborative partnership with relevant professionals involved in the pupil's life
- ◆ maintaining the SEN register, oversee records of all pupils with SEN, and coordinate and regularly monitor and evaluate the educational provision
- ◆ ensuring that intervention and Individual Educational Plans (IEPs) are clear and detailed. These will be reviewed and monitored regularly to assess their impact, the pupil's progress and the views of the child, teacher and parents.

- ◆ attending multi-professional meetings on a termly basis to discuss school SEN issues and pupils individual needs

Training:

Regular and on-going/in-service training will be provided for all staff to raise awareness and ensure that staff are kept up-to-date with new initiatives, and gain knowledge, which will be used in practice to improve outcomes for pupils. All staff have due regard for the Code of Practice and its fundamental principles which are reflected within this policy. The SENCO will also liaise with the LA and other schools to exchange good practice and expertise.

Identification and Assessment of Need – A Graduated Approach

Assessment

The SEN Code of Practice sets out a graduated approach that recognises that children learn in different ways and can have different kinds or levels of SEN.

Early identification and intervention is vital if we are to reduce barriers to learning and the need for more intensive support later on in the pupil's school life. In working towards these the school will ensure that:

- ◆ the school works closely with parents, staff and other partners on transition
- ◆ there are clear referral routes for staff who identify and notify the SENCO a pupil who may have special educational needs
- ◆ there are clear procedures for multi-agency working and regular reviews

All pupils' progress relative to their starting points will be measured using transition arrangements, information from parents, day care providers, foundation stage records and rigorous tracking and monitoring systems, including whether there is any significant gaps or variations between groups of pupils of minority ethnic groups, gender groups, gifted and talented groups, and pupils speaking English as an additional language and the clear identification if there is any underachievement generally or amongst particular groups. RAISE

online and contextual value and value added measures will be used to identify underachievement.

Specific arrangements will be put into place for statutory testing and teacher assessments. 'P Scales' will be used to assess pupils with special educational needs who are working below level 1 of the national curriculum and provide data for those pupils.

'P Scales' will be used to support summative assessments, enabling staff to make and record judgements about pupil attainment at the end of a year or Key Stage. They will look for patterns in the attainment of pupils, and provide information for school coordinators to set targets for the whole school as part of continuous learning and improvement plans.

The SEN Code of Practice refers to the different types of educational support available for children with SEN.

Individual Education Plan (IEP)

An Individual Education Plan (IEP) will be used to plan for pupils with SEN. The IEP will include information about:

- ◆ the short-term targets set for your child (small steps that your child can achieve);
- ◆ the teaching strategies to be used;
- ◆ the provision to be put in place;
- ◆ when the plan is to be reviewed;
- ◆ success and/or outcome criteria;
- ◆ outcomes (to be recorded when the IEP is reviewed).

School action (SA):

Teachers may become aware of the need for intervention at SA where there is little progress in the child's ability despite targeted teaching, where there are difficulties in core areas, where there are persistent emotional and behavioural difficulties or where there are sensory or physical problems.

Parents must be informed that their child is considered to have SEN and has been placed at SA and will receive copies of the schools plans. School Action:

- ◆ is used when there is evidence that a child is still making insufficient progress and there is a need for action to be taken to meet their learning needs
- ◆ is used in discussion with the SENCO
- ◆ may result in the development of an IEP providing additional support for a limited period
- ◆ can include the involvement of extra teachers and may also require the use of different learning materials, special equipment or a different teaching strategy.

School Action Plus (SA+):

- ◆ is used where SA has not been able to help the child, who continues to make insufficient progress and difficulties continue
- ◆ at the school will seek a combination of external advice and additional support from external professionals, such as the LEA support services, the local Health Authority or from Social Services. For example, this may be advice from a speech and language therapist (SaLT), an Occupational therapist (OT) or Specialist Advisory Services dealing with Autism, Behavioural Needs etc.
- ◆ requires more detailed planning of interventions for children whose progress has been limited. A child's progress at SA+ stage should also be reviewed regularly (i.e. at least twice a year) and an IEP should also be written to assist the child.
- ◆ requires staff to consult with parent and carers to obtain consent


Referral & statutory assessment

Statutory assessment is a very detailed assessment under the 1996 Education Act.

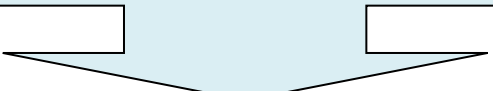
- ◆ Applies to a very small number of pupils
- ◆ May result in a statement of SEN, which specifies the long term support needed

- ◆ In consultation with the parent/carer and external agencies the school can make a formal referral asking the local authority to initiate a statutory assessment
- ◆ Parents can also make a formal referral
- ◆ The school and other professional will provide detailed information and evidence to the LA about the pupils progress and support to date

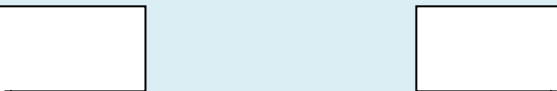
IEP - An Individual Education Plan (IEP) will be used to plan for pupils with SEN.



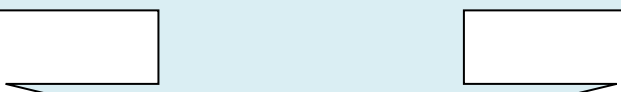
School action [SA] Teachers aware of the need for intervention
Parents informed that their child is considered to have SEN
➤ identified in discussion with the SENCO



School Action Plus [SA+]

- is used where SA has not been able to help the child.
 - School will seek a combination of external advice and additional support from external professionals.
- 

Referral & statutory assessment- Statutory assessment -a very detailed assessment under the 1996 Education Act.

- May result in a statement of SEN.
 - Parents can also make a formal referral.
 - The school and other professional will provide detailed information.
- 

Parents and carers as partners

The school recognises parents as the first educators of their children and that collaborative partnerships based on mutual respect will ensure the best results for pupils, parents and the school. The home-school agreement for behaviour and attendance is also central to this partnership. Therefore the school will:

- ◆ meet parental or carer preferences for school placement subject to requirements that the school is able to meet the individual child's special educational needs, that the education of other pupils will not be adversely affected and that resources are efficiently used
- ◆ support parents in their understanding of SEN procedures, school-based provision and other support available for their children, including voluntary agencies and children's services
- ◆ provide regular opportunities for discussion and involvement in assessment and review procedures
- ◆ plan for transition into secondary school

The need to seek pupils and parents views is paramount and every consideration will be given to provide opportunities for parents and pupils to be meaningfully involved in the assessment and decision-making process.

Partnership with pupils

We encourage all our pupils to take responsibility and make decisions; this also supports the development of pupil social and educational skills.

Pupils are involved at an appropriate level in setting targets in their IEPs and the termly IEP review meetings. Pupils will also be encouraged to make judgements about their own performance against their IEP targets and thus recognise success for pupils and the school.

Inclusion in relation to admissions

In our school we aim to offer excellence and choice to all pupils whatever their ethnicity, gender, culture, faith, social background, ability or disability. We aim to address this by identifying barriers to learning and participation so that all our pupils are able to take part in all aspects of the school. Through appropriate curricular provision we respect that pupils will:

- ◆ have different educational, behavioural and cultural needs and aspirations
- ◆ require different strategies and teaching approaches and experiences for learning
- ◆ acquire, assimilate and communicate information at different rates

Transition

The aim of the transition programme is to improve continuity and provide a **seamless progression** for all pupils as they move from primary school and through to Key Stage 3 by working together to improve continuity in teaching and learning between Key Stage 2 and Key Stage 3.

The Northern Lights transition plan will endeavour to:

- ◆ promote continuity and progression in learning across the curriculum;
- ◆ ensure that the skills, knowledge and understanding gained in the primary; schools are built on and developed at Key Stage 3;
- ◆ help to raise standards;
- ◆ increase pupils' confidence and self-esteem;
- ◆ improve motivation and commitment;
- ◆ encourage partnership between schools at transition;
- ◆ enable teachers in both phases to learn from each other and to improve continuity in teaching and learning between Key Stage 2 and Key Stage 3;
- ◆ improve consistency in assessment and tracking of pupils;
- ◆ evaluate impact on standards.

The teacher alongside the SENCO will:

- ◆ arrange and manage the coordination of transition activities
- ◆ arrange for joint curriculum planning for continuity in teaching and learning
- ◆ ensure pastoral links allow for the sharing of information on attainment/attendance/behaviour for individual pupils
- ◆ formulate 'Transition Plans' from September in partnership with secondary schools

The Administrative Staff will:

- ◆ arrange for the computerised transfer of pupil details from primary to secondary during the Summer Term

Procedure:

Education is a continuing process and a close liaison will be maintained with all our local schools. Regular contact will be kept between the principal, the SLT at the Northern Lights Primary and partner schools through a programme of meetings and visits.

The school aims to have a joint INSET day between the Northern Lights Primary and local secondary schools which would be valuable to share information about what pupils know, understand and can do at each Key Stage in order to help raise standards in Key Stage 3. Secondary school teachers need knowledge and understanding of what is taught in primary schools, how it is taught and what pupils know, understand and can do at the point of transition. This means that pupils do not repeat work they have done before which may be at too low a level and thus can be de-motivating and can lead to pupils underachieving.

This will also help to improve continuity and progression in line with their pupils' learning needs through changes being made to schemes of work and in the methods of teaching and learning, ensuring that pupils have challenging objectives and are enthusiastic about the work in secondary school.

The EAL, 'Gifted and Talented' coordinators and SENCO share information about pupils' progress, achievement and attainment in the primary school in order to inform future planning and expectations in Year 7.

Transition day

Each year transition day will be organised for Year 6 pupils to experience a taster day at their chosen secondary school. They will have opportunities to integrate with other pupils, and meet and work with their secondary school teachers to become familiar with the equipment, organisation and layout of the secondary school. Transition days give pupils an insight into the secondary curriculum, its new subjects/topics and ways of working.

The role of the governing body:

The governing body will have due regard to the revised SEN Code of Practice,(2002) the Special Educational Needs and Disability Act (2001) the Equality Act (2010) and the Disability Discrimination Act (2005), including new additions, (2007) when carrying out its duties towards pupils. Therefore, the governing body will:

- ◆ monitor the building and the facilities to ensure that the school can support the provision of the curriculum for any child with educational needs, whether they are physical, emotional, behavioural or special learning difficulties
- ◆ secure the necessary provision for any pupil identified as having special educational needs and ensure that all teachers are aware of the importance of providing for these pupils
- ◆ consult with the LA and other schools when appropriate and report annually to parents on the success of the school's policy for pupils with SEN and disabilities
- ◆ have a specific governor identified to have an overview of the school's provision for pupils with SEN. They will work alongside the SENCO to monitor the SEN provision at all levels and to ensure that all those who teach pupils with a statement of educational needs are aware of the nature of the statement

- ◆ regularly review the SEN policy and consider amendments in light of review findings and/or any new initiatives that are country or DfE led

D3.1.1 Disability Equality Statement (Please also refer to equality statement)

Legislation

“A physical or mental impairment which has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities”

However, it is important to note that the Disability Discrimination Act (DDA) is broad and also includes a wide range of impairments, such as learning disabilities, dyslexia, diabetes, epilepsy and HIV, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activity is adverse, substantial and long-term.

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as **direct and indirect discrimination, harassment, victimisation** and failing to make **reasonable adjustments** for a disabled individual. These may include:

- ◆ reviewing and making changes to policies and practices
- ◆ improving the physical environment and/or making changes to premises, regarding decor, organisation of space, including long term accessibility plans for improving access and facilities (made through the planning duties).
- ◆ increasing access to the curriculum;
- ◆ making changes to assessment, reporting and recording procedures
- ◆ providing extra support and aids (trained teachers and specialist equipment i.e. ICT) (made through the SEN duties);
- ◆ making written information accessible to pupils in a range of different ways.

Rationale:

The school is committed to complying with its obligations under the Disability Discrimination Act 1995 (as amended by the Disability Discrimination Act

(DDA) 2005). In this policy a reference to 'disabled people' includes disabled children, young people and adults, as well as pupils, prospective employees, employees, pupils, work experience placements, parents, carers, governors and other members of the wider community who are permitted to use the school premises for leisure or other activities.

The school values the diversity of its community and through its inclusive ethos believes that to increase the attainment of all pupils and secure a representative and valued workforce, it should provide all its pupils with the opportunity to reach their full potential, encourage and support disabled people to seek employment with the school and give due regard to making sure that all the services and facilities welcome disabled people.

The Disability Equality Duty

The DDA 2005 brought in a disability equality duty to promote disability equality and it applies to the school and this is incorporated in Part 5 of the DDA. Responsibility for the duty lies with the Northern Lights' governing body. The disability equality duty builds on the school's duties under Parts 2, 3 and 4 of the DDA.

The school, when carrying out its functions and in compliance with this duty, will have due regard to the need to:

- ◆ promote equality of opportunity between disabled people and other people;
- ◆ eliminate discrimination that is unlawful under the Disability Discrimination Act;
- ◆ eliminate harassment of disabled people that is related to their disability;
- ◆ promote positive attitudes towards disabled people;
- ◆ encourage participation by disabled people in public life;
- ◆ take appropriate steps to meet disabled people's needs, even if this requires more favourable treatment.

The duty applies across schools' duties:

- ◆ to disabled pupils;
- ◆ to disabled staff;
- ◆ to disabled parents and carers and other users of the school.

School's duties towards their pupils and prospective pupils under Part 4 of DDA and the accessibility plan

To ensure that the Northern Lights fulfils its duty regarding Part 4 of the DDA in ensuring that it does not discriminate against disabled pupils and prospective pupils we will:

- ◆ not treat a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification (the 'less favourable treatment duty');
- ◆ take reasonable steps to avoid placing disabled pupils at a substantial disadvantage (the 'reasonable adjustments duty').

The duties apply to:

- ◆ admissions;
- ◆ exclusions;
- ◆ education and associated services (a broad term covering the whole life of the school).

We will do our best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.

The physical environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school within the limits of the resources available. Where necessary, we will **improve** the following aspects of accessibility:

- ◆ access to the school, by installing setting-down and picking-up points, ramps and handrails;

- ◆ movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight; lowered handles for doors;
- ◆ accommodation within the building, by providing toilets for disabled pupils, sound-proofing for pupils with impaired hearing, and a medical room;
- ◆ furniture, by procuring rise-and-fall tables and sinks ;
- ◆ information and communication technology, by selecting appropriate hardware and software;
- ◆ signage, by putting it in clear print.

The Curriculum

- ◆ This will use teaching strategies to enhance learning and participation in a broad and balanced curriculum.
- ◆ Find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.
- ◆ Use language that does not offend, and make staff and pupils aware of the importance of sensitivity to these issues.
- ◆ Our library, reading books and other resources will contain positive images of people with disabilities.

- ◆ As a school we will regularly review the way resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training. Many of the adjustments made will be dependent upon individual needs and where relevant 'Individual Education Plans'.
- ◆ Seek and respond to guidance from the parents and the children.

Information

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative

formats that are clear and user-friendly, such as Braille, audio tape, large print, it may be transmitted orally, through lip-speaking, sign language, through a recognised symbol system or through ICT.

Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.

Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post. All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development (CPD).

This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech and language therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies.

Monitoring

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- ◆ admissions;
- ◆ attainment;
- ◆ exclusions;
- ◆ rewards and sanctions;
- ◆ parental and pupil questionnaires.

Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

D3.1.2 Equality/Inclusion Statement

Legislation

The Equality Act 2010 (Specific Duties) Regulations 2011 came into force on 10 September 2011. The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act considers everyone is protected against unfair treatment. The protected characteristics are:

- ◆ age
- ◆ disability
- ◆ gender reassignment
- ◆ marriage and civil partnership
- ◆ pregnancy and maternity
- ◆ race
- ◆ religion or belief
- ◆ sex
- ◆ sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as **direct and indirect discrimination, harassment, victimisation** and failing to make **reasonable adjustments** for a disabled person.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- ◆ in relation to admissions,
- ◆ in the way it provides education for pupils,
- ◆ in the way it provides pupils access to any benefit, facility or service, or
- ◆ by excluding a pupil or subjecting them to any other detriment.

Pupils in disadvantaged communities have historically been failed by weak and underperforming schools. The Northern Lights intends to raise standards, aspirations and achievement of all pupils attending including protecting the most vulnerable children.

Introduction

This statement complies with the Equality Act 2010 and should be reviewed with reference to other related policies, such as:

- ◆ teaching and learning
- ◆ anti-bullying and behaviour and well-being
- ◆ SEN and disability
- ◆ barriers to learning
- ◆ assessment, recording and reporting (ARA)
- ◆ English as an additional language

Rationale:

At the Northern Lights we recognise that participation of all pupils and parents in learning leads to the highest possible level of achievement, personal fulfilment and self-worth and that pupils can only demonstrate their ability if they are given meaningful opportunities to do so.

Therefore, the rich contribution that diversity and difference makes to our local and wider community is welcomed and valued. As an inclusive school all pupils will be educated alongside each other with the school **seeing the diverse needs of pupils as a rich vein of opportunities to maximise and develop this contribution.** We will provide all our pupils with **academic excellence**, personal and interpersonal skills and characteristics they need to succeed in their future lives and as leaders.

We will endeavour to contribute to building community cohesion by continuing to promote equality of opportunity and inclusion for all groups of pupils within the school. The school will also continue to promote shared values and encourage our pupils to actively engage with others to understand what they all hold in common.

The school's contribution and commitment to community cohesion is apparent throughout the school vision in its teaching and learning, in the curriculum and in its enrichment programme and extended services.

Values and Vision:

The Northern Lights has a school community (children, parents, carers, staff and governing body) which has a rich diversity in terms of cultures, religions, beliefs, ethnicities and social backgrounds. The community in which the school is situated broadly reflects such diversity. We ensure that our curriculum reflects the diversity of our society. We encourage children to explore in a positive way the differences and diversities of people. We positively challenge, in everyone, the stereotypes and assumptions, and actively seek to combat all forms of discrimination.

At the Northern Lights we believe that diversity is a strength that should be respected and celebrated by all those who teach, learn and visit here. We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability, gender, ability, race, beliefs or age. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

The school ethos ensures that:

- ◆ we **value each other**
- ◆ we seek to improve access, participation achievements and **life chances for all**

We therefore:

- ◆ foster **warm, welcoming and respectful** environments that allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence
- ◆ recognise that there are **similarities and differences** between individuals and groups

- ◆ ensure that differences do not become barriers to participation, access and learning and create **inclusive processes and practices** where the varying needs of individuals and groups are identified and met. **We therefore cannot achieve equality for all by treating everyone the same**
- ◆ build on similarities and enrich our differences and so to promote understanding and learning between and towards others to create **cohesive communities**.

Purpose:

The effective implementation of this policy will give the Northern Lights the freedom and flexibility to drive up standards and narrow the achievement gap between the rich and the disadvantaged. This means a real choice for parents to send their children to a successful school. We will endeavour:

- ◆ to raise standards and ensure inclusive teaching
- ◆ to provide our pupils with self-esteem and confidence which will enable them to fulfil their potential, regardless of gender or stereotypes
- ◆ to provide all pupils and staff with opportunities to develop tolerance, respect, understanding and empathy to live in a diverse environment and challenge stereotypes
- ◆ to ensure equal treatment of employees, pupils and any others involved in the school community.

Inclusion

The school will pay attention to the provision for and the achievement of different groups of pupils. In particular we will review how they benefit from our school, how well we support pupils in making progress towards fulfilling their potential. We will give particular emphasis on those whose needs, dispositions and aptitudes require particular perceptive and expert teaching and pupil support. These may include:

- ◆ disabled pupils as defined by the Equality Act 2010, and those who have special educational needs
- ◆ girls and boys (RAISE online cohort)

- ◆ pupils for whom English is an additional language (RAISE online cohort)
- ◆ minority ethnic, faith groups, Gypsy, Roma and travellers, asylum seekers and refugees (RAISE online cohort)
- ◆ pupils on low income backgrounds/pupils eligible for Free school meals (RAISE online cohort)
- ◆ those who are academically more able (G&T)
- ◆ children who are looked after by the local authority (RAISE online cohort)
- ◆ young carers and other vulnerable groups
- ◆ other children, such as sick children, young carers and children from families under stress
- ◆ any pupils who are at risk of disaffection and exclusion

Curriculum

We aim to offer excellence in all areas of learning through a broad and balanced curriculum, which focuses on core areas of English, Maths and Science, and further emphasis, is placed on the broader subjects. We recognise that pupils learn at different rates and stages and that there are many factors affecting pupil achievement. In addition, the involvement of parents and pupils in a collaborative and mutually respectful partnership is crucial to determine educational outcomes.

It is likely that some pupils will require help, support and challenge at times throughout their school life. Where relevant staff will identify these needs as they arise and will adapt and develop the curriculum as well as their approaches to teaching and learning to meet the individual needs so that every pupil is able to realise their full potential and achieve excellence and success. In order to do this we will:

- ◆ **Set Suitable Learning Challenges**

We plan our curriculum using the National Curriculum programmes as our starting point. However, we recognise that we must plan in ways that suit our pupils' abilities and their individual starting points. We use the flexibility within the National Curriculum to choose the most appropriate knowledge, skills and

understanding from the programmes of study to enable pupils to make progress and demonstrate their achievements. Our short-term planning is differentiated to match individual needs.

◆ **Respond to pupils' diverse learning needs**

We set high expectations and opportunities for all our pupils to achieve. As a staff group we are aware that our children bring to school different experiences, interests and strengths, which will influence the way they learn. We ensure our planning includes a variety of approaches, teaching and learning to ensure all children can actively take part in lessons fully and effectively.

◆ **Overcome potential barriers to learning and assessment for individuals and groups of pupils**

We recognise that some children will have particular learning and assessment requirements, which, if not addressed, could create barriers to effective learning. For these groups or individuals our approach to teaching, learning and assessment includes making 'additional to' or 'different from' provision to enable them to participate effectively in the curriculum and assessment activities.

Our commitment

At the Northern Lights Primary School we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that all pupils:

- ◆ make good progress and achieve
- ◆ are able to learn effectively without interference and disruption
- ◆ are treated respectfully
- ◆ receive additional help according to their needs
- ◆ have access to a broad balanced and relevant curriculum
- ◆ feel safe secure and happy within the schools setting
- ◆ reach their potential both academically and personally.

Monitoring, Evaluation and Review

Our commitment to inclusive practice is meaningless unless we actively monitor the impact of this policy on the experience of our children in all areas of the school life. We will collect information on the effectiveness of our inclusive practice through the following channels:

- ◆ collection of data relating to progress and achievement in curriculum areas
- ◆ incident records related to bullying, inappropriate behaviour (in class and at unstructured times), internal exclusions of pupils, short-term and permanent exclusions and discriminatory incident reporting forms
- ◆ evidence forms from our regular programme of lesson observations
- ◆ the views and experiences of our pupils collected through our school council and pupil questionnaires and as part of the our ongoing Personal Social and Health Education and Citizenship programmes
- ◆ the views and experiences of our parents/carers collected through informal one to one discussions, through questionnaires and formal parent consultations/parents evenings.

Using this wide range of information we will analyse comparative outcomes for individuals and different groups of children. Pupil tracking and analysis of information will enable us to judge whether all children are achieving their full potential and if not, which individuals or groups of children are underachieving.

D3.1.3 Gifted and Talented

Definitions:

The DfE definition applies the word 'gifted' to those pupils who show exceptional ability in any national curriculum subject except art, PE or music.

The word 'talented' identifies pupils who excel in those three subjects.

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

The National Strategy defines gifted and talented pupils as those in the top 10% achievers of every cohort. This policy outlines the way in which the school will identify and meet the needs of pupils who are generally more able (gifted and talented).

Rationale:

As a school we are committed to seek the participation of all pupils in learning which leads to the highest possible level of achievement and personal fulfilment. We aim to provide a high quality education and improve the standards of achievement for all our children, through an integral system and not just a 'bolt-on'. We recognise that pupils learn at different rates and will identify these needs as they arise and provide teaching and learning to challenge and stretch the most able pupils.

The Northern Lights Primary School believes that all children and those within our community have equal rights to the opportunities offered by education.

This includes the right to:

- ◆ access high-quality educational experience
- ◆ to participate in a broad and balanced curriculum
- ◆ to be part of the social life of school.

Human differences are normal and the rich contribution that difference and diversity makes to our schools is welcomed. To maximise this contribution, educational approaches will be adapted to the needs of the more able pupil.

As an inclusive school, we expect all pupils within its community to be educated alongside each other. We welcome and value the diverse needs of pupils as a rich vein of opportunity to develop its approaches to teaching and learning and thereby achieve excellence for all learners.

We believe that children and young people can only demonstrate their abilities if they are given opportunities to do so. The involvement of parents and pupils in a partnership to support learning is crucial in determining educational outcomes.

Identification

Identification of G & T pupils will ensure that they learn and achieve to a level appropriate for their ability and achieve their full potential. (Refer to Section D4 for details on the transition to secondary school). Class teachers will be responsible for establishing starting points where applicable, using comprehensive assessment systems and relevant frameworks to identify gifted or more able pupils relative to their peers in each year group by making a judgement based on:

- ◆ consultation with parents, pupil and other professionals if commencing school
- ◆ transition information and consultation with previous teaching staff and pupil if moving through school
- ◆ an analysis of data test scores, assessment/tracking information
- ◆ the national frameworks

It is important to remember that some gifted and talented pupils may also be on the SEN register.

Curriculum

Identified children are given opportunities to participate in challenging focused work and the creative curriculum, based on their needs and interests alongside those of all pupils. Day-to-day planning will consistently challenge and reflect pupil's needs rather than additional work and activities. **Pupil's views will be sought, valued and the findings acted upon**, to ensure that their needs are met. The school will ensure that processes for auditing and evaluating the impact of provision, including enriched curriculum activities, are sufficiently rigorous to inform planning and the improvement of teaching and learning for all pupils.

Class Teachers will use effective strategies to:

- ◆ identify more able pupils within the class setting
- ◆ provide an appropriate and challenging curriculum/areas of learning and address extension with ambitious but achievable targets
- ◆ provide opportunities for pupils to work alongside others of similar ability and support less able pupils
- ◆ provide opportunities to work with older age group in the classroom as well as social and after school activities
- ◆ seek the views pupils and take into account when planning tasks and curriculum provision to meet their interests.
- ◆ develop independent learning by allowing pupils to organise their own work, carry out tasks unaided and evaluate their own work.
- ◆ use the Classroom Quality Standards (CQS) for reflecting on their own practice and to plan further development and improvement
- ◆ assessing quality of provision in learning.

Gifted & Talented Coordinator

The school will have in place a gifted and talented coordinator who will receive relevant training and attend a gifted and talented training programme, to remain sufficiently driven and committed and will take responsibility alongside the class teacher for:

- ◆ identification and monitoring of more able pupils, through rigorous tracking and assessment systems.
- ◆ monitoring and scrutinising teacher planning and assessment records to ensure that appropriate challenges are provided and that assessment are accurate,
- ◆ making sure that there is a focus on matching teaching to the individual needs of children and to sustain provision for G & T pupils with consistent levels of challenge whilst narrowing the gap in outcomes for all pupils
- ◆ using the Institutional National Quality Standards for Gifted and Talented Education (IQS), a whole-school tool for challenge, motivation, self-improvement and collaboration and the Classroom Quality Standards (CQS) for analysing the quality of planning, teaching and learning and making improvements
- ◆ promote staff professional development and provide training to other staff, and
- ◆ compiling and updating the central register regularly.

Partnerships

The school will work with LA coordinators, using national guidance to establish clear indicators of what G & T pupils at different stages should be achieving and the rates of progress across key stages.

Parents

If parents think that their child is gifted or talented then they will be encouraged to talk to the school about this and together decide how best to celebrate and cultivate their abilities.

Staff will fully engage with parents of gifted and talented pupils constructively by helping them to understand their children's needs, the provision school has made for their gifted and talented children and how best they might support them.

Responsibility

It is imperative that teachers, the coordinator and school governors are given and have sufficient status and responsibility. This will enable them to influence practice at a strategic level and fully explore the opportunities to improve provision and have accountability for the progress and achievement of groups of pupils. They will be responsible for influencing and implementing the policy and liaise with LA coordinators and lead staff and to look for ways to continually enhance provision.

Extra-Curricular activities

The school aims to develop a varied and stimulating range of after-school and enrichment programmes, which will provide all pupils with opportunities to engage in several activities, such as sports, cultural and language clubs as well as trips and educational visits. All extra-curricular activities will have clear links to the formal school-based curriculum and evaluate the impact of these and analyse whether Gifted & Talented children are progressing and continuing to progress as well as they should. The school will work closely with other partner schools within the local and wider area to offer such activities and promote community cohesion.

D3.2.1 Use of ICT to support the learning and achievement of pupils of varying abilities and needs.

The ultimate goal of using ICT is to increase *the 'effectiveness of teaching and improve pupils' learning'*.

Rationale

The school recognises that we live in a technological world where information and communication technologies are vital to everyday activities.

ICT can be used in many ways to benefit pupil learning as it is cross-curricular, as well as being an individual subject area. By its very nature, it is ideal for problem-solving and investigative work, and can support sustained levels of thinking and group work.

Research by the Department for Education into the use of ICT has shown that it 'has been found to be positively associated with improvement in subject-based learning in several areas'. If planned effectively, ICT can support whole-class, group and individual activities.

Most pupils enjoy learning through ICT and, as it is an area which is constantly changing, they will benefit from new and innovative technologies as they come into school. However, it is the way that ICT is used by pupils and teachers that makes the difference. ICT can be used in a number of different ways to support and have an impact on learning and pupil development. ICT allows the teacher to produce and modify resources quickly and easily. It allows access to a wide range of information in different formats.

Whole-class sessions

The use of interactive whiteboards (IWB) will transform whole-class teaching and ensure pupil participation.

Pupils and adults will be able to use this technology and many of the programmes available will encourage participation.

The use of IWB technology will also enable teachers to display files downloaded from the Internet, as well as CD-ROMs, and build interactivity to

encourage active learning. Using a large screen or overhead projector the teacher can focus the children's attention on different aspects of the text. This provides opportunities to solve problems within small group and whole-class situations by discussing and exploring a variety of solutions. The effective use of IWB technology also provides the children with instant feedback on their performance.

Interactivity

This allows children to explore areas which would otherwise not be available to them; they can communicate with others and present information effectively in different ways and for different audiences. They can get responses and feedback quickly. Programmes such as Skype allow the making of video calls to other schools, linking school projects, locally, nationally and internationally. Email will allow our pupils to communicate with children in other countries about their aspirations and experiences in school. The EduSphere will allow pupils to be involved in classroom discussions, homework and view learning throughout the school as well as their own class.

Group work

ICT is effective during group work as it can be used to enhance teaching and encourage pupils to develop their technological skills. For example, year 2/3 pupils could be involved in a project, where teachers could ask pupils to collectively plan, email outside agencies, use the Internet for research and then create a basic Power point activity to present their case.

Individual work

Individual pupils can be given opportunities to experiment with different technologies, for example using digital cameras during project work, or specific resources which can be used with pupils who have special Educational Needs (SEN) or additional learning needs. The use of interactive programs for children encourages them to be responsible for their own learning and progress. For example, Education City allows children to work from home. Homework can be set; programs range from Foundation Stage, Key Stage 1

and up to Key Stage 2. Laptops and net-books might be used during independent tasks in the classroom for design making, literacy and writing exercises.

Teaching and learning

Children are surrounded by different technologies in the world outside school and are often very competent in the use of different ICT equipment. At the Northern Lights we will endeavour to use ICT to encourage pupils to use their enthusiasm for technologies in order to support their learning. It is important to remember that ICT does not just mean computers. It covers a broad range of learning technologies found in schools, including digital cameras, printers, and laptops, keypads on technological equipment, such as calculators, DVD players and interactive whiteboards.

ICT can be used in different ways as part of the day-to-day practice in the classroom across a range of subjects. However, teachers need to be able to make judgements about selecting appropriate teaching and learning methods to show how they plan to utilise ICT in a way that is stimulating for pupils. Staff will ensure that it is used in the most appropriate method for pupils' needs and abilities and where required it will be adapted for pupils of different ages, those with EAL, SEN, gender and general needs and abilities.

ICT Evaluation

- ◆ Does it encourage pupils' interests, for example, in Maths, literacy or music?
- ◆ Does it allow pupils to be creative and use their own ideas?
- ◆ How long will it retain pupils' attention, interest and motivation?
- ◆ Does it allow pupils to be in control and encourage independent thought rather than 'leading' them to a specific conclusion?
- ◆ Does it support a range of teaching and learning styles and models of classroom management?
- ◆ Does it encourage open or closed responses from pupils?
- ◆ Will it support the learning of less able pupils?

- ◆ Can it extend the learning of highly able pupils?
- ◆ Will it support and enhance teaching? In what way?

Staff who work with pupils who have SEN or require additional support for learning will be provided with specialist ICT equipment such as, touch-sensitive or visual programmes which may be used to enable them to have full access to the curriculum. Specific training will be provided for all staff in order to do this. All staff will be given training to gain an awareness of health and safety and the relevant legislation and copyright procedures that are applicable in the case of information technology.

Health, safety, security and access

The school recognises its duty that whilst developing ICT skills in pupils, we must also be aware of the risks associated with using equipment and how these can be minimised. All pupils will gain and develop an awareness of using ICT equipment safely and properly. All equipment will be checked and risk assessed regularly. Pupils will be regularly reminded of the correct procedures relating to the correct switching on, logging on and shutting down of computers. Work that pupils save on school networks or intranet will be password-protected and in a named folder for their own class.

For further details refer to the ICT policy in section D1.

D3.2.2 The EduSphere

The EduSphere in brief is the Northern Lights' ICT framework consisting of a computer suite and web portal that links pupils, parents and the school. At its core there is an online portal with a range of free ICT resources that can be accessed at home, in class or through the school's ICT suite. The EduSphere provides learning opportunities for children and parents, along with an opportunity for parents to be informed about the academic syllabus with an opportunity for regular feedback to parents on the progress of their child.

Rationale

There is a well-established link between computer literate parents and their children being adept at computer usage. A study carried out by the Organisation for Economic Cooperation and Development showed that *there is a stronger correlation between educational performance and frequency of computer use at home than at school. In every country, pupils reporting rare or no use of computers at home score lower than their counterparts reporting frequent use. However, pupils using computers most frequently at school do not perform better than others, in all countries* (OECD, 2010).

There is also evidence from as far back as 1984 that "as parents' skills in the area of computer literacy are strengthened, they become empowered to enter into the teaching and learning process". (National Adult Education Conference, Louisville, 1984). This is coupled with the fact that there is now a range of excellent ICT resources which can be used to supplement the learning that children experience outside of the classroom. However, problems around access often prevent parents from being able to make a difference to the learning that their children experience.

Providing parents with regular feedback of their children's performance in school and at home along with attainment targets will give parents the opportunity to improve their child's educational achievement on a consistent and ongoing basis without the need to have to wait for bi-annual parents' evening.

The role of the EduSphere is to meet the following needs:

- ◆ For parents to be given the opportunity to learn basic computer skills to enhance their own and their child's learning.
- ◆ To enable parents to help their young children access ICT resources and to help older children use the internet safely.
- ◆ To provide access to online educational resources which give parents instant feedback on the performance of their children through online teaching modules. For further details refer to the ICT policy.
- ◆ To give children access to ICT resources that will improve their knowledge of the six areas of learning of the core subjects.
- ◆ To empower parents to be meaningfully involved in the learning of their children.

The Northern Lights will provide monthly onsite training for parents to develop their computer literacy and also tutorials on how to access the EduSphere's available resources. This will be managed by the ICT adviser (refer to section F3.1) and bilingual volunteers. For those families that do not have access to internet at home, we will provide access to the Northern Lights' computer suite every week during the homework club (refer to section D1.6.1). Access will be available to the suite at other times depending upon volunteers or other resource availability. The Northern Lights through its volunteers has in the past provided language support classes to parents in other local primary schools in particular for parents after school drop-off or before school pick-up. These timings suit the daily routine of many parents and thus we expect that there will be a good uptake of this valuable service in line with existing commitments from our volunteers. (Refer to section F).

D3. 3 English as an Additional Language (EAL) Policy

(Please also refer to barriers to learning and partner resources sections D3.

This policy aims to ensure that the school has effective aims and strategies to meet the needs of those pupils with English as a second or additional language. This will support pupils through planning, organisation, teaching and assessment procedures so that they achieve their full potential. The Northern Lights will predominantly serve Park Ward where English is an additional language for over 90% of pupils attending most primary schools.

Some pupils face barriers to learning as a result of their ethnic origin, social group, race or culture. Research has shown that children from lower socio-economic backgrounds and/or specific ethnic groups are more likely to underachieve at school. This may lead to disaffection, low self-esteem, and marginalisation by others and in some cases exclusion from school (DfE).

This policy addresses issues for the education of all children and young people, especially those who have access to more than one language as a result of their home or community experiences. In many cases, they will be competent in one or more languages and at the early stage of learning another language. In some cases, they may be balanced bilinguals with equal competence in two languages. Some may be literate in both languages. Some may have only oral skills, either because they have not yet reached a stage where literacy is taught or because they come from a tradition where there is no written form of the language.

The policy recognises that effective communication in English is a key to success in Britain and that English is the primary language of education in this country. It also acknowledges the fundamental part that language plays in people's perception of themselves and in their attitudes to learning. It therefore recommends that all aspects of children's language repertoire should be valued in schools.

Planning for English as an additional language proceeds from an understanding that difference is an asset and not a deficit.

Rights and responsibilities

Languages for All: Languages for Life, the National Strategy on Language Learning, states that ‘Languages are a lifelong skill - to be used in business and for pleasure, to open up avenues of communication and exploration and to promote, encourage and instil a broader cultural understanding.’

The ‘Race Relations Amendment Act’ requires schools to eliminate unlawful discrimination, to promote equality of opportunity and to promote good relations between different groups. An aspect of this is ensuring that all languages of the school community are valued and there is equality of treatment and access for all pupils and staff, whatever their first language.

Rationale:

All pupils need to be safe, valued and accepted in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their distinct and differing needs and the fact that they are learning in and through another language. At the Northern Lights we recognise that bilingualism is a strength and that pupils have a valuable contribution to make. All teaching and support staff will play a crucial role in modelling uses of language. We ensure that pupils who are learning to use English as an additional language for educational purposes receive appropriate access to the National Curriculum and equal opportunity to achieve their academic potential.

Children from Calderdale come from a variety of backgrounds: some are well-established communities, such as the Pakistani and Bangladeshi, while others are new to the community, such as the Polish, Czech and Romanian.

Aims

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education and experiences we provide.

Our overall aims are to make sure that we meet all the needs of those children who are learning English as an additional language and those children feel happy, secure and valued, enabling them to reach their full potential and participate fully in school life.

We follow the **three principles of the National Curriculum** inclusion statement:

- ◆ setting suitable learning challenges.
- ◆ responding to children's diverse learning needs.
- ◆ overcoming potential barriers to learning and assessing individuals and groups.

We aim to have a school that has a **rich resource of bilingual and multi-lingual teachers** and teaching assistants who can use their skills to engage pupils and support them in the languages used in our community.

We aim to integrate new EAL children into school as quickly as possible to enable them to access the curriculum, providing the appropriate support:

- ◆ to welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- ◆ to implement school-wide strategies to ensure that EAL pupils are effectively supported in accessing the rich, broad and balanced curriculum and plan for the acquisition of English
- ◆ to help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

These will be supported through:

- ◆ specialist EAL support across the curriculum for ethnic minority pupils.
- ◆ bilingual curriculum support for ethnic minority pupils where available.
- ◆ developing links with bilingual learners' parents and communities;
- ◆ removing cultural and other barriers, and acknowledging the linguistic and cultural diversity of pupils in school
- ◆ specialist support for ethnic minority pupils identified as being at risk of underachieving
- ◆ incorporating close liaison between class teachers and SEN Coordinator where appropriate.

Objectives for pupils

- ◆ To use English as a means of communication in social and curriculum contexts.
- ◆ To be able to read with understanding and write for a range of purposes.
- ◆ To develop a growing awareness and knowledge of English grammar.
- ◆ To strongly encourage development and progression of the first language through bilingual support.

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.

All children in our school will follow the curricular requirements of the Foundation Phase and the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this. Pupils will not be removed from lessons to receive EAL support but trained, **dedicated teaching support staff** will work in classrooms with teachers in groups of varying sizes. These may not entirely consist of EAL pupils.

Ensuring access to the curriculum and assessment by:

- ◆ using accessible texts and materials that suit children's ages and levels of learning;
- ◆ providing support through ICT, audio-visual materials, writing frames, dictionaries and translators;
- ◆ using the home or first language where appropriate.

In the Foundation Phase we will plan opportunities for children to develop their English, and we will provide support to help them take part in activities. The Foundation Phase helps children learning English as an additional language by:

- ◆ building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- ◆ providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- ◆ providing bilingual support to extend vocabulary and understanding;
- ◆ providing a variety of writing in the children's home language as well as in English;
- ◆ providing opportunities for children to hear their home languages as well as English.

Teaching and Learning

It is expected that all teaching staff will:

- ◆ be knowledgeable about pupils' abilities and needs in English and other subjects and acknowledge that it takes time to become fluent in an additional language
- ◆ support all the languages in a child's linguistic repertoire which helps to ensure that children have the best access to new concepts and ideas and therefore to the highest possible achievement. It is essential that this starts with a strong foundation in the early years and continues as children grow older
- ◆ acknowledge that language is a fundamental aspect of identity. They will promote children's ability to communicate in their home languages which will build self-confidence and encourage pupils' belief in themselves as learners
- ◆ use transition arrangements and assess the pupils competence in English in relation to the National Curriculum standards and expectations

- ◆ use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping and show differentiated work for EAL pupils in planning
- ◆ have high expectations, expect pupils to contribute and give more than one-word answers and allow pupils time to process and respond
- ◆ group children to ensure that they hear good models of English. Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

Developing EAL Pupils' spoken and written English by:

- ◆ ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- ◆ explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- ◆ providing a range of reading materials that highlight the different ways in which English is used;
- ◆ ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- ◆ encouraging children to transfer their knowledge, skills and understanding of one language to another;
- ◆ building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

The EAL coordinator will:

- ◆ oversee initial assessment of pupils' standard of English
- ◆ give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Learning Plan for each pupil)
- ◆ provide advice to teachers and support staff on classroom strategies
- ◆ monitor standards of teaching and learning of pupils with EAL
- ◆ liaise with the multicultural service
- ◆ liaise with parents/guardians

- ◆ support the pupils' language development both in class and by withdrawal (for one-to-one work) as appropriate
- ◆ report to the principal on the effectiveness of the above and the progress of pupils

Assessment for learning

Wherever possible, pupils who are in the early years of education or new to English will be assessed in their strongest language as well as in English. When a child is being assessed to determine whether there is a Special Educational Need or whether the child is operating at an early stage of English it is important to use the preferred language. This will include the involvement of an adult who shares the child's language, preferably someone with professional understanding of what they are looking for.

Pupils' language development takes place in all areas of the curriculum. Any assessment of language competence will take account of this and include all relevant curriculum and learning contexts. Our school will use the 'standard English scales' to measure the English language competence of EAL children. We will record their attainment and progress according to agreed school procedures.

- ◆ The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.
- ◆ In the mathematics tasks and tests at Key Stage 1 we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.
- ◆ For the science and written mathematics test at Key Stage 2 we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language.
- ◆ For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test for children who have limited English.
- ◆ The EAL coordinator will support children during the Key Stage 1 and Key Stage 2 assessment periods.

Partnership with parents and the community

The role of parents is crucial. Parental involvement increases children's chances of success and this applies particularly to language development. Regular conversations between parents and children and sharing texts at home will support oracy and literacy development.

Promoting home languages at school and within the school's community, including communicating with parents in ways which are accessible to them will build community links and mutual respect. This will further encourage families and schools to work in partnership to develop the children's full range of language competencies.

Staff will strive to promote parental involvement by:

- ◆ providing a welcoming induction process for all pupils and their families/carers
- ◆ use plain English and interpreters and translators where appropriate and also available staff to ensure clear and effective communication, orally and written
- ◆ identify linguistic, cultural and religious backgrounds of pupils, including any prior educational experiences, formal or informal
- ◆ recognise and promote the use of first language
- ◆ celebrate and acknowledge the achievement of pupils at school and in the wider community
- ◆ help parents to support their children in meaningful ways at home, particularly by continuing the development of their first language
- ◆ provide courses and workshops for parents to help them develop their English skills.

Governors and senior staff

Governors and senior leaders in schools play a key role in expressing the value of linguistic diversity within the school, its community and the wider society of Calderdale and beyond. All governing bodies are expected to consider the approach taken to bilingualism and language diversity as part of their curriculum plan and their action plan under the Race Relations Amendment Act.

The senior leadership team are in a strong position to take a lead on bilingualism and linguistic diversity. This is implemented through relevant policies, classroom practice and assemblies and in the expectations set for notices and displays, communication with parents and links with the wider community. All staff will play an important role in establishing practices which give children opportunities to communicate in their first language as well as providing structured support for the development of high standards in English. Governors and the principal will promote the value of community languages by making these an essential or desirable characteristic in recruitment processes at all levels. They will support the diversity that staff bring to our school by enabling them to share their understanding of languages and culture. They will also ensure that any staff members who wish to develop skills in community languages have access to appropriate professional development.

D3.4 Use of other agencies and partners to support the learning and achievement of pupils of varying abilities and needs.

The Northern Lights use of other agencies and partner resources to support the learning and achievement of pupils of varying abilities and needs. For further details refer to the ICT, SEN and barriers to learning sections.

The Northern Lights Primary School will ensure that all its pupils receive their full entitlement to the National Curriculum for ICT, through the careful integration of ICT into the rich, broad and balanced curriculum and will be part of everyday learning. Using ICT effectively will contribute positively to the personal development and future economic well-being of pupils, in addition to developing their skills of working independently and cooperatively.

ICT is seen as a priority and the Northern Lights Primary School will heavily invest in resources and effective and comprehensive staff training, whilst ensuring that we achieve **value for money** by implementing the principles of best value in planning, procuring, evaluating and using ICT provision.

We will systematically carry out audits for the training needs of staff and address any gaps through extra training and support to improve their subject knowledge and expertise. This alongside systematic evaluation of the impact of ICT will lead to further improvements in pupils learning and raising standards across the curriculum.

The role of ICT coordinator is a vital component in improving provision. The Northern Lights intends to seek an experienced individual with excellent subject and technical knowledge to the role. The coordinator will demonstrate a clear understanding of the strengths and areas for development in ICT, both as a subject and as a cross-curricular key skill. Their responsibility will also include monitoring the quality of planning for ICT and, through observation of lessons the quality of teaching and learning. The coordinator will establish effective links with the Local Authority and suppliers providing the new hardware to ensure best value in all purchases.

Sample Resources:

- ◆ Interactive whiteboards for whole-class teaching.
- ◆ Laptops/netbooks to be used during independent tasks in the classroom to carry out research and presentations, make video-calls to other schools and link school projects.
- ◆ EduSphere – The interactive school website will allow pupils to be involved in class discussions, complete homework and view learning throughout the school as well as their own class.
- ◆ Interactive programs, with pupils being responsible for their own learning and progress which can be securely accessed at home and staff can set homework through programs such as 'Education City' and 'Espresso'.
- ◆ Kindles in reading areas, class and school library.
- ◆ Digital cameras and video recording equipment.
- ◆ Bilingual dictionaries.
- ◆ Talking/audio books

In order to support the learning and achievement of pupils with differing abilities and needs the Northern Lights School will:

- ◆ use robust and clear assessment systems for establishing pupils' attainment on entry and by tracking the progress of individual pupils, including their achievement when using ICT in other subjects;
- ◆ **provide effective support for pupils with learning difficulties**, enabling them to make at least the progress expected. Appropriate modifications will be made to hardware and the provision of appropriate software. This will meet the needs of pupils and ensure that ICT is accessible and provides good access to learning for SEN and disabled pupils. A larger keyboard and trackball will also be provided as required
- ◆ the school will **seek the support and guidance** from sources such as **AbilityNet** to remove any barriers, improve opportunities and independence using assistive technologies to provide real inclusion so that pupils can achieve their full potential
- ◆ **provide parental information sessions** for all our parents at evenings/weekends through partnerships with local colleges, Halifax Opportunities Trust and ICT expert volunteers to deliver basic programs in order for parents to be able to access ICT programmes and effectively support their child's learning at home
- ◆ ensure that pupils who are **gifted and talented** and pupils with exceptional ICT capability do not '**outstrip their teachers**' subject knowledge as this would result in their good or outstanding progress not being sustained and higher-attaining pupils may underachieve
- ◆ use ICT not only to provide a further dimension to learning in subjects across the curriculum but to also raise standards, particularly in English to:
 - make good use of **talking books** to raise standards in reading, including the use of translated books in various community languages. (Parents and older pupils can assist)
 - ICT as a medium to motivate **underachieving boys** in studying poetry

- use software for creating cartoon imagery to help pupils who are **learning English as an additional language** to construct sentences and ICT to support their learning of vocabulary, grammar and phonology as they **record themselves reading aloud or speaking** and then to listen to their own pronunciation to identify how to improve it
- provide computers that have a larger monitor than normal so that menu items, icons and text are all displayed in a larger size

Using ICT, teachers can support EAL pupils at different ages and at different stages of learning English to develop their understanding and use of English and to enhance their learning.

Staff will access **The EAL-bilingual network** as an active forum to share good practice and resources.

- ◆ ICT provides opportunities for EAL learners to access information in different and helpful forms. This can help them to make links between new information and their existing knowledge. Using first and second language text, sound, pictures, videos, tables, graphs, simulations and models can help EAL learners to make sense of new ideas and information, even though they may not be able to understand all of the language used.
- ◆ ICT gives learners increasing opportunities to use their first language(s) to support learning across the curriculum by drawing on their understanding in their first language.
- ◆ Staff and pupils can use translation tools, electronic bilingual dictionaries, first language subject-related texts and explanations on the internet. They will create or source first language and bilingual sound files particularly when learners are not literate in their first language.
- ◆ ICT provides learners with increased opportunities and motivation to communicate in English, for example, through email exchanges, video conferencing, virtual classrooms, webpage creation or 'partner school' projects.

These will give pupils the opportunity to communicate about topics that concern them, as well as a real reason to consider the style, content, complexity and accuracy of their writing. This can encourage EAL learners to extend what they talk and write about, and to experiment with how they say and write it.

Resources and Partners

- ◆ **Abilitynet** - funding and support for assistive and adaptation of ICT to promote inclusion.
- ◆ **Clicker** - word-processor that has been tailor-made for young people with or without learning difficulties.
- ◆ **Naldic** - video links, resources to promote the effective teaching and learning of EAL and bilingual pupils in our schools.
- ◆ **The e-Learning Foundation** - for advice and resources to reduce the effect of the 'digital divide' by ensuring that **all** children have access to learning technologies when and where they need them, both at home and at school.
- ◆ **The National Children's Bureau (NCB)** - a registered charity that provides support, books, research and resources with a focus on learning for well-being and achievement through staff development, pupil voice, the curriculum, the school environment, and school accountability and improvement.
- ◆ **Teach First** - a registered charity that aims to improve and address educational disadvantage by transforming exceptional graduates into effective, inspirational teachers and leaders in all fields. As a school we can access support and staff, as Teach First recruits exceptional graduates into teaching and every Teach First teacher is placed in schools in challenging circumstances.
- ◆ **Achievement for All 3As** - a national charity which supports schools to improve the aspirations, access and achievement of learners. As a school we can access resources, workshops relating to pupils' progress, parental engagement, pupil attendance and behaviour, peer relationships and participation in extra-curricular activities.

- ◆ **SaLT** (Speech and language Therapy) - services to work in partnership with school parents and pupils and support their all-round learning and development.
- ◆ **Portage Team** - dedicated staff to work with SENCO for developing strategies for those children accessing this service.
- ◆ **LA coordinators** for SEN, Gifted and Talented and EAL to provide support, advice and improve arrangements in schools for these groups of children and share best practice and tips.
- ◆ **Continyou** - the UK's leading education charities that provide funding opportunities to ensure that every child has an **education that enables them to develop and fulfil their potential. They cover education, health and community buildings.**

D3.5 Strategies to overcome barriers to learning and achievement

This policy recognises that in order for pupils to achieve we need to identify and overcome barriers to access to learning. It describes the way the school will meet the needs of pupils who experience barriers to learning and the steps taken to minimise or remove these, thus ensuring that all pupils are given every opportunity to participate in their learning and school life.

The school will aim to identify individual needs through collaborative partnerships with parents, the community and other professionals and provide high quality education through a rich, broad and balanced academic and social curriculum to enable every pupil to achieve their full potential.

The curriculum provided will be relevant and challenging for all children and staff will set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social backgrounds, pupils from different ethnic minority groups, including travellers, refugees and asylum seekers and those from diverse linguistic backgrounds.

Some pupils face barriers to learning as a result of their ethnic origin, social group, race or culture. Research has shown that children from lower socio-economic backgrounds and/or specific ethnic groups are more likely to underachieve at school. This may lead to disaffection, low self-esteem, and marginalisation by others and in some cases exclusion from school (DfE).

Potential barriers to learning - The main groups:

- ◆ **Disabled Children** - a wide range of impairments, such as learning disabilities, dyslexia, diabetes, epilepsy and HIV, where the effect of the impairment on the pupils ability to carry out normal day-to-day activity is adverse, substantial and long-term.
- ◆ **Special Educational Needs (SEN)** - Cognition & learning-Communication and Learning, Emotional Social and behavioural, Physical and sensory.
- ◆ **Minority ethnic pupils** - Gypsy and traveller children, pupils for whom English is their second or additional language (EAL), refugee or asylum seekers, children with a particular faith background.
- ◆ **Looked after children (LAC)**
- ◆ **Gifted and Talented Pupils**
- ◆ **Pupils not reaching their potential**
- ◆ **Pupils with challenging behaviour**
- ◆ **Pupils who have stress, trauma etc. emotional and social issues**
- ◆ **Pupils with sensory and physical impairments**
- ◆ **Learning not accessible - if teaching and learning styles are not appropriate to help meet individual needs and support pupils understanding of the subject**
- ◆ **Pupils who are disengaged, not motivated or inspired**

Other groups and/or additional factors

- ◆ **Children in receipt of free school meals**
- ◆ **Children affected by bullying**
- ◆ **Children with sporadic or poor attendance**

- ◆ **Lesbian, gay or bisexual (LGB) young people**
- ◆ **Young Carers**
- ◆ **Young offenders**
- ◆ **Young people involved in substance abuse**
- ◆ **Teenage pregnancy**
- ◆ **Bereavement or 'separation issues'**

The list could go on. The key point is that children may experience factors in their lives that make them more vulnerable to underachievement, and as staff we have to be alert to these issues and make appropriate provision to reduce the impact of these factors on the child's capacity to learn, achieve and socialise.

Staff:

Intervention will be child-centred and based on identified needs.

We aim to have a school that has a rich resource of bilingual teachers and teaching assistants who can use their skills to engage pupils and support them through various community languages.

Some pupils may often overlap two, three or even four of these categories and if not addressed effectively, could create **barriers to learning**. More important than 'classification' is a consideration of what a pupil will have difficulty with and how teachers and teaching assistants can ameliorate those difficulties. The key to maintaining high expectations of children's learning are to get to know the children well and focus upon what it is that they can do.

Through teachers' awareness of the difficulty experienced by individual pupils, they will carefully consider their own attitudes and approaches and they will create the best climate for learning in their classrooms. Through a focused curriculum, parental involvement or community support they will endeavour to reduce or even remove barriers to learning. Planning an accessible curriculum requires teachers to consider whether:

- ◆ Learning objectives achievable for all?
- ◆ Is work relevant, contextualised and meaningful to the children?
- ◆ Is work effectively differentiated so that all children can achieve their potential?

Teachers will take specific action to respond to pupils' diverse needs by:

- ◆ overcoming potential barriers to learning and assessment for individuals and groups of pupils
- ◆ creating effective learning environments
- ◆ securing pupil motivation and concentration
- ◆ providing equality and inclusion through teaching approaches
- ◆ setting suitable learning challenges
- ◆ setting high but achievable targets for learning, and
- ◆ using appropriate assessment approaches/systems.

General approaches

Environment:

- ◆ Provide as much visual support as possible in a wide variety of formats such as diagrams, photographs, flash-cards, picture dictionaries, ICT and visual prompts, picture symbols and possibly use a signing system (Makaton, which all pupils can learn).
- ◆ Reinforce written and spoken language whilst allowing extra time for the child to respond.
- ◆ Visual, pictorial or diagrammatic timetable.
- ◆ Eliminate extraneous noise as far as possible, calming colours not too much vivid display material.
- ◆ Reflect diversity in visual displays.
- ◆ Relate to the pupil's cultural background within the curriculum and enable the pupil to draw on his/her own experience.
- ◆ Obtain key words from their first language from parents and use to communicate basic instructions. Pupils can also teach other pupils about their language so that peers can also learn these key words.
- ◆ Adapting the classroom to suit the needs of individuals, for example, sitting a child with ADHD away from distractions; having quiet work areas for those who need it; sitting a child with visual impairment where

they can clearly see the interactive whiteboard.

- ◆ Have all necessary/specific resources available for individual children.
- ◆ Group children to ensure that they hear good models of English and use the 'buddy system'.

Routine:

- ◆ Set a clear and consistent routine to alleviate confusion and give pupils a sense of security.
- ◆ Familiarise them in advance of new teachers/setting and have consistent expectations of them throughout school.
- ◆ Refresh pupils' familiarisation with the school environment and include important aspects of routine such as toilets, lunch and water supply etc.

Respect, Praise and Reward:

- ◆ Respect social networks within the classroom, respect differences and praise all efforts and provide good role-models.
- ◆ Reinforce attempts to communicate. Avoid correcting a child's spoken language, but provide a good model and opportunities to practise.
- ◆ Use a child's specific interests to expand the use of language and social skills.
- ◆ Give consideration for the emotional well-being of children as a happy and motivated child will achieve more in the classroom.
- ◆ Celebrate and acknowledge the achievement of pupils at school and in the wider community.

Verbal instructions:

- ◆ Keep them short and precise.
- ◆ Ensure that children know you are addressing them, not someone else.
- ◆ Give one instruction at a time.
- ◆ Speak clearly and at a natural pace and make sure that the child can see your face.
- ◆ Use gestures and/or signing to back up verbal language.

Provision:

- ◆ Carefully plan provision to meet the individual needs of pupils. Differentiate or adapt resources to support learning: have large print on written resources for children with visual impairment; visual clues and bilingual texts to support tasks for children with EAL.
- ◆ Ensure that children with EAL have opportunities to engage in inspiring themes linked to their lives and community in which they live.
- ◆ Use other bilingual pupils to act as interpreters and record audio books for younger children.
- ◆ Promote language skills by allowing pupils to use their first language- Use first language to enhance the understanding of key vocabulary and concepts as this has a positive impact on the acquisition of English.
- ◆ Provide good models of both social and formal English Language - Model examples of the types of language required for specific tasks, at word, sentence and text/genre level.
- ◆ Create a glossary book for the pupil to record new words and key language. If the pupil is literate in first language, they should be recorded in both languages with a definition in first language.
- ◆ Use ICT, internet to communicate, employing multi-sensory teaching and learning approaches (visual, auditory, kinaesthetic and tactile).
- ◆ Use first-hand experiences, such as visitors to school, educational trips and outings.
- ◆ Use a range of multimedia: digital cameras, Kindles in reading area, video recorders, programmable toys, computers, and interactive white boards to offer greater differentiation of tasks and materials.

Special educational Needs: (also refer to SEN policy)

All staff will be aware of different types of SEN and how to meet children's particular learning needs in the classroom; Curriculum planning will take into account the type and extent of the difficulty experienced by pupils and respond to individual requirements in line with the SEN Code of Practice.

Pupils may require specialist equipment, approaches and adapted activities, consistent with school SEN policy and advice or intervention by specialists/professionals. Teachers will work closely with other agencies where relevant.

Teachers will understand their level of responsibility in catering effectively for all learners, and how they can contribute to a shared school ethos of inclusion whilst offering enjoyment and achievement for all. They will plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.

Teachers will take specific action to provide access to learning for pupils with SEN by:

- ◆ providing support for pupils who need help with communication, language and literacy
- ◆ planning to develop pupils understanding through use of ICT, visual auditory and kinaesthetic experiences
- ◆ helping pupils to manage their behaviour, so that they can take part in learning effectively and safely
- ◆ helping individuals to manage their emotions, trauma or stress in order fully take part in learning.

English as an additional language: (also refer to EAL policy)

These pupils may also be referred to as 'bilingual'. This term refers to pupils who have regular access to more than one language. Pupils with EAL include a wide range of experiences from newly-arrived pupils in early stages of English language acquisition to more advanced learners of English.

Potential barriers to learning for EAL pupils include:

- ◆ limited vocabulary and knowledge of language structures required for a specific task
- ◆ unfamiliar subject context

- ◆ new teaching style
- ◆ lack of confidence
- ◆ unwelcoming environment

Access can be provided by setting suitable learning challenges which are based on prior knowledge and experience. These learning objectives must be realistic and achievable.

The teaching styles necessary to achieve learning objectives should include:

- ◆ consideration of pupil's preferred learning styles, for example, visual, auditory or kinaesthetic
- ◆ creation of meaningful contexts to aid understanding
- ◆ use of appropriate EAL strategies, such as scaffold learning using key visuals and collaborative activities.

Strategies:

Ensure that staff members have time with pupils and are a regular contact point throughout the day. For further details please refer to 'specific approaches'.

On arrival:

- ◆ Make the pupils familiar with the environment - show them around school again for familiarisation, make sure that the office, toilets, dining hall, access to water and their classroom are shown.
- ◆ Make sure that the school routine is understood. This could be a visual timetable in a picture-chain or diagrammatic form.
- ◆ Set a clear routine since pupils will be anxious about 'what will happen next' if their routine changes.

Lessons/classroom:

- ◆ Discover the level of English the pupil has by asking very simple questions.
- ◆ Make sure that the buddy system is implemented and working. Also give the buddy opportunities to think about the needs of the new pupil. Give

support and advice to the buddy.

- ◆ Assign a set desk and tray so that the pupil gains a sense of belonging and security, sit the pupil at the front of the class to facilitate frequent eye-contact with the teacher.
- ◆ Reflect diversity in visual displays and relate to the pupil's cultural background within the curriculum and enable the pupil to draw on his/her own experience.
- ◆ Provide opportunities for the pupil to be practically involved in the classroom, with their buddy initially. This could be as a water monitor or whilst giving out resources and book. They would need all instructions clearly demonstrated.
- ◆ Promote a feeling of being included which does not require the use of English for example through the use of collaborative games/activities.
- ◆ Be flexible in writing. If the pupil is illiterate allow writing in home language and provide a variety of writing tools which encourage the child to express themselves. This may also include art and craft materials.
- ◆ Create a glossary book for the pupil to record new words and key language. If the pupil is literate in first language they should be recorded in both languages with a definition in the first language.
- ◆ Allow time for the pupil to adapt to the environment and routine so that they can take full part in the life of the school. Time and patience will prevent unsettled behaviour manifesting.
- ◆ Build pupils' confidence by providing opportunities for achievement and praise, especially when the pupil can act as an expert.
- ◆ Acknowledge and build on pupils' strengths.

Looked-after children

The importance of raising the achievement of looked-after children is clear.

Despite some major initiatives in recent years to improve reading and writing, the standards being reached by some groups of children and young people, including those from low-income families, certain ethnic groups and looked-

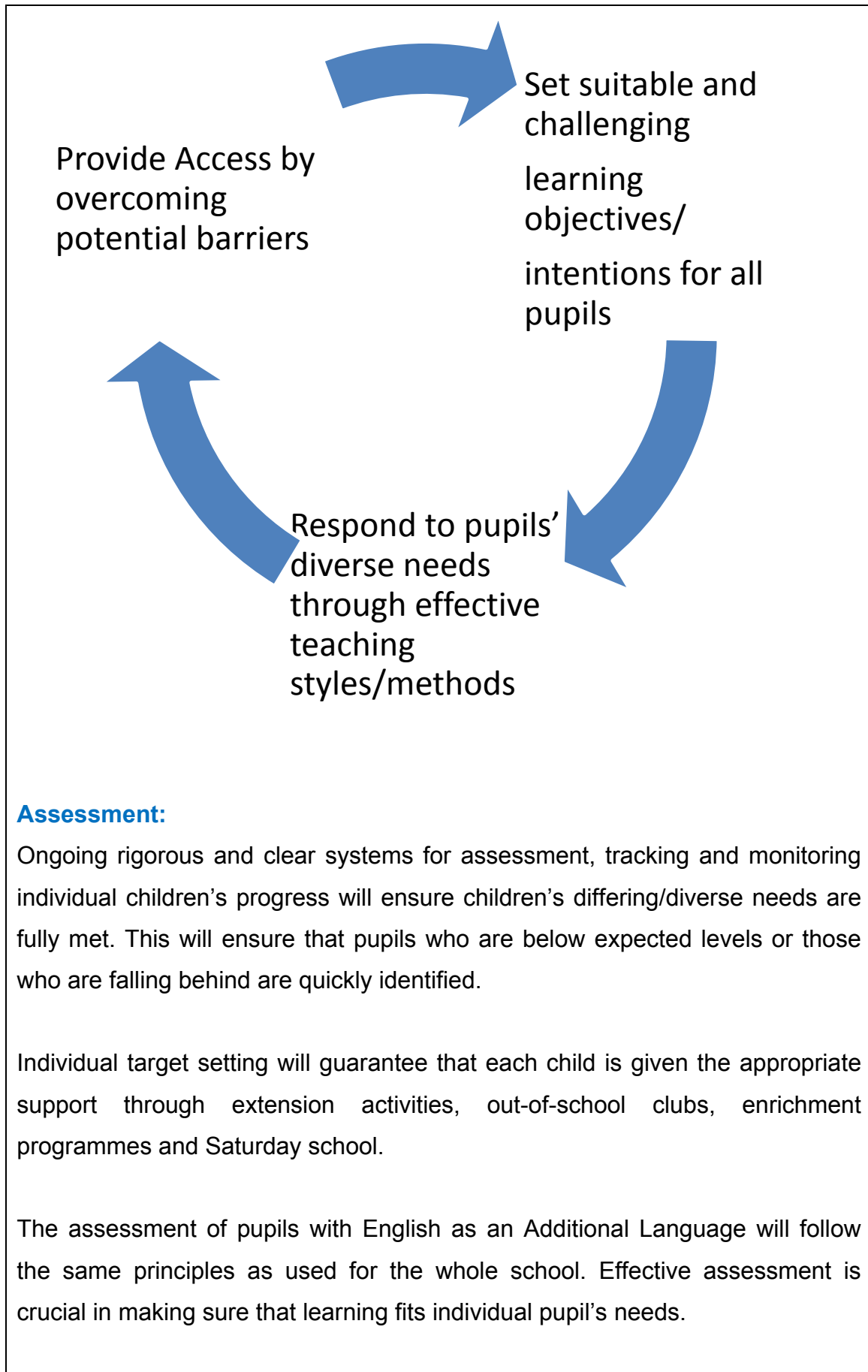
after children, still fall far below that of the rest of the population. (Ofsted 2011). Looked-after children and young people have the right to expect the same outcomes we all want for every child so that they will reach expected thresholds at each Key Stage and have opportunity to achieve their potential.

Unfortunately children who have experienced the care system often do not achieve academic success. Research tells us that frequent changes in placement, unmet emotional needs and lack of support for gaps in learning present significant barriers to learning for looked-after children. These are complex issues and developing effective solutions is dependent on a strong network of partner services and agencies working together. We all have a shared responsibility in identifying and meeting the needs of looked-after children and young people and removing the barriers to their success in education.

We will provide flexible learning opportunities and improve the academic, personal and social support required for looked-after children and young people. We will set high expectations for looked-after children and establish strong working partnerships to meet their needs. In doing so we will include them and listen to their voice.

Teaching and learning:

We will always focus on individual pupil's needs and abilities ensuring strategies are outlined to build on pupils' previous learning experience and facilitate progression through the curriculum.



Assessment:

Ongoing rigorous and clear systems for assessment, tracking and monitoring individual children's progress will ensure children's differing/diverse needs are fully met. This will ensure that pupils who are below expected levels or those who are falling behind are quickly identified.

Individual target setting will guarantee that each child is given the appropriate support through extension activities, out-of-school clubs, enrichment programmes and Saturday school.

The assessment of pupils with English as an Additional Language will follow the same principles as used for the whole school. Effective assessment is crucial in making sure that learning fits individual pupil's needs.

Teachers assessing EAL pupils should:

- ◆ be sensitive to the pupil's first language and heritage culture
- ◆ take account of how long the pupil has been learning English
- ◆ assess in ways and in contexts which are age and culture appropriate
- ◆ consider the influence of behaviour, attitude and cultural expectations, and
- ◆ be aware that children's levels in different strands of language acquisition may vary.

As a result teachers will decide:

- ◆ what stage learners are in their learning
- ◆ where they need to go, and
- ◆ how best to get there.

Staff training

Specific training will help staff develop a broad understanding of how EAL pupils transfer their linguistic knowledge in their first language to an additional language which is imperative if they are to develop effective strategies to plan for learning. Planning will take into account factors such as the pupil's age, length of time in the country, previous educational experience and skills in other languages.

All children will have opportunities to talk to staff and school council and complete questionnaires to evaluate and comment on their teaching and learning and help make suggestions for continuous improvement.

(Further details are provided within the SEN and EAL policies).

D3.6 Strategies to overcome barriers for children with English as their second or additional language.

At the Northern Lights School our aim is to provide pupils with a full and balanced education in a caring and stimulating family environment, to stretch and challenge those who are gifted academically and to encourage and support those pupils with additional or special educational needs so that all pupils reach their full potential during their time at our school.

The key is to set and maintain consistently high expectations for all pupils and differentiation, targeted work and extra support will be essential to meet their needs and overcome potential barriers to learning.

Every child is an individual and every child matters

Drawing on accurate assessments of pupils, teachers will astutely plan and set challenging tasks alongside, well-judged and imaginative teaching strategies. Sharp, focused and timely support and intervention takes into consideration the differing abilities and needs of individual pupils in the class which will ensure that individual needs are effectively matched, and enables pupils to achieve the learning objectives through a variety of innovative and interesting approaches/methods. For further details **refer to the barriers to learning section.**

D4: Definitions and measures of success to deliver our aspirations for pupil achievement.

D4.1 Outline of proposed targets, suitable measures and strategies.

We have outlined the proposed targets describing why these are suitable to measure the delivery of our education vision, and what strategies will be used to achieve these outcomes.

We have described the proposed measures of success for individual pupils and the whole school and how these will be monitored, reviewed and reported on.

'A quality education system is not measured solely by national test scores, but by whether all pupils are successful in primary school'.

All staff and the principal will be high-calibre, inspirational and dynamic, with a clear commitment to the school's strong and ambitious vision. We will maintain high expectations for both staff and pupils, along with rigorous standards that inspire the school community to follow a common purpose. The school will use challenging targets to raise standards for all pupils and staff and eliminate low attainment amongst particular groups of children. Leaders and coordinators will consistently be expected to drive and secure improvement, and create a climate for the schools continuous improvement through self-challenge and the exceptional division of focused development plans. The following outcomes and measures are applicable to the whole school and individual pupils:

Key outcomes & measures of success: these are taken from our **Trivium** and the Torches of **Mind, Social and Body**. They will be reviewed regularly through the schools robust and continuous self- evaluation systems which have been detailed further within this section.

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
<p>1. Outstanding pupil Attainment and Achievement</p>	<p>To address low levels of attainment for reading and writing in all Calderdale schools.</p> <p>Addressing attainment gaps: Girls continue to achieve at a higher level in all assessment scales compared to boys with the largest gap being in writing. With pupils at schools in the local area there are only 51% achieving the expected standard.</p>	<p>We will narrow achievement gaps between those who are disadvantaged in terms of barriers to learning and other pupils. Our comprehensive strategy will address the attainment of those with SEN, EAL, G&T and LAC. This will be done by a range of measures within the classroom setup during curriculum delivery as have been outlined in section D3 and our range of extended curriculum provision that have been detailed within section D1.4.1, D1.4.2, D1.6.1 and D1.6.2.</p>	<p>In addition to the internal self evaluation mechanisms to be judged Grade 1 for achievement of pupils by Ofsted.</p> <p>Pupils make good to outstanding progress relative to their starting points in core subjects and in the majority of the areas of learning in the foundation stage. All pupils attain and achieve to the best of their ability.</p> <p>Children gain at least 78 points across the EYFS profile scales with at least 6 points in each scale and in particular for PSED and CLL.</p> <p>Levels of attainment are at least in line with National standards with the majority of pupils well above average whilst surpassing local trends, which currently stand at only 53% achieving the 78 points and only 3.3% narrowing the attainment gap.</p>

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
	<p>Only 33.9 per cent of disadvantaged pupils achieve the benchmark of five A* to C grade GCSE passes including maths and English – compared to a national average of 58.2 per cent. We need young people to engage in education, support hard working teachers and create an environment of support and intellectual nourishment where they are assisted along the education pathway.</p> <p>Addressing the effects of high levels of deprivation and disadvantage found within the community.</p> <p>One in four children in the UK grows up in poverty and for those children the impact on their chances of education and life success is profound. (Refer to D7 for data on the local community).</p>	<p>We anticipate that baseline assessments will show that on entry to our reception our children will be coming in with significantly low starting points (as is the trend locally).</p> <p>We aim to redress this situation across reception by putting into place a successful transition to Key Stage 1 as has been detailed within section D1.1 addressing the EYFS provision.</p> <p>By making parental engagement a crucial aspect of a child’s education at primary school</p>	<p>All pupils make better than expected progress and no pupil falls below the floor standards with the exception of SEN.</p> <p>40% of SEN pupils without a statement to achieve expected levels in English & Maths.</p> <p>60% of all pupils eligible for FSM to achieve expected levels in English & Maths.</p> <p>School to be within the top 3 schools locally as judged by school league tables.</p> <p>School performance tables:</p> <p>Pupils will be expected to make 2 full levels of progress between Key Stages 1 & 2.</p> <p>English 82% achieve level 4+.</p> <p>Reading 84% achieve level 4+.</p> <p>Writing 75% achieve level 4+.</p> <p>Mathematics 80% achieve level 4+.</p> <p>Science 80% achieve level 4+.</p> <p>Average point score 27.5 and value added scores in English and Maths to be 102.</p> <p>This will enable us to surpass national averages.</p>

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
	<p>Every Child Matters</p> <p>To reduce the attainment gap between the lowest achieving 20%.</p> <p>The gap between low and middle attainers is large within Calderdale. The average for pupils achieving level 4 or above in English and Maths is 77% However, in the ‘low attainers’ only 29% achieve level 4 or above in English and Maths whereas the ‘middle attainers’ 85% achieve the aforementioned levels showing that there is a huge gap between the two groups.</p>	<p>We will continue to focus on improving standards in preparation for the year one national phonics screening test to ensure pupils achieve the expected levels. This focus will be sustained into year 2, when children undertake relevant national assessments.</p> <p>When children enter Key Stage 2 we will again work consistently to drive all pupils to reach their potential and focus particularly on ensuring that the gap between these groups and our SEN/EAL and vulnerable pupils is narrowed.</p>	<p>RAISE online data will provide information about pupil attainment on entry/starting points and the progress made in relation to these, and how well pupils apply their skills across the curriculum.</p> <p>Improve on the average local point score of 27.5 in English and Maths for SEN pupils.</p> <p>Keeping pupils’ records and examples of work, internal assessment and tracking systems will demonstrate that pupils are developing academically, socially, emotionally and morally for success in school and later life.</p> <p>To have established assessment systems that continue to meet the needs of all pupils and that show progression.</p>

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
	<p>The attainment gap between children from rich and poor backgrounds is detectable as early as 22 months and increases as they progress through education system.</p> <p>Performance tables of schools nationally and locally show that there is still much work to do to reduce these gaps.</p> <p>Children from families of high levels of unemployment and low incomes perform poorly. For example children from the lowest income</p>	<p>By Key Stage 2 the strategies and extended curriculum provision will not only have reduced attainment gaps but also enabled our pupils to exceed national averages for the relevant national assessments.</p> <p>This will be done by a range of measures within the classroom setup during curriculum delivery as have been outlined in section D1.2.1 and D1.2.2 and our extended curriculum provision that has been detailed within sections D1.4.1, D1.4.2, D1.6.1 and D1.6.2.</p> <p>We will remove potential barriers to learning in classrooms by using high quality staff with lead roles for SEN, EAL and G&T. These will coordinate the assessment, planning and monitoring of children's progress to ensure that teachers are removing barriers and making learning accessible. All coordinators with lead roles will receive up-to-date and relevant training and engage in continuous professional development.</p> <p>For further details refer to section D3.</p> <p>We will work in partnership with the Halifax Opportunities Trust and Sure Start to provide accredited and non-accredited-adult learning programmes to enhance the levels of Literacy and Numeracy within parents empowering them to support their children.</p>	<p>Achieve rapid and sustained progress in the attainment of all pupils including boys, girls' looked-after children, SEN, EAL and those eligible for free school meals.</p> <p>Demonstrate that there is evidence of narrowing gap, even if attainment on entry to school is exceptionally low.</p>

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
	<p>Low levels of unemployment- low incomes- children from the lowest income homes are half as likely to get 5 good GCSE's and go on to higher education.</p> <p>We will advocate the active involvement of parents to break cycles of low aspiration and disenfranchisement and narrow attainment gaps.</p>	<p>We will actively involve parents in supporting their child's learning through a range of measures including discussions at parent evenings, newsletters and parent advocates. To increase attendance at twice yearly parents' evenings above 70%. We will utilise a range of strategies that will include access to translators, accessible assessment information, refreshments and parent evening raffles.</p> <p>The online resources available through the EduSphere and the support that parents will be given to access these resources will enable parents to partake within the community education complex which at its heart extends learning beyond the classroom environment. This has been detailed in sections D1 and D3.</p> <p>We will have effective transition arrangements on-entry to school and within Key Stages. This has been detailed in sections D1 and D5.2.</p> <p>To have a consistent marking policy that will give regular feedback to pupils and parents. This has been detailed within the appendix of D4.</p>	<p>To have established robust systems for classroom observations by SLT or coordinators. This will provide internal evidence for judgements including liaison with LEA to analyse the quality & impact of teaching.</p>

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
<p>2.Outstanding attendance and behaviour</p>	<p>Improve Attendance: There are clear statistical links between attendance, behaviour and achievement/attainment. Calderdale has a Local Authority average of 5.14% overall absence and 1.9 % of persistent absence; however schools within Park Ward have higher rates of absence. In addition fixed exclusions for ethnic minority pupils is a significant concern with numbers in England at 8,030 and 20 exclusions in Calderdale in 2009/10 [DfE]</p> <p>The poor attendance of pupils can disrupt their own learning and that of other pupils. These children quickly begin to fall behind their peers and often never fully catch-up with gaps in their skills and knowledge. Over time these pupils become bored and disillusioned with education and by years 10 and 11 they are lost to the system. These pupils are the most likely to become ‘Not in Education, Employment and Training’ (NEET) when they leave school and easily fall into anti-social behaviour and crime. Of the pupils who miss between 10 and 20 percent of school, only 35% manage to achieve five A* to C GCSEs including English and Mathematics. This compares to 73 percent of pupils with over 95 percent attendance achieving five A* to Cs including English and Mathematics. (DfE July 2011).</p>	<p>Consistent and effective implementation of behaviour, attendance policies and systems, including an exclusions policy. For further details refer to section D6.</p> <p>School and classroom rules, pastoral care and effective systems will be used to eliminate bullying through buddy systems and friendship stops.</p>	<p>Attendance will be consistently maintained above the national average at 95-100%.</p> <p>Achieve zero persistent absence. There will be no exclusions relating to safety, behaviour or attendance.</p> <p>We will have an authorised absence rate of less than 1%.</p> <p>We will be judged grade-1 by Ofsted for behaviour and safety.</p> <p>Pupils will show exemplary levels of behaviour and be calm, orderly and highly adept at managing their own behaviour in the classroom, around the school and in other social situations.</p>

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
	<p>There is also clear evidence to show that pupils' persistent absence in secondary schools is due to poor attendance levels in primary school.</p> <p>Our aim of early intervention is to deliver the message of the importance of attendance, and rigorously challenge and improve poor attendance in order to give pupils better life chances.</p> <p>Behaviour:</p> <p>Assessment scales show that the lowest percentage of children achieving 1-3 points was in Personal Social and Emotional Development: Dispositions and Attitudes - 1 percent (DfE 2011)</p> <p>Highlighted below are the main reasons for exclusion and these reinforce the need for more robust/ effective behaviour management and bullying strategies in primary schools.</p>	<p>School-based interventions will remove barriers to learning and provide support to disaffected pupils. For further information refer to section D3.</p> <p>We will implement the safeguarding policy effectively to protect children from physical, social, emotional and intellectual harm. For further information refer to section D6.</p>	<p>Instances of reported bullying will be extremely rare.</p> <p>Pupils will be happy, motivated and inspired and enjoy coming to school, as demonstrated through pupil questionnaires.</p> <p>Effective implementation of behaviour policies, pastoral care, buddies and friendship stops.</p> <p>Give evidence of a safe and happy school through parent and pupil questionnaires and satisfaction surveys and their views of all aspects of school= pupils are safe and happy at school. 100% return of questionnaires.</p>

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
	<p>In England there were 5,100 exclusions as a result of bullying and 78,760 as a result of Persistent disruptive behaviour in 2009/10</p> <p>Locally there were 28 exclusions as a result of bullying and 166 as a result of Persistent disruptive behaviour in 2009/10 (DfE)</p> <p>We aim to teach all our children how to grow into positive, responsible people who can work and cooperate with others</p> <p>Teach children respect for our world, and how we should care for it for future generations, as well as our own.</p>		

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
<p>3. The school is at the heart of the community. Parents, the community and partners hold the school in high regard</p>	<p>To deliver the appropriate and ambitious vision and ethos of school.</p> <p>To provide all parents in the community, particularly those from deprived and disadvantaged areas an opportunity to choose an outstanding school for their children as there is only one school graded as outstanding in the area.</p>	<p>Good communication practices that result in parents and community members becoming engaged in school life. This will be achieved through a bilingual home-school officer, information boards and regular newsletters that share pupil and school achievements.</p> <p>To use the Social Torch of the Northern Lights Trivium to promote school, family and community links. For example this will be done through the Northern Lights Community Passport and ‘Clean our streets’ campaign amongst other initiatives that have been detailed within section D1.</p> <p>Liaise with media contacts through whom school achievements are celebrated.</p>	<p>School is over-subscribed with a waiting list.</p> <p>Excellent community cohesion arrangements in place with high levels of attendance at community events.</p> <p>Attendance of parents at parent’s evenings is consistently above 70%.</p> <p>School and its staff earn an outstanding reputation in the community which will be evidenced through the Ofsted Judgement and feedback from the community.</p> <p>High-quality leadership will promote, support and sustain the outstanding judgment.</p>

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
	<p>All children identified as 'Gifted' to pass the 11+ and to also increase the overall number of pupils passing the 11+ to provide a real sense of achievement for pupils, parents and the community.</p> <p>Engage parents/families and raise their aspirations through community cohesion/events activities.</p>	<p>Partnership arrangements with other schools, voluntary organisations, sure start centres.</p> <p>Through sharing our after-school provisions and coordinating joint events with other local schools we will strengthen inter-school relationships and promote community cohesion.</p> <p>We will work closely with the LEA and other stakeholders to support the success of the school.</p> <p>Seek and listen to parents and pupils' voices by involving the whole school in self-evaluation with reflection and action where appropriate. We will also offer an open door policy for all parents to access a member of the SLT.</p>	

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
<p>4. Outstanding quality of teaching and learning</p>	<p>The quality of teaching makes the biggest difference to pupil outcomes.</p> <p>To appoint high-quality staff and invest in developing them.</p>	<p>Implement robust and clear recruitment and selection procedures to ensure that high-calibre staff are employed. Teachers' expertise and knowledge of subject is verified during the selection process.</p> <p>We will recruit teaching staff who can demonstrate consistently good or outstanding performance in previous employment. These have been detailed in section F.</p> <p>To support and promote the Continuous Professional Development of staff.</p> <p>Set and maintain high expectations of pupils, giving them high-quality support and sufficient time to learn and progress.</p>	<p>Judged grade 1- outstanding for quality of teaching in the school, with the majority of individual teachers observed getting good or outstanding.</p> <p>Teaching in all key stages and within most subjects is rated as outstanding and never less than consistently good.</p> <p>Target-setting records will show that staff have high expectations of pupils.</p> <p>The teaching of reading, writing, communication and mathematics is highly effective and outstanding for most pupils in relation to national averages.</p>

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
	<p>Finding staff who are passionate, dedicated and who continually self-reflect to find ways of doing things better.</p> <p>To raise pupils' achievement and attainment levels to at least meet national targets for core subjects.</p>	<p>Treat children as individuals and recognise that they all develop at different rates.</p> <p>Take into account views/feedback from pupils.</p> <p>SLT lesson observations to evaluate quality of teaching.</p> <p>Supervision and appraisal systems to identify further training needs.</p> <p>Place value upon putting children first, the assessments of teachers, planning and organisation of the environment.</p> <p>We will support teachers in using innovative strategies in the classroom to maximise learning opportunities.</p> <p>We will utilise continuous professional development strategies, encourage research, reading of relevant publications and sharing good practice/resources with other staff.</p>	<p>Teachers systematically and effectively check pupils understanding throughout lessons and anticipate where intervention is needed and have notable impact on the quality of learning.</p> <p>Staff are highly skilled and knowledgeable in specific subject areas.</p> <p>High staff morale, attendance and retention.</p> <p>Staff surveys and questionnaires demonstrate that staff are happy at school.</p>

Vision-Related Key Outcomes	Purpose/Aim	Strategies	Possible measures of success/targets
<p>5. Healthy pupils with healthy lifestyles</p>	<p>National data for Calderdale shows that 8% of children at Reception were obese and in year 6 this had increased to 17.8%.</p> <p>To reduce pupil level of obesity and take action to reverse this trend to prevent obesity levels rising further and improve aspects of their health.</p>	<p>Implement a novel approach to food and healthy lifestyles. This has been detailed within section D1.5.1. This will include measuring the BMI for all year-groups to track and monitor obesity level through the school year</p> <p>Minimum of 2 hours PE per week.</p> <p>Work in partnership with Healthy Living team (HLT) in Calderdale to come in and work with pupils and parents regarding weight management and healthy eating.</p> <p>We will provide a range of after-school clubs which focus on healthy lifestyles.</p> <p>Ongoing Promotion of National Change for life programme.</p> <p>Healthy school meals that are tasty yet nutritious. A school menu that has been designed with professional input from our in-house dietetic team.</p> <p>Implementing a walking bus scheme and a walk to school week.</p>	<p>Healthy Schools Award.</p> <p>Data/evidence that show that we have the lowest number of obese children in Calderdale and our obesity levels are below national averages. Refer to section D1.5.1.</p> <p>Pupil and parent response to specific questions about their health showing changes in lifestyles and habits over time.</p>

None of the key objectives that have been previously outlined can be achieved without strong leadership. This arises from a high-quality, dynamic and inspirational principal who shares the schools vision and who will inspire and motivate school staff to support, sustain and drive improvement, perfecting teaching and maximise learning.

D4.2 Measures of success for the individual pupils and the whole school

The Northern Lights holds a firm belief that to bring about improvement it is essential to have robust and accurate self-evaluation systems, based upon regular internal reviews as part of a continuous process which is given high priority and seen as an integral part of the culture in our school.

Our approach to self-evaluation is underpinned by high expectations at all levels. Initially we will devise a self-evaluation document that is based on the previous OFSTED self-evaluation form. We will modify this to reflect the new inspection framework for 2012 in line with the Northern Lights vision. Alongside other methods, this will form part of a continuous process which is rooted in systematic monitoring and which will support and be governed by the needs of

the school.

Continuous, consistent and flexible self-evaluation systems will be built into management systems to provide rigorous and accurate analysis of where the schools' strengths and weaknesses lie. This will lead to the clear identification of priorities using action/development plans for continuous improvement.

The self-evaluation will specifically focus on the impact of provision and on the outcomes for pupils, the quality of teaching and learning, pupil attendance, behaviour, and parents and pupils views of all aspects of the school while taking account of the views of a wide range of stakeholders. We will use the findings from our self-evaluation systems to inform priorities when planning for development. The self-evaluation systems will also extend to reflect the whole curriculum.

To ensure our self-evaluation arrangements are successful and accurate the Northern Lights Primary school will **meaningfully involve all people at all levels of the school, including governors, staff, parents, pupils and other professional partners and will act on their feedback. The self- evaluation process will be ongoing and the SEF will form a working document;** staff will regularly complete questionnaires based on the inspection framework, and have involvement in completing the SEF through team meetings and INSET days.

Parents and pupils will also have opportunities to complete regular **satisfaction questionnaires**, which will include their views and suggestions about the quality of teaching, safety/safeguarding, partnerships between parents and school.

Each classroom will have a **reflection/feedback wall** on which pupils may write short comments through which they share ideas and give feedback to the teacher. A safe and supportive classroom environment will encourage pupils to be confident and honest in expressing their views and concerns. Class teachers will check these notes regularly and have discussions individually and in class groups to see how best to move forward and how lessons can be adapted. This ensures pupil involvement, giving them responsibility, choice and a sense of achievement.

A **comments and suggestions box** will be available in the main entrance and the school has a clear complaints policy and procedures. All information from questionnaires and the comments box will be collated by staff. All parties will be made aware of improvements or how their concerns/ complaints have been addressed via a “You Said, We Did” board. Governors will also have presence within the school and parents are able to approach governors through informal

coffee mornings. Governors will be able to raise issues through regular classroom observations.

An example of questions the school will ask of itself:

- ◆ What have been our successes this year?
- ◆ What are we trying to continually improve and the impact on children's learning & achievement?
- ◆ How have our results changed over time?
- ◆ How are we making sure that every child gets high-quality teaching to meet their individual needs?
- ◆ How do we make sure our pupils are healthy, safe and well-supported?
- ◆ How are we working with parents and the community?
- ◆ How do we continuously strive to raise standards by reducing absence and improving attendance and behaviour?

All the above will be evaluated in the context of our vision.

The key consideration is 'what is the impact on children?'. If there is no positive impact, then it is of no value.

D4.3 Assessment and tracking systems for pupils

Transition:

Effective transition arrangements are vital to ensure that relevant information is received and used effectively to establish starting points and capabilities. The school will develop effective partnerships with day care provision, Sure Start centres and schools for pupils leaving to attend the Northern Lights Primary School and those joining any other time than the start of an academic year. Staff will also carry out at least one home visit and work with Sure Start centre staff who should have carried out previous assessments on children in their care.

Transition arrangements will ensure that relevant staff have detailed information about pupils so that they can continue to assess, track, plan lessons and monitor the progress of pupils who move through school, for example reception to Key Stage 1.

Roles and Accountability

Teachers

All teachers will employ a variety of internal and external assessment tools to monitor individual pupils and whole-class progress based on starting points

and prior knowledge. 'Classroom Monitor' is a fast, easy to use online pupil tracking, assessment and report-writing system, which uses online bookmarks linked to government frameworks. Teachers will use a range of sources to judge pupil achievement such as test papers, teacher assessments in line with national curriculum and foundation stage profile scores. Significant written and oral evidence of pupil attainment will permit teachers to make a judgement of assessment that focuses on overall subject levels and determines if a high, secure or low levels have been achieved. Additionally, P-scales will be used for pupils with SEN or under-achievers who are working below level 1 of the national curriculum.

Pupils will share in this target-setting and evaluation process and parents will be advised of and encouraged to support their children's learning through termly reports and meetings with parents.

Termly pupil progress meetings involving staff and the senior leadership team will help to identify individuals and groups of pupils who are underachieving, and agree actions to ensure that they make the progress they should.

Regression Manager

The Northern Lights will assign a member of the SLT to act as a regression manager who will have overall responsibility for the Saturday school extension programme. They will take a lead role in liaising with families along with the

home-school liaison officer so as to reduce the impact of any regression and gaps in achievement or learning whether due to exclusion, absence or school holidays (particularly the summer holidays). Intensive one to one support will be provided for pupils. Changes and improvements made will be evidenced through case studies, tracking, and data analysis and test results.

Coordinators: will carry out a schedule of monitoring and evaluation, including lesson observations, work scrutiny and reviewing teachers' planning, and monitor and review that teacher assessments are accurate. Monitoring and evaluation is carried out together so that team members can challenge each other and moderate judgements. This will also make significant contribution to rigour of the school's self-evaluation procedures and provide opportunities to support and train team members.

The principal: will regularly be held accountable by the governing body through full governors and sub-committee meetings. The principal and SLT will hold regular supervisions and annual appraisals, where they will respond via a two-way flow of information to highlight and discuss what action if any, is needed where expected targets and progress has not been achieved. Where targets have been far exceeded, action will be taken to analyse and discuss

with SLT and staff about the accuracy of **assessment, recording and reporting** arrangements, information about **attainment, attendance, exclusions, behaviour, rewards and sanctions**. In light of either of these scenarios the whole school will review targets and amend developmental plans accordingly to ensure that any future targets set are realistic, achievable but challenging. We will demonstrate success based on accurate and rigorous assessment and success criteria, showing the schools capacity for improvement (**also see professional development**).

Governors: Will be involved with all aspects of the school life, which have been detailed in section F6. Through performance management meetings, governors will identify a maximum of three priorities a year on which they appraise the leadership and management of the principal in reference to the school targets and well targeted development plans.

Continuing Professional Development

All staff will have clear and detailed job descriptions appropriate to their roles and responsibilities for the implementation of the vision and achievement of specific goals. All staff will receive relevant and up-to date training and support to fulfil the schools and their personal needs. There will be a chain of supervisory and line management systems to agree and review individual and

school targets at least twice-yearly. Individual supervision and appraisals will be used to identify further training needs based on the targets set in the development plan.

Appendix

D4.4.1 Marking Policy

Rationale

The Northern Lights Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing.

Research shows that marking is a critical factor in pupil learning, so this policy is crucial for the school. The 'effective marking' strategy states 'imagine what difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

Marking work is essential for evaluation of the child's progress by teachers and parents, and to motivate and direct children's learning. The Marking Policy at

the Northern Lights will place an expectation upon teachers to monitor and evaluate the work done each lesson for the purpose of providing relevant data to parents, pupils, senior staff and community members.

Marking intends to serve the purposes of valuing pupils' learning, helping to identify areas for development or next steps, and evaluating how well the learning tasks have been understood. Marking will be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Teachers will carry out regular formative marking on each piece of work with reference to specific academic targets for children, plus quantitative marking on literacy and numeracy every week on spelling tests and arithmetic/ tables.

Within Key Stages 1 and 2, if the lesson is Numeracy or Literacy, marking will include a series of regular tests that provide summative assessment either in calculations, tables or in spelling. The marks for these tests will be required to be recorded by teachers to inform consultations with parents and senior staff on pupil progress.

The marking of the work is according to individual learning targets given to each child that reflect the National Curriculum attainment levels for the subject at the appropriate year group and ability level. Teachers are expected to be give pupil targets that stretch and challenge them to achieve their full potential.

Formative comments for a piece of work will include a comment on what went well and what could be improved, with reference to whether the child has fulfilled the learning objective set at the beginning of the lesson.

The methods used for marking work will be applied consistently throughout the school and will be linked to the policy on assessment, recording and reporting.

Purposes

- ◆ To ensure that pupils get the maximum benefit from their education and are entitled to regular feedback from staff to enable them to evaluate their progress.
- ◆ To further the teacher's awareness of the current stage of development and identify future needs.
- ◆ Use the marking system as a tool for formative ongoing assessment
- ◆ To promote a positive pupils' self-image and self-esteem through praise and valuing their achievements. This will be completed with the children in accordance with the marking policy and thus encourage them to value and take pride in their work.
- ◆ To clarify and standardise symbols and procedures in marking used on a reward basis throughout the school.
- ◆ Improve standards by encouraging children to give of their best and improve on their last piece of work.

Guidelines

- ◆ Marking shall provide a clear basis for progression of the child.
- ◆ It shall be seen by the child to have a purpose.
- ◆ It will provide a standard for evaluating performance.
- ◆ There will, whenever possible, be an opportunity for the child to participate in this process so there is a shared viewpoint.
- ◆ There should be consistency of approach through verbal and written marking.
- ◆ Provision shall be made for use of stickers/markers or appropriate drawings/stamps in accordance with school rationale.

Exercise Books

There will be a standard format for all subjects and year groups to be observed across the school by teachers, which includes stating the learning objective on the page itself along with a well-structured presentation of work. This format breaks up the work covered into recognisable lessons that are marked by the teacher. The aim of a standardised exercise book format is to produce a body of work in which parents, senior staff, and visitors can easily understand the progress a child is making. Books will be valued as a source of written proof of the success of the school, with children engaging in learning and achieving,

providing recognition of the teacher's behaviour management practice.

Monitoring and Judging Marking

Outstanding

- ◆ Strategies exist to acknowledge and celebrate the achievements of children and they are involved in setting next steps for improvement.
- ◆ There is a very good level of response to personalised comments from teachers.
- ◆ There is some subsequent response from the teacher.
- ◆ Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge.
- ◆ Children actively demonstrate understanding of next steps.

Good

- ◆ All children are set relevant, accurate next steps on a regular basis.
- ◆ Self-assessment is a regular activity: children know what they are good at and what they need to do to improve.
- ◆ Children revisit and respond to previous learning through written, post-task questions.
- ◆ Children respond to personalised comments from teachers.

Satisfactory

- ◆ There is sufficient work in the children's books to allow marking to have impact (reflecting a well-planned curriculum).
- ◆ Work is marked regularly.
- ◆ Children know how well they have done in relation to the objective.
- ◆ Marking helps to build confidence.
- ◆ The majority of marking is about recognising success.
- ◆ Some relevant targets are set.
- ◆ The teacher's handwriting is easy to read.
- ◆ The teacher's spelling and use of Standard English is accurate.

Conclusion

The marking policy will be reviewed, assessed and refined on a regular basis by all staff to ensure that it is effective and workable.

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

Admissions Policy

This policy is intended to ensure that the schools admission procedure is lawful, transparent and fair to all children regardless of gender, race, religion, belief, culture or disability and in line with Section 49 of the Equality Act 2006. In addition, the 'Schools Admission Code' prohibits authorities from disadvantaging children from any particular social or racial group or those with Special Educational needs (SEN) ensuring that every child has the opportunity to be happy, get the best start in life and reach their full potential, therefore reducing attainment gaps between children of different social backgrounds.

The Northern Lights Primary School is committed to and acts in accordance with all relevant provisions of the '**Schools Admissions Code**' and '**Schools Admissions Appeal Code**'. This policy is in line with Calderdale Council's Admissions Policy.

In relation to admissions the Northern Lights is committed to being an **inclusive school** and welcomes and accepts children from a diverse range of backgrounds and of all levels of ability. Children with special educational needs and/or disabilities will receive equal consideration with other applicants. In terms of the admission arrangements we have ensured that the criteria used to decide the allocation of school places is **fair, clear and objective** and parents can easily understand how children will be admitted and what happens when there are more applications than places at the school.

Rationale: “Too many parents are forced to choose between schools which don’t deliver the academic standards and good behaviour they demand”. (DfE)

Official figures reveal that more than 79,000 children have missed out on a place at their first-choice secondary school for September 2011. Schools Minister Nick Gibb said “too many pupils – nearly one in six – would be going to a secondary school that was not their top choice”.

The Northern Lights Primary School recognises that choosing the right school for their children is one of the most important things a parent can do and places families at the heart of the admissions procedure. In choosing the ‘Planned Admissions Number’ (PAN) and subscription criteria highlighted within this policy, as a school we will meet the needs and aspirations of our diverse community whilst fulfilling our vision and ethos. Our policy supports our vision by ensuring that:

- ◆ pupils with a statement of Educational Needs, on school action and action plus are prioritised as there are 17.7% in the Park ward on average and a persistently wide attainment gap.
- ◆ more parents will be able to select an outstanding non-faith based

school where academic excellence and high levels of attendance and exemplary behaviour are core aspects of our vision

- ◆ the school catchment area is wider and covers the whole of Park Ward and offers more parents from a socio-economically deprived community a greater choice
- ◆ oversubscription criteria ensures that looked-after children and siblings are prioritised in order to promote continuity and safety
- ◆ initially smaller class sizes will ensure that learning is personalised and staff are able to get to know individual children well, providing pastoral care and effectively identifying and meeting children's needs more efficiently, in particular those with EAL; over 90% of pupils attending schools within Park Ward have 'English as an Additional Language'.

All parents will be able to discuss the school's ethos with the principal and are asked to respect this and its importance to the school community. This does not affect the rights of any parents applying for a place.

General Information for parents:

Applications are welcomed from all parents/carers who may telephone or visit the school to register their child(ren) on a waiting list.

In a normal admissions round parents would apply to the LA for places at their

preferred school, as part of the coordinated admissions scheme. However, since we have not yet been approved by the DfE, we may miss the deadline for submissions to the LA for September 2103. In this case we will have our own admissions procedure which has been outlined within this section. All parents who have applied for the school before June 1st, 2013 will be informed of their application in writing by June 30th, 2013.

The admissions number- the 'Planned Admissions Number' (PAN) of pupils intended for admission classes will initially be no larger than 25 pupils to a teacher and support staff for each year group, with an intended maximum of 100 places in total in the first year of opening spread across four year groups.

It is important that we are able to provide an effective education for pupils in a safe and suitable environment, without overcrowding. There will be one main admission in September, although children can be admitted at other times subject to places being available.

An admissions form must be completed to reserve and secure a place(s) in the current period before the school commences. However, there is no advantage to parents who have applied earlier than others as the waiting list is for recording purposes only and not admissions criterion.

Whilst undersubscribed, places on the admissions list will initially be open to all children of an appropriate age and pupils **will** be admitted into the year

group relevant to the pupil's age. Pupils with a statement of **Special Educational Needs** who choose to attend the Northern Lights School will be admitted even if this exceeds the initial PAN and class size.

Pupils will be admitted in line with the schools admission procedure, subject to the criteria being met. Places will be allocated in each year group to the maximum capacity. Places will be allocated in the correct year group. If oversubscribed then the **oversubscription criteria** will be followed and adhered to.

Parents of children who have secured a place will be informed in writing of the date their child will start school, and be invited towards the end of the summer term to a meeting in school. These meetings will involve a school tour, outline of routines, (for example information about PE, school uniform, and book bags), and sharing of policies and procedures.

Ongoing induction

At the Northern Lights, we will be very proactive in involving and getting on board others who are involved with our school in particular, parents. Hence, at the beginning of every academic year for every age group, we will offer information evenings for parents in English and in languages that are accessible to them.

The purpose of these evenings will be to inform parents of the school's

expectations of the pupils in that particular year group in terms of their behaviour, academic and social progress. Parents will learn about what will be taught, how it will be delivered and how they can work in partnership with us to support their children. They will have the opportunity to ask questions pertaining to the curriculum and any other matters, which the school can assist or clarify for them.

Priority for Admissions

Reception: all pupils who have been allocated places will be admitted in the September of the year in which they turn four years of age.

Years 1, 2 and 3: families who approach school for a place in years 1, 2 & 3 will be considered in line with the following priority criteria for admissions.

1st Priority: Looked-after children/children in care in accordance with the Education Regulations 2006 (Admission of Looked after Children, England). A 'looked-after' child is a child who is in the care of a local authority or provided with accommodation by that authority under Section 22 of the 1989 Children Act. This also includes adopted children who were previously in care.

2nd Priority: Special Educational Needs (SEN) who have a 'statement' and wish to attend the Northern Lights Primary. A statement of Special Educational Need is a statement made by the local authority under section

324 of the Education Act 16 specifying the special educational provision required for that child.

3rd Priority: - Residents of a catchment/priority area. Children who reside in the geographical catchment area/priority zone which is outlined by the school and will be used as a means of admitting pupils. The Northern Lights catchment area is defined as Park Ward within Calderdale. (Park Ward is a diverse community that has been described within section D7 along with a map defining the boundary in the following appendix). However, this does not prevent parents who reside outside of this catchment area from expressing a preference for our school.

4th Priority: - Siblings. Siblings include adopted, step-children and foster sibling. These children who are brothers and sisters of, or who live as a family at the same address as, pupils who are already at the school or who have already been offered a place, and who will still be there at the time of admission.

If the final place available at the Northern Lights school is offered to a child where the remaining sibling/s would ordinarily be refused, we will offer places to the remaining sibling/s at the school, unless such admissions exceed class sizes of 30. Multiple births will be given special priority when considering the

aforementioned criteria.

5th Priority: Residents living within a specific distance: simple distance criteria from the main school gates to the child's front door will be measured to take into account the safety and wellbeing of pupils who may walk home. The Northern Lights Primary School will take the majority (over 50%) of pupils from the 'local area', which has been defined as Park Ward.

Oversubscription Criteria:

If the number of applications for the school is greater than its PAN, (i.e. if there are more applications than places available) we will use our initial admissions criteria to decide who gets a place, in order for the oversubscription criteria to remain fair, clear and objective. However this will not apply to priority 2 as SEN pupils with a statement will be given a place regardless.

Tie-break

It is possible that the PAN of the school will be reached in any one of the categories set out above. All applications will be prioritised according to the rules described and decisions will be made about the offer of places in accordance with those priorities. We have devised a clear and fair tie- breaker

if it is necessary to decide between two applicants that cannot otherwise be separated. We will implement the following fair and clear arrangements to distinguish between two or more applications. A shortest distance criterion will be used. Distance measured from the main school gates to the front door of the child's home and will be calculated using the shortest straight line distance as the 'crow flies'.

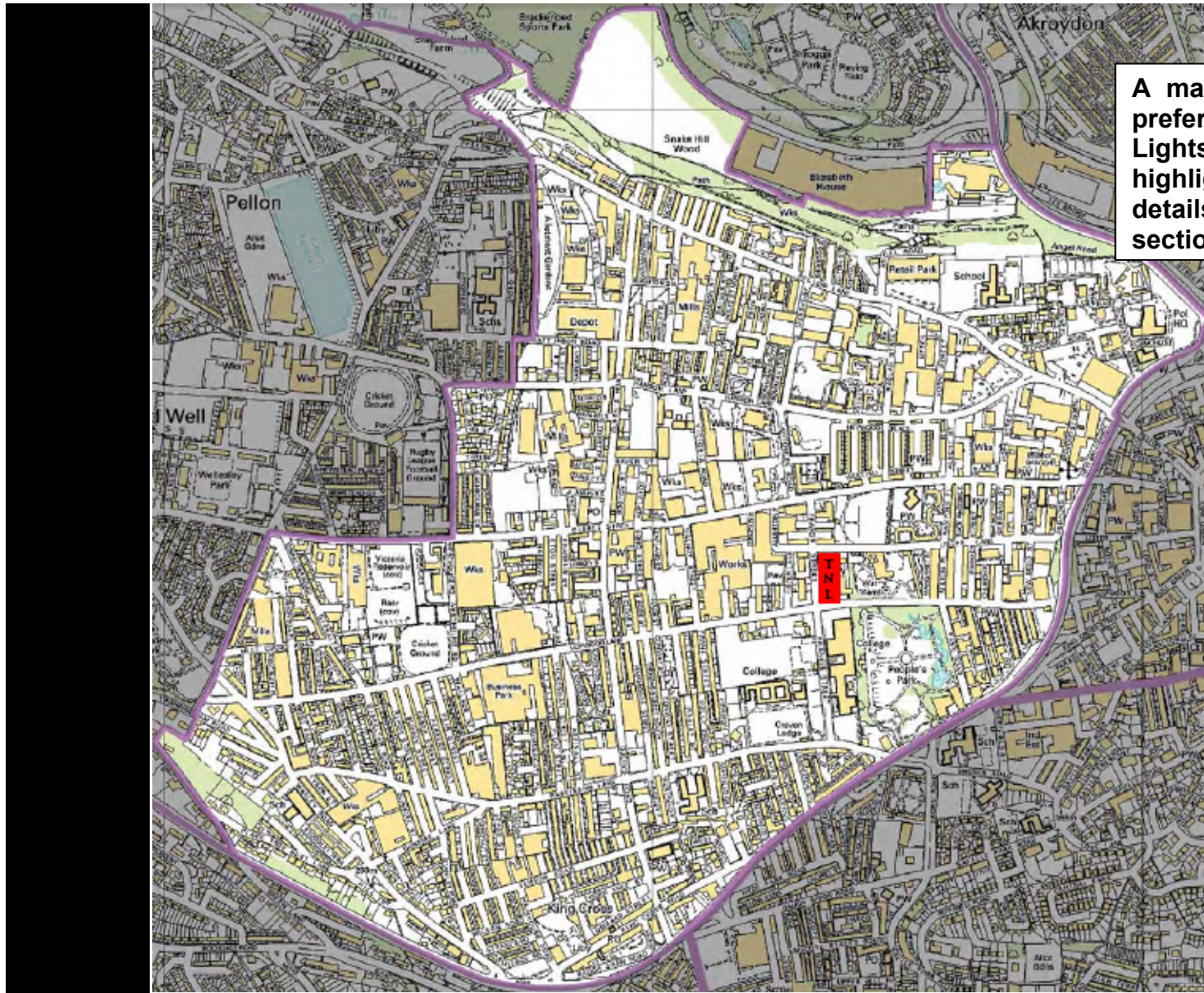
In the unlikely event that two applicants competing for a single place at the school live the same distance away from the school, the place will be offered to one applicant on the basis of randomly selected names from the list of applicants by an adult who is unconnected to school.

Home Address:

This is the parental address which will be used in applying the admission criteria. This means that, when stating the choice of school, the parent/carer should give the address at the time of application. This includes cases where a child lives with parents with shared responsibility, each for part of a week; the home closest to school will be the determining factor.

This policy has been amended to take into account the 'white paper the 'The Importance of teaching' and key points as a result of the

consultation on changes to the Admission Framework.



A map of Park Ward with the preferred site for the Northern Lights Primary School (TNL) highlighted in red. For further details please refer to map in section E1.8.1.

D6: Our approach to behaviour management, pupil wellbeing and attendance to improve pupil outcomes.

Strategies for promoting good behaviour, wellbeing and attendance:

Approach to Behaviour Management & Well-Being

This policy must be considered alongside other relevant policies specifically, **Attendance**, Safeguarding, Special Educational Needs, Inclusion, **PSHE** and Health and Safety.

The Behaviour Management & Well-Being Policy **mirrors our vision to work to foster strong moral values and a sense of conscientious citizenship. In classes our pupils establish a foundation which equips them with the tools they need to lead lives of civic-mindedness and social responsibility.** By implementing a clear framework of boundaries and expectations for pupils to follow, which is in turn reinforced by **rewards and sanctions that enable pupils to take responsibility for their actions and the consequences of such actions, and make good choices about their own behaviour and future.**

The framework sets out measures which aim to **promote good behaviour, self-discipline and respect, preventing bullying,** ensuring that pupils complete assigned work and regulate the conduct of pupils, including **effective and targeted support** for both children and parents of individual pupils whose behaviour is challenging.

These strategies are linked to the educational vision, teaching and learning and the curriculum. Approaches to behaviour management that are supportive, consistently applied and systematic will result in **pupils who are adept at managing their own behaviour, in school and in social situations and result in excellent behaviour overall.**

Rationale:

The Northern Lights Primary school will consistently promote highly positive behaviour and safety. Good behaviour will be reinforced through the consistent application of this policy and the **clear and realistic expectations of pupils. Measurable targets, such as attendance records, pupil and parental questionnaires, individual case studies and behaviour records will demonstrate success.**

Strategies to promote good behaviour

- ◆ **Creating effective learning environments** which secure pupil motivation and concentration through accessible and inclusive lessons, which are meeting the needs of all pupils ensures that they are not bored and disruptive as a result. Staff will also model excellent behaviour at all times with all members of the school community.
- ◆ We believe that **high quality, stimulating and engaging teaching** methods in an atmosphere of **respect and dignity**, which supports the needs of individual pupils, will result in **highly positive behaviour, collaboration and cooperation** in an out of lessons.
- ◆ Pupils will at all times be **highly considerate and supportive of each other**, conducting themselves well in lessons, around school, including break times, between lessons and other activities.
- ◆ Staff will be expected to manage behaviour and expectations of pupils ensuring that all pupils **learn and thrive** in an atmosphere of respect and dignity.
- ◆ Older pupils play an important part in helping younger pupils, providing them with not only **good role models, but a strong sense of security, encouragement and enduring friendships**. The buddy system will support this strategy.

Classroom and Teaching

- ◆ Staff will be expected to know the names of pupils and other adults in the classroom.
- ◆ Greet pupils when they arrive in the classroom.
- ◆ Display the rules and the tariffs for sanctions and rewards and ensure pupils and staff know these.
- ◆ Have a visual timetable.
- ◆ Ensure that all resources are prepared in advance.
- ◆ Praise the behaviour they want to see more of and praise pupils who are doing the right thing rather than criticising those who are disruptive or displaying challenging behaviour (parallel praise).
- ◆ Differentiate the curriculum and ensure it meets the needs of all pupils and is enjoyable.
- ◆ Teach pupils the class routines.
- ◆ Have clear routines for transitions and for stopping the class.

Rewards and Sanctions:

We celebrate all kinds of **individual and collective achievement** and we encourage, foster and **reward not only outstanding academic work, but also effort, good behaviour/conduct and contributions** to the wider life of the school. Rewards and sanctions help pupils to take responsibility for their behaviour and accept the consequences of their actions so that they make better choices for the future.

The number of rewards and sanction given by individual staff will be monitored regularly.

Rewards:

The Northern Lights will operate a points-based reward system which will give credit for a range of issues such as:

- ◆ high levels of attendance
- ◆ punctuality
- ◆ homework completed to a **good/excellent** standard

- ◆ good behaviour
- ◆ picking up litter, and
- ◆ wearing the correct uniform.

Points will be deducted for a range of issues such as:

- ◆ lateness
- ◆ persistent absence
- ◆ disruptive behaviour
- ◆ inappropriate language
- ◆ dropping litter
- ◆ homework not completed, and
- ◆ bullying.

Good behaviour will be **rewarded** with verbal praise, encouragement and individual and house points. Good behaviour will be recognised through celebration assemblies with award of prizes, **which is key** to effective behaviour management.

Pupils will also be involved in devising and expected to adhere to the **basic and clear classroom rules**. Examples of rules are as follows:

- ◆ We put up our hand if we want to speak or ask a question.
- ◆ We will listen when the teacher or another pupil is speaking.
- ◆ We are kind and helpful to other people.
- ◆ We walk sensibly in the classroom and around school.
- ◆ We will tidy up the classroom well.
- ◆ We will use appropriate noise levels in the classroom and around school.
- ◆ We will settle down to work quickly and quietly.

The school will follow simple classroom consequence systems which are successfully implemented in a large number of primary schools in the locality. For example C1= name on board.

The 'buddy system' and **'friendship stops'** in school will assist in eliminating bullying, loneliness and promote social skills.

Sanctions: 'Less is more' school and classroom rules will be few in number, clear, observable and easily understood. These will be displayed around school and in each classroom. All staff and pupils will know what these are. All tariffs for rewards and sanctions will also be displayed in each classroom.

Examples of school rules for pupils might be:

- ◆ I will always work hard
- ◆ I will always do as I am asked by all adults working in the school the first time
- ◆ I will keep my hands and feet to myself
- ◆ I will be polite and courteous to other people
- ◆ I will look after my school and all the things in it
- ◆ I will always walk quietly and sensibly around the school
- ◆ I will ensure that I am always in the right place at the right time
- ◆ I will respect other people's differences

For the purpose of maintaining a safe environment, 'positive handling' of pupils will be viewed as a last resort.

For pupils behaving disruptively or anti-socially, and to prevent deterioration of the situation, appropriate strategies will be used, such as 'reflection time' or deduction of 'points' accumulated. Staff will discuss with pupils the cause of such **behaviour and the impact of this on other pupils learning** whilst listening to and respecting pupils to create an environment that is calm and supports attainment and raises standards. This is particularly the case when dealing with pupils who may have emotional and behavioural needs in order to promote and safeguard their welfare.

Where pupils choose after appropriate support, not to respond to the schools set expectations for behaviour, then sanctions will be necessary with exclusion as a last resort.

Parents will be kept informed about the behaviour of pupils and will play a key role in implementing the behaviour management and wellbeing policy.

All pupils will have **individual behaviour records** and these will be **monitored, reviewed and used to collect individual, class and whole school data to show improvements in behaviour over time** and particularly for individuals with behavioural difficulties.

Partnership with parents:

At the Northern Lights we consider it as part of our core work to be proactive in establishing positive relationships with parents and carers, particularly those who are hard to reach and have children with behavioural difficulties, rather than waiting for problems to occur. Regular feedback will be provided to parents about their child's behaviour, on good days as well as bad.

Parents will be expected to encourage their children to show respect toward the school and its policies, and support the implementation of the school's behaviour and wellbeing policy, including supporting the school's authority to discipline its pupils. For further details please also refer to the section D 1.6.2.

Staff training:

All staff will receive relevant, timely and up-to-date training on behaviour management and discipline issues and ensure the consistent application of the behaviour and wellbeing policy in partnership with parents.

The principal will help to create a culture of respect by supporting the staff's authority to discipline pupils and ensuring that this happens consistently across the school.

Bullying:

The school will implement an active and highly effective approach to identifying and addressing all forms of bullying. We have a high regard for **pupils learning, achievement and wellbeing** and will take effective steps to ensure that pupils are happy, secure, confident and free from any form of bullying or harassment in order to thrive and succeed.

The school has a **zero tolerance with regards to bullying**. This includes cyber-bullying, prejudice based or related to special educational needs, sex, race, gender, religion, belief or disability.

All class teachers are expected to know individual pupils and their needs well and will take appropriate action to protect and enhance their wellbeing and systems to promote this.

Pupils will also be encouraged to report incidents of bullying and these will be recorded in the central incident record.

Direct action will be taken against bullying in line with agreed policies and procedures. When relevant individual meetings will be held between parents and children of both the perpetrator and the victim in order to reach an acceptable solution.

D6.1 Pastoral Care

Introduction

The quality of pastoral care influences the ethos and tone of the whole school. It is of crucial importance in creating an atmosphere in which children and young people feel secure, know that they are valued as individuals, and are encouraged in their learning, growth and social development in a healthy and safe environment. It also helps to inform and reassure parents that their children are being educated in a safe and caring atmosphere. The board of governors, the principal, members of the senior leadership team and teaching staff all have primary responsibility for the care and welfare of their pupils.

Rationale:

At the Northern Lights our school community has a duty to safeguard and promote the welfare of children. We approach the welfare of pupils positively ensuring that we look after and support the development of the 'whole child'.

A strong emphasis is placed on creating a welcoming, caring and supportive atmosphere, in which our pupils feel safe and valued and can thrive in line with the 'Three Torches' of 'Mind, Social and Body' detailed in the Northern Lights Trivium. We recognise the importance of providing a holistic approach to addressing the personal, social, emotional, intellectual and spiritual needs of every pupil, from faith and non-faith backgrounds.

Pupils will be encouraged to take advantage of their time at school and every effort will be made to remove obstacles to successful learning opportunities. We will equip our pupils with confidence, self-worth/esteem and high aspiration to be effective learners' and effective members of their community. This has been detailed within section D1 and in sections D1.5.1 and D1.5.2.

All members of the school, parents and community have a vital role to play in assisting pupils to feel included and to be safe, nurtured and healthy and to achieve their full potential.

Pastoral Support for Individual Pupils

The Northern Lights Primary School acknowledges school-based intervention is needed for disaffected pupils.

We are also aware that certain groups of children are at particular risk and a 'Pastoral Support Programme' will offer assistance to:

- ◆ those on the Child Protection Register
- ◆ looked-after children
- ◆ children with special educational needs
- ◆ those children in the care of the local authority
- ◆ those from (ethnic) minority backgrounds
- ◆ travellers
- ◆ young carers
- ◆ those from families experiencing stress, such as bereavement and separation
- ◆ children with school phobia, and
- ◆ children with long-term absence from school for medical reasons.

Staff:

Pastoral care will be the responsibility of the class teacher who will be expected to know individual pupils and their needs well. They will take appropriate action to protect and enhance their wellbeing by:

- ◆ safeguarding and promoting the welfare and safety of pupils at all times
- ◆ working in partnership with parents, staff and other professionals in meeting the individual needs of pupils
- ◆ providing advice, support and guidance on issues pertaining to their education, and
- ◆ promoting positive behaviour throughout the school and helping children behave responsibly, cooperatively and with concern for others so that they can work together productively.

All our staff will reinforce the vision and ethos of the school and promote the health, safety and wellbeing of pupils through the care they provide, the management of the school that they offer, the learning and teaching they deliver and through the partnerships they share.

The arrangements at the Northern Lights will be designed to protect children from physical, social, emotional and intellectual harm. This in turn will help children to:

- ◆ grow in their self-esteem, confidence and independence of thought
- ◆ become understanding, sympathetic and sensitive to the needs of others
- ◆ develop the necessary skills to cope with possible threats to their personal safety both within and outside school, and
- ◆ meet with confidence, in the post-primary school, the demands and challenges of adult and working life.

The school's ethos will contribute effectively to the pastoral care of the pupils by ensuring that:

- ◆ relationships among the staff are good. They work well together, are an effective team, and keep the pupils' interests and welfare as their main focus

- ◆ there are good relationships between teachers and pupils and among the pupils within and outside the classroom
- ◆ parents know about and have confidence in the pastoral care arrangements
- ◆ the school has clear lines of communication and effective relationships with relevant external support agencies, including the social services
- ◆ pupils feel secure, and are free from emotional and physical harm. Their opinions are valued, and their concerns are dealt with sympathetically and appropriately
- ◆ the self-confidence and self-esteem of the pupils are promoted; they have opportunities to develop independence of thought and expression
- ◆ pupils are taught to work with their peers; they grow to value and respect the contributions and views of others
- ◆ the principal and staff use positive approaches to establish and maintain good standards of behaviour; the disciplinary procedures are regarded by the pupils as fair and reflect an appropriate balance between rewards and sanctions and are implemented consistently by the staff.

We wish our children to feel happy and secure in whatever activity they are taking part. Our children are supervised at all times, and we place great emphasis on the welfare and wellbeing of the children in our care.

Full supervision will continue during all extra-curricular activities, such as school clubs. No child will remain in the classrooms, cloakroom/toilet areas or other areas of the building during playtimes and lunchtimes without adult supervision. Children will not be allowed to enter the building at break times without the permission of the member of staff on duty.

Escalation arrangements

The escalation arrangements provide a context within which children feel secure, free from emotional and physical harm, and able to discuss their interests and voice their fears and concerns, confident that they will receive a sympathetic and supportive response.

The Northern Lights will create an environment in which all children feel able to talk freely and openly to any member of staff, if they have any worries or problems of any kind whether on a school or a personal level. Staff will respond to children in an appropriate manner, offering advice, support, guidance and reassurance in conjunction with our other policies, including our Child Protection Policy.

The class teacher or the member of staff on duty will resolve minor difficulties, worries or upsets which arise within the classroom or the playground. The child (or children) concerned will participate in any discussion about a particular incident. However incidents that are more serious, or which give rise to serious concerns about a child's behaviour, health or welfare will be referred to the principal.

A child's parents or carers will be contacted if it is felt advisable to involve them in a particular situation or issue. This contact will be in person, when the child is collected from school, or by a telephone call or letter.

Parents will be encouraged to talk to their child's class teacher initially, but if they have any ongoing concerns or worries then a senior teacher, the vice-principal or principal.

Parents will be asked to share concerns about home circumstances or medical matters that might affect their child's work or behaviour in school. All discussions will be treated as confidential. However, Child Protection procedures will have to be followed where appropriate.

The Northern Lights will establish and maintain close links with outside agencies involved in the care of children. These include the Special Educational Needs Support Service, including Behaviour Support, Social Services, the Police and Fire Service. In particular we will establish a strong relationship with a Police School Liaison Officer along with offering regular talks and discussions about road safety, being cautious towards strangers, substance use and misuse and peer group pressures. We will also maintain a very close working relationship with local Health Visitors, the Education Welfare Officer (EWO) and the Educational Psychology Service. These and other organisations, when appropriate, will be contacted to provide counselling for children in need.

Governors:

This policy complies with equalities legislation and has regard for the wellbeing of all pupils.

School governors have a duty under Section 175 of the (Education Act 2002) requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of the child.

Governors and the principal will deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.

The behaviour management and wellbeing policy and procedures will be reviewed, assessed and refined on a regular basis by the governing body to challenge as well support the principal in determining effective measures to promote good behaviour and discipline amongst pupils. Staff will also ensure that the behaviour and well-being policy is consistently applied. The governing body will also provide related guidance if they want the policy to include particular measures or address particular issues.

The behaviour management policy will be monitored and reviewed regularly to take into account changes in circumstances such as behaviour issues and exclusions analysis will take place as a result of triggers and amendments will be made accordingly.

D6.2 Child Protection Policy

Safeguarding and promoting children's welfare

Rationale

The health, safety and well-being of all our children is of paramount importance and the overriding priority at the Northern Lights to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have the right to be safe in our school. We are committed to ensuring that the school offers an environment in which the children feel safe, valued and respected as individuals, where they feel that adults are

always ready to listen to them and to act on issues causing them distress, and a commitment where, whatever the uncertainties in other areas of their lives, children understand there are clear standards of behaviour founded on mutual respect.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

Purposes

This policy ensures that all staff and volunteers in our school are clear about the actions necessary with regard to concern, disclosure and/or child protection issues.

- ◆ To detail how governors, staff and volunteers working with our children will meet their respective obligations under current Child Protection legislation and DfE and Calderdale Council guidance.
- ◆ To maintain the awareness of all staff and identify responsibility in reporting possible cases of abuse.
- ◆ To ensure effective communication between all staff when dealing with child protection issues.
- ◆ To liaise with other agencies, maintaining professional dialogue and sharing information.
- ◆ To ensure that Child Protection is kept at the forefront of all considerations affecting the business of the school.
- ◆ To lay down the correct procedures for those who encounter an issue of child protection.

Guidelines

- ◆ To widely raise awareness of the school's commitment to child protection

obligations, particularly amongst parents, this will be set out clearly in the school prospectus.

- ◆ No-one will be allowed to work unsupervised with our children who has not been CRB checked.
- ◆ Candidates for jobs in the school will not have their appointment confirmed until a CRB check has been satisfactorily completed and has resulted in a clear notice being received. For further details refer to the recruitment policy.
- ◆ Where opportunities arise, particularly through assemblies and PSHCE work, the school will work to raise the children's awareness of risks and develop their skills in minimising these.
- ◆ As part of our broader strategy of pupil empowerment the school will actively work to sustain an environment where children feel secure, are encouraged to talk, and will be listened to.
- ◆ There may very occasionally be times when adults in our school, in the course of their duty, use physical intervention to restrain children to protect the child and/or other children and adults. The principal requires the adult involved in any such incident to report this to him/her immediately, and to record it.
- ◆ The school will employ the procedures for identifying and reporting cases, or suspected cases, of abuse set out in the Calderdale Area Child Protection guidelines and Calderdale Safeguarding Board (held in the main office) and also those for dealing with allegations against volunteers, staff or against the principal.
- ◆ All staff and volunteers will receive regular and up-to-date basic child protection training so that they are able to raise sensitively concerns about child protection issues without fear of recriminations or reprisals. In the first instance concerns should be put to either the designated teacher or the principal and then, if insufficient assurances are given, then to the Child Protection Governor and ultimately the Chair of Governors.
- ◆ Every effort will be made to keep appropriate staff aware of records of any abuse suffered by a child and to ensure that support is provided in

accordance with their agreed child protection plan.

- ◆ The Child Protection teacher in consultation with the principal will be responsible for notifying social services where there is an unexplained absence of more than two days of a pupil who is known by the school to be on the child protection register.
- ◆ The office will be responsible for ensuring that, where a pupil on the child protection register leaves, child protection information held on them is transferred to the designated teacher in the new school immediately and that the child's social worker is informed.
- ◆ A member of the Senior Leadership Team will be the designated teacher for child protection issues. They will be trained at a high level and regularly supported for this work accordingly. Every effort will be made to ensure that everyone working as part of the school community for more than the briefest period is aware that they have this role.
- ◆ The designated teacher will be responsible for seeing that all staff and volunteers understand the need to be alert to the signs of abuse and their responsibility for referring any concerns to the designated teacher.
- ◆ Written records of concerns about children will be made, even where there is no need to refer the matter immediately, and kept securely, separate from the main pupil file, and in a secure manner.
- ◆ We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We inform the child at all stages of who is involved, and what information we have given them.
- ◆ The designated teacher will be responsible for liaison on child protection issues with other agencies that support the pupil such as social services, 'Child and Adult Mental Health Service', 'Education Welfare Service' and 'Educational Psychology Service', for cooperating as required with enquiries on child protection matters and for attending case conferences where necessary.
- ◆ The Governing Body will nominate one of the governors to work with the designated teacher and to ensure that child protection issues are given due

attention in meetings of governors. The governing body reviews incidents which are detailed in the interventions record.

- ◆ Every term the full Governing Body will receive a report from the principal setting out numbers of children known to be on the local Child Protection register and the number of children referred for inclusion since the previous report.
- ◆ At least once every school year the Full Governing Body will review this policy.

The Northern Lights Trivium has at its heart the social and physical wellbeing of children and these aspects have been detailed elsewhere in the application in particular within our enrichment programme. For further details refer to sections D1.5.1 'Healthy Living Promotion' and D1.5.2 'Moral and Social Development'.

Conclusion

The governors of the Northern Lights Primary School attach the highest importance to effective child protection and give primacy to the welfare of our children and are committed to putting our school at the forefront of good practice on this.

D6.3 Attendance Policy

‘Pupils, who attend the most, achieve the most and fulfil their potential’.

Application information that was taken from The Department for Education performance tables 2011 demonstrates that:

There is clear evidence to show that pupils’ persistent absence in secondary schools is due to poor attendance levels in primary school.

Our aim of early intervention is to deliver the message of the importance of attendance, rigorously challenge poor attendance and improve it in order to give pupils better life chances.

Latest figures show that while **184,000 pupils miss 20% of lessons**, more than **430,000 pupils miss 15%** of lessons a year, which is the equivalent of having a **month off school during an academic year.** (DfE)

Calderdale Council has a LA average of **5.14% overall absence and 1.9% of persistent absence**, however schools within Park Ward have higher rates of absence, such as is demonstrated by the following:

- ◆ **Overall absence**
 - 9.08%, 5.3% and 6.60%.
- ◆ **Persistent absence at 15%**
 - 18.4% 6.0% and 12.2%.
- ◆ **Persistent absence at 20%**
 - 10.1%, 1.7% and 4.6%.

There is also a clear statistical link between attendance and social deprivation. This is particularly noteworthy since Park Ward has high levels of deprivation with Calderdale Council data revealing that 7 out of the 10 areas in are the most deprived 10% nationally on the index of multiple deprivation. **However, the Northern Lights will not take this as an excuse for poor attendance and high absence rates.**

The problem of persistent absence rates suggests the need for more **robust and effective systems and processes to be put into place to improve attendance and reduce persistent absences.**

High attendance is essential if pupils are to achieve and fulfil their potential.

Rationale

The Northern Lights Primary School recognises the strong statistical links between attendance and achievement/attainment. The attendance and registration systems are important tools alongside this policy to ensure that high levels of attendance are secured at all times by reducing absence and improving punctuality. This will help to minimise the adverse effect that absence has on pupils' attainment in meeting the schools vision, in line with educational goals and driving up standards and pupil achievement.

Statutory requirements for keeping an accurate attendance register and attendance monitoring will be met. An agreed system is implemented rigorously to regularly monitor attendance and to ensure that agreed guidelines for extended leave are adhered to and met.

Aims: The policy and procedures outlined in this section aim to maximise attendance and make pupils, families and carers aware of the direct correlation between high levels of attendance, high levels of attainment and future employment.

This policy aims:

- ◆ To **increase** level of attendance thus **improving levels of achievement.**
- ◆ To **decrease** level of unauthorised attendance.
- ◆ To improve the start of the school day.
- ◆ To raise parent/pupil awareness of the **effect of absenteeism and lateness.**
- ◆ To develop a whole school approach to attendance.
- ◆ To support parents with their child's attendance.

Working in partnership with parents:

Times of the school day and holidays will be sent to parents/carers each year and displayed in the school entrance. Strategies outlined below alongside effective behaviour management strategies, sanctions, rewards, home school learning agreement and a collaborative partnership with parents will have an impact on pupils' behaviour and attendance.

To allow the school to intervene earlier and develop more effective strategies with families to address and **reduce patterns of absence and punctuality**, the Northern Lights will use the **home checklist** and send out **newsletters** about the '**importance of attendance**' aiming to prevent the child from becoming disengaged from school.

In addition, to promote good role models, **parents of pupils with consistent high levels of attendance and punctuality** will be asked to speak to other parents and share good practice.

Records/Data

All attendance and punctuality data will be noted at the beginning of the day and on entry to the classroom on the clear and structured School Information Management System (SIMS), which is a tried and tested system widely used in schools. This allows for registers to be taken twice daily as required by registration regulations.

SIMS also allows attendance data to be collected and monitored to show portions of pupils with particular levels of attendance, for example above 95%, below 85% and persistent absence of more than **15%**. This low threshold will ensure that action is taken to deal with absence as early as possible in line with government targets, with the possibility to further lowering this threshold over time. Initially the school will set targets of **95% attendance over terms 1 & 2 with Zero 'persistent absence'**.

Pupils will be expected to be consistently punctual in arriving at school and lessons during the school day and have a clear expectation to attend school 190 days each year. Each week the class with the best attendance will be rewarded with a certificate for individuals and the trophy for the class, in celebration assemblies. Class certificates are given for **100% and attendance greater than 95%**.

KS1- pupils who are late for school will miss one break time that day and KS2- pupils will have a 15 minute detention that day. Any pupil who arrives late 3 times in succession will be referred to the home school liaison officer (HSLO) /attendance monitoring officer.

Records will be kept and regularly monitored half-termly and annually for those pupils who are consistently late for school, including those with special educational needs and/or disabilities and those from minority ethnic groups.

Parents will be sent a letter reminding them of the importance of punctuality and attendance. Persistent lateness that does not improve after school input will be reported to the vice-principal and referred to the relevant services.

The Northern Lights Primary School will seek to minimise the adverse effects of religious observance on a pupils' attendance and attainment by considering approaches such as:

- ◆ setting term-dates around the major religious festivals, where possible
- ◆ schools closing on religious festivals (whilst ensuring they are open for 380 sessions over the year)
- ◆ working with local faith groups to develop guidance on absence for religious observance
- ◆ schools taking INSET days that coincide with religious festivals, and
- ◆ individual support for pupils who miss school sessions.

Procedures for dealing with poor attendance:

To ensure high levels of attendance and punctuality the school will appoint a lead person 'attendance monitoring officer' (Home school Liaison officer) to oversee the arrangements. This will be a committed lead volunteer who is able to speak one or more of the community languages.

Data will be monitored and shared with relevant staff and parents so that early interventions can be planned.

The school will write to parents of children with poor patterns of attendance and implement regular tracking and monitoring, such as weekly, half-termly and annual monitoring by teachers and designated staff. The 'Home School Liaison Officer' in conjunction with the 'Regression Manager' and the principal will provide accurate information about attendance. Referrals will be made in line with the current Education Welfare Service (EWS) agreement and will involve visits, meetings and written communication to parents/carers, specifically for poor levels of attendance below 85%.

Registers will be printed monthly and annually official registers will be bound and kept to comply with current legislation.

Absences and extended leave guidance for parents/carers

Parents are expected to inform school on the first day of their child's absence. Failure to do so will result in parents being contacted by the Home School Liaison Officer informing them of the absence.

Medical and dental appointments should be made outside school hours where possible.

Parents should not normally take pupils on holiday in term time and are encouraged to take advantage of the school holidays where possible. They are invited to discuss the educational impact of extended leave with the principal prior to requesting extended leave.

Families who wish to take extended leave must request permission in writing from the principal confirming:

- ◆ the expected date of return;
- ◆ that the parents are expected to contact the school if anything delays the pupil returning to school when expected, and
- ◆ what action will be taken if the pupil fails to return when expected.

Each request for holiday absence will be considered individually taking account of: the age of the child; the time of year proposed for the trip; its nature and parental wishes; the overall attendance pattern of the pupil; the child's stage of education and progress.

Ten school days in a school year authorised absence is allowed with permission from the principal, if the leave is over ten days in total, permission for leave may be refused and leave would be deemed unauthorised. Pupils who fail to return to school within 10 days of the end of an extended leave of absence may be removed from the school register if the school fails to locate them and they do not have good reason to be absent.

More than 10 school days of absence in a school year may be agreed if the principal believes there are exceptional circumstances.

An aide-memoire (checklist) will be used to regularly review current practices with regard to attendance and where required in light of changing circumstances, legislation and good practice, appropriate amendments will be made.

Regular pupil meetings and questionnaires will allow the school to identify and plan effective strategies to overcome any barriers to regular attendance or punctuality.

D6.3.1 Exclusions Policy

Rationale

There were an estimated **5,740 permanent exclusions** from primary, secondary and all special schools in 2010. There were **37,210 fixed-period exclusions from primary schools** and 27,260 from state-funded secondary schools. The average length of a fixed-period exclusion from primary school was **2.1 days**. The permanent **exclusion rate for boys** was approximately **four times higher** than that for **girls**. Pupils with **SEN statements** are around **eight times more likely** to be permanently excluded than those pupils with no SEN. Pupils who are eligible for **Free School Meals (FSM)** are around **four times more likely** to receive a fixed period exclusion than pupils who are not eligible for free school meals. Nationally nearly 900 pupils are suspended from school for abuse and assault every school day.

This clearly highlights the concerns that **tackling effective behaviour management and raising standards** are key priorities if we are to **raise educational standards and improve behaviour and attendance to secure brighter futures** for our children. This being a key reason for why the Northern Lights give a key focus to the 'Social Torch' as part of its Trivium.

The Governors and staff at the Northern Lights Primary School will do their utmost to implement the behaviour and attendance policies in partnership with parents to stop a child being excluded permanently. Our expectations are that pupils should be in school every day, on time and in every lesson. This is crucial if pupils are to achieve and make good progress in their learning.

Consideration will take into account children with special educational needs, and/or emotional and behavioural difficulties. Permanent exclusion would only be considered when there are a number of serious breaches of school rules. Parents will be contacted after individual breaches such as:

- ◆ persistent fighting/violence or hurting others

- ◆ persistent insolence of adults/staff in school, and
- ◆ multiple incidents of deliberate vandalism.

Repeated incidents of exclusions may result in pupils being excluded for a fixed period of time, in line with the relevant guidance/legislation.

Fixed-term and Permanent Exclusions:

Fixed period exclusion and/or detention will take place during school hours, and may take place over a lunchtime period so that this does not affect the pupil's education or welfare. In some cases it may take place after school and we are fully aware that as a school we are not required to give any notice of detention. Nevertheless, parents will endeavour to give '24' hours notice out of courtesy of a detention that takes place outside normal school hours, so that they can make safe and appropriate arrangements. **However, if detention is failing to change a pupil's behaviour and is causing stress and more work for staff then arrangements will be reviewed, modified or dispensed.**

The principal will decide whether to exclude a pupil, for a fixed-period or permanently, in line with the school's behaviour policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

If a pupil is unable to attend the detention, parents must explain their reasons to their child's teacher or to the principal. The school may reconsider the detention in certain circumstances such as:

- ◆ the detention falls on an important religious day for the family
- ◆ they are concerned about the length and safety of the route between school and home, and
- ◆ they can't reasonably make alternative arrangements for collecting their child from school.

The Northern Lights Primary School will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the principal may decide to permanently exclude a pupil for a 'one-off' offence.

Where a child has been permanently excluded then the school will ensure that:

- ◆ the school's governing body is required to review the principal's decision and parents may meet with them to explain their views on the exclusion
- ◆ if the governing body confirms the exclusion, parents can appeal to an independent appeal panel
- ◆ the school will explain in a letter how to lodge an appeal, and
- ◆ the local authority provides full-time education from the sixth day of a permanent exclusion.

Parents will have the right to make representations to the governing body about exclusion, and the governing body will review the exclusion decision in certain circumstances, including all permanent exclusions.

Where the governing body upholds a permanent exclusion parents will have the right to appeal the decision to an independent appeals panel.

D6.3.2 School Uniform:

School uniform plays a valuable role in contributing to the ethos and setting the tone of the school. The goal of the Northern Lights Primary School is to prepare our pupils for excellent secondary schools and seek to eliminate the distractions, such as fashion and appearance that traditionally keep children from focusing on their education. These arrangements will help to minimise parents and pupils concerns about such issues as well as offsetting anxieties around cost. Therefore all pupils will be required to dress uniformly and ensure that they are clean, neat and well-kept.

The cost of school uniform will be limited to ensure that parents on low incomes are able to apply for their preferred school. The Northern Lights uniform will be widely available in high-street shops, other retail outlets and also purchased from the school. Pupils wishing to wear headscarves or head covering will be able to do so and this must be in line with school uniform colours.

We expect all pupils to wear the correct uniform every day

Boys Uniform	Girls uniform
Black or grey trousers	Black or grey trousers or
White shirt/polo shirt	Black or grey 'Shalwar & Kameez'
Navy blue jumper	White shirt/polo shirt
Black shoes (no trainers)	Navy blue cardigan/jumper
Black or grey socks	Black shoes (no trainers)
	Red or black bobbles or ribbons

Pupils in Year 5 and 6 will also be expected to wear a navy blue blazer to prepare them for transition into secondary school with the school logo badges which they will be able to purchase from the school office.

PE Kit and Bag:

- ◆ Black shorts or jogging trousers
- ◆ White T-shirt
- ◆ Black pumps

All clothing must be clearly labelled with the child's name and class.

PE kit will be available for purchase from the school office.

Hats/hair covering: Pupils will not be able to wear hats, bandanas or other head coverings, except for religious reasons.

Hair: should be neat and well kept.

Make-up: no make-up will be permitted except for medical reasons.

Jewellery: jewellery of any kind including earrings will not be permitted and studs may only be allowed in consultation and agreement with parents and school.

Hands/Nails: Pupils will be required to keep nails free of any artificial enhancements, (false nails, nail varnish, stones, acrylics etc). Pupils must not wear bracelets, (except blue bands to promote anti-bullying, issued by the school).

Non-uniform/themed days: These will be set to allow pupils to express their individuality through their attire.

D7: Demonstrating our understanding of the local community and its needs, and our plans for sharing facilities with other schools and the wider community.

In this section we have set out:

- ◆ information about the local area
- ◆ what our plans are to gather and use information to inform the education plan
- ◆ our plans for working with other stakeholders
- ◆ how we will promote good community relations, and
- ◆ how we intend to ensure our policies are fair.

D7.1 The Local Area:

Park Ward is the smallest ward in Calderdale and is just less than 1 square mile in area. It is a densely built and densely populated area lying to the west of Halifax town centre, mostly in the HX1 postcode. According to the latest statistics the population is increasing due to local migration, a further influx of people from Eastern Europe and South Asia and increasing birth-rates.

It consists of a diverse community and includes the historic People's Park and Calderdale College.

- ◆ **The majority of the residents are Muslim (51.7%)** and this is significantly higher than Calderdale (5.3%). There is a significantly lower proportion of residents who are Christian and a lower proportion of residents who are Buddhist, Jewish or Sikh.
- ◆ **Approximately 55% of the population in Park Ward is from a non-white ethnic grouping** and over 70% of Calderdale's Asian population live in Park Ward.
- ◆ **81.0% of children living in Park Ward attending primary schools in Calderdale are Asian.** This is significantly higher than in Calderdale as a whole (15.5%) and by far the largest proportion in any of the Calderdale wards.

- ◆ A benchmark of primary schools in Park Ward revealed that 26.4% are eligible to claim free school meals, which is the highest percentage in Calderdale.

Background Data

Data was acquired from a number of online sources, principally from the Office for National Statistics, Calderdale Council and the Calderdale Joint Strategic Needs Assessment. The Council’s Corporate Research and Consultation Team advised us that detailed data on things like ethnic origin by age from the 2011 census would not be available until the end of 2012. However, they were able to provide some estimates from the NHS patient register from May 2011, adjusted in line with Government mid-year population estimates for 2010.

Ward Name	All ages	0	1	2	3	4	5	6	7	8	9
Park	16,377	392	343	378	338	331	319	325	298	305	297

There is one faith-based primary school in Park Ward and four which are not faith-based. Amongst the non-faith based schools, there is only one which is rated as outstanding and this itself is heavily oversubscribed.

Recent government data shows that just 1 in 15 (6.5%) pupils starting secondary school in England ‘behind’ for their age go on to get five good GCSEs including English and Maths. In 909 schools, not one low-attaining pupil (those who did not reach Level 4 at the end of primary school) reached this threshold. At the other end of the spectrum, 95% of pupils who started school ‘ahead’ for their age (achieving Level 5 at the end of primary school) got five good GCSEs, including English and Maths.

The above highlights the importance of a first-class education at primary school and the long-term implications of a poor education.

Children from disadvantaged backgrounds, i.e. those on free school meals have historically done less well. However, through our vision and strategies detailed in our education plan, we are committed to every child reaching their potential regardless of their socio-economic background.

Data from the Calderdale Council revealed:

- ◆ about 50% of all households have an income below £20,000 compared to 30% for Calderdale.
- ◆ a high proportion of households with children.
- ◆ a low rate of pensioners.
- ◆ high rates of social housing and people in rented accommodation with problems of overcrowding and very low rates of car ownership.
- ◆ high rates of households on benefits and households in fuel poverty which are much higher than the rest of Calderdale.
- ◆ on the index of multiple deprivations 7 of the 10 areas in Park Ward were in the 10% most deprived nationally, and a further two were in the worst 11-20%.
- ◆ deprived areas are spread throughout the Ward.
- ◆ the unemployment rate is 7.9%, which is substantially above national averages and seem to be rising.
- ◆ of the working-age population 16.5% who are economically active are unable to find jobs.
- ◆ the unemployed population in Park Ward is higher than Calderdale (7.6%) and the highest percentage in any of the wards 73.8% of the population are in the 10% most deprived areas nationally and this is much higher than Calderdale overall (9.7%).
- ◆ life expectancy is about 3 years less in Park Ward compared to the rest of Calderdale.
- ◆ there is a significantly higher referral rate to social services and a higher percentage of children on the child protection register.
- ◆ Park Ward has the worst rates in Calderdale for stillbirths, low birth weight babies and infant mortality.

- ◆ The percentage of 4/5 year olds who are obese and overweight is higher than in Calderdale; however the percentage of 10/11 year olds is significantly higher than Calderdale (36.2% compared to 29.7%).
- ◆ The all-cause mortality rate in Park Ward is more than double the Calderdale rate, 0.80 deaths per 1,000 population compared to 0.34 deaths per 1,000 population, and is the worst in Calderdale.
- ◆ A&E attendance rate is significantly higher than in Calderdale, and is the highest rate amongst Calderdale Wards.

The Deprivation and Education review carried out by the Schools Analysis and Research Division of the former Department for Children, Schools and Families stated that there is a very clear pathway from childhood poverty to reduced employment opportunities in later life. Moreover, it stated that poor educational attainment has short-term as well as long-term consequences. There are direct effects on health (for example, quality of diet, chances of smoking) and also an effect on life expectancy, a reduced engagement with society and an increased likelihood that an individual will engage in criminal activity (Feinstein et al., 2008).

The relationship between deprivation and education – although inter-related with other factors (such as maternal education) – is an independent one. Low income has an independent effect on children’s educational outcomes after controlling for measures of family background and child ability (Blanden and Gregg, 2004).

Pupils with Special Educational Needs (SEN) in mainstream education are disproportionately eligible for FSM; pupils with a statement of SEN are twice as likely to be eligible for FSM compared to pupils with no SEN, whilst almost a third of pupils categorised as School Action Plus are eligible for FSM.

The vast majority of our members were born and raised in the Park Ward area. Hence, they have a deep-rooted understanding of the local community.

The school will welcome pupils from every part of our diverse community and we will take care to address the needs of each individual. Our staff will encourage pupils to develop a confident and responsible British identity that is tied to shared moral values and a commitment to social contribution.

Gathering data:

The Northern Lights will continue to source data from the Office for National Statistics (ONS), Calderdale Council and the Calderdale Joint Strategic Needs Assessment. In addition to this we intend to make use of data from the Fischer Family Trust and internal pupil tracking data to monitor the progress of the different ethnic, gender, economic and social groups within school.

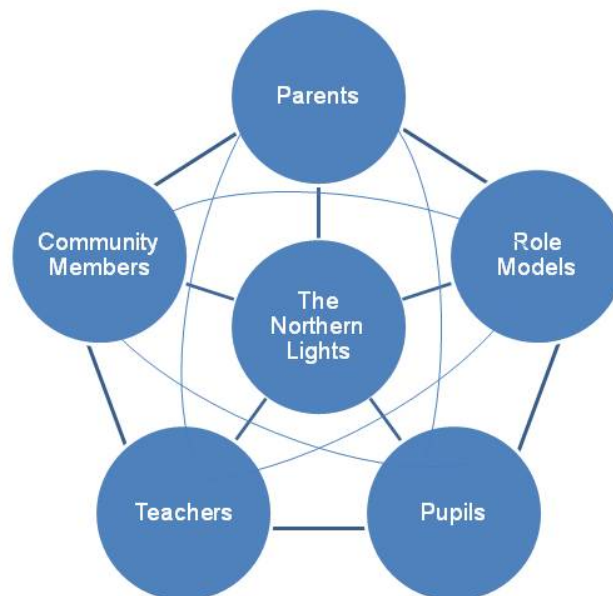
D7.2 Appropriate and ambitious aspirations: Our understanding of the many factors that undermine our children's potential has led to the development of 'The Northern Lights Trivium'. This holistic and innovative programme is structured around a comprehensive syllabus that addresses three key needs in primary level education. Our 'Three Torches' of 'Mind', 'Body' and 'Social' ensure that pupils gain the knowledge and skills that support their academic, personal and social development. This has been detailed within section D1.

The above data shows that large proportions of Park Ward residents come from disadvantaged backgrounds, which prevents them achieving academically with high rates of unemployment and poor standards in healthy living. Through a focused determination and a clear strategy we believe that we will positively impact on academic, social and health standards.

D7.3 Plans for working with other stakeholders

The Northern Lights programme is underlined by a **commitment to addressing community needs** and providing guidance and resource to parents and carers. We aim to reinforce classroom time with **community initiatives that empower parents** with the tools they need to help children match and exceed our expectations of them.

The Community Educational Complex *members of the learning culture*



The Community Educational Complex (CEC) constitutes a **network of partnerships** between teachers, parents, carers, pupils and other members of the community and supplements their efforts **to improve our children's educational provision**. This involves us sharing pupil achievements and offering the pupils a means of giving something back to their community throughout their schooling life.

The Northern Lights recognises the importance of working in partnership with other community stakeholders to achieve our aims, as is stated within our vision.

Our programme will be underpinned by an emphasis on shared moral values and community cohesion.

We will form strategic partnerships with the following:

- ◆ Local Authority.
- ◆ Sure Start centres.
- ◆ Voluntary bodies.
- ◆ Religious organisations.
- ◆ Community groups.
- ◆ Existing educational establishments.
- ◆ Library services.
- ◆ Health centres.
- ◆ Music services.
- ◆ Local businesses.

Local Authority: has responsibility for education within all other primary schools within Park Ward and since the Children Act 2004 it is also a children's services authority and responsibility for both functions is held by the director of children's services. Calderdale has recently seen the appointment of a new director for children's services and we have already established channels of communication so as to form a working partnership. The Northern Lights will in particular work closely with the local education authority during the coordination of admissions and in ensuring the welfare of all children, in particular those who are 'looked-after' by the authority. We will also work in partnership with the Local Authority to access teaching and learning resources for our staff and governors and pursue means to share and benefit from 'best practice' guidelines.

Sure Start Children's Centres: are part of a drive to tackle child poverty and social exclusion. They work with parents and parents-to-be to improve children's life chances through better access to:

- ◆ Family support
- ◆ Advice on nurturing
- ◆ Health services
- ◆ Early learning.

This is with the aim of improving the health and well-being of families and children from before birth to four, so children are ready to flourish when they go to school. The Northern Lights has existing links with the Sure Start centre based within Park Ward and has taken a number of steps to strengthen these links through a series of meetings with managers and other bilingual staff who are dedicated to serving the needs of new migrants to the area. We also intend to work closely with the Sure Start centres in supporting and working in partnership to promote the importance of healthy living standards for parents and young children as we believe that this is in line with our community education complex which aims to extend learning beyond the classroom so as to enhance our curricular provision.

Voluntary bodies: includes organisations that are for non-profit and who aim to create an environment in which an independent civil society can flourish. The Northern Lights is one amongst such bodies and is registered with Calderdale Voluntary Action. The Northern Lights firmly believes in working in partnership with other bodies to achieve common goals, the sharing of volunteers and where possible other resources. We intend to strengthen our existing partnerships and promote greater interaction through initiatives such as the Northern Lights 'Community Passport' and annual 'Clean Our Streets' campaign that have been detailed in section D1. We also intend to make parts of the school buildings available for community use outside of school hours. This has been detailed in section E and H.

Religious organisations. The overwhelming majority of Park Ward residents identify themselves as following a particular faith. The Northern Lights recognises the importance of faith in the lives of some people whilst being mindful of addressing the needs of those who are of a non-faith background. The Northern Lights has existing links with many faith bodies and hopes to continue to work in partnership with them in particular around issues of religious attire, holidays, diet and other issues of common concern such as social delinquency and crime. Further details have also been given within our policy on teaching religious education in section D1.

Community groups: The Northern Lights has already outlined its commitment to working with voluntary bodies, but we also recognise that there are certain minority groups within the Park Ward area who do not have any formal representation in the form of a voluntary body or a religious organisation. This is particularly true of the new Czech Roma community which has formed within Park Ward within the last decade. We have sought to address this by forming links with bilingual workers who are currently employed at the local Sure Start centre and also forged a partnership with a Halifax Central Initiative apprentice who is from the local Roma community. The Halifax Central Initiative is widely accessed by members of the local Roma community and they have helped us in making survey forms available to them. For further details refer to section E.

Existing educational establishments. The Northern Lights has been proactive in establishing links with other educational establishments such as private day nurseries, primary schools, secondary schools and the local college based in Park Ward. Our school ethos is distinctive in its commitment to care of and concern for our children.

In line with health centres which offer their services to all patients, even those who from out of the area, we plan to adopt a similar approach to serving the needs of all children in the community. Amongst the ways in which we intend to do this is to make our extra-curricular resources available to children who attend other schools in the area. We also intend to partake in meetings of local primary school heads so as to share in best practice initiatives.

Library services. The Northern Lights recognises the importance of libraries to children and their families. Libraries are often the first encounter with life-long learning, introducing the readers and learners of the future to an exciting, rich and varied resource. We believe that if children can be inspired at an early age by the excitement of finding knowledge and by works of the imagination, they are likely to benefit from these vital elements of personal development throughout their lives, both enriching themselves and enhancing their contribution to society. The Northern Lights has placed a particular emphasis on raising the standards of literacy and thus in addition to our in-house library sees a partnership with the local

libraries as key. We hope to strengthen this partnership during key parts of our calendar such as the “annual clean our streets” campaign, “community passport” initiative and other themes by having displays in the children’s section of the library.

Health centres. The Northern Lights intends to work in partnership with all health centres and in particular with the health visitors and the school nursing service. We have already established a good working partnership with the Council’s ‘Democratic and Partnership Services’ who as part of the Council’s ‘obesity scrutiny review’ issued data and guidance about obesity levels within Calderdale and also with the Public Health Manager for Calderdale, to develop our policies for tackling health issues in particular obesity within children of primary school age and means to share our initiatives with other stakeholders.

Music services. As has been outlined within our curriculum, we believe that music is a practical and creative subject which helps to develop skills and the ability to express personal thoughts and feelings through sound. We hope for all children to develop their skills in playing different instruments and increasing their awareness of different world cultures as we believe that this will aid social and community cohesion as part of the Northern Lights Trivium. We intend to establish a good working partnership with the ‘Calderdale Music Service’ and offer extra-curricular support for our pupils.

Local businesses. The Northern Lights has established links with a range of local businesses within Calderdale to share in the success of our school. We believe that this is beneficial in terms of acquiring sponsorship for community events and in using the examples of successful businesses to underline the importance of hard work and dedication. We will give business leaders who attended primary schools in Halifax an opportunity to come and share their achievements with the whole school as part of the Northern Lights’ Community assemblies, which has been detailed below. We also intend to regularly share the successes of our pupils with the business community so that they feel part of a working partnership to achieve the best start for our children who will offer a reliable future workforce and leadership.

Summary Measures:

We will continue to engage members of the community and stakeholders through email updates, letters and community day events. We will recruit parent and community governors so that the voice of others can be heard and to give us an opportunity to refine our policies and procedures. We will also involve the community in the recruitment of our principal.

We will design our after-school programme in discussion with other primary schools in the Park Ward area and open our doors to sharing our resources with other schools.

The online resources available through the EduSphere and the support that parents will be given to access these resources will enable parents to partake within the community education complex which at its heart extends learning beyond the classroom environment. Furthermore our 'Education 360' commitment provides a supplementary mid-week 'homework club' that runs for 45 minutes. (These initiatives have been detailed within section D1).

D7.4 Promoting good community relations.

The members of the Northern Lights have been involved with community cohesion and preventing violent extremism work in various capacities for over a decade. Nevertheless, we will continue to review our policies and procedures to better understand the local community our pupils come from, including the religious, ethnic and socio-economic characteristics of the community. Amongst the ways that we will do this is through regular parent and community feedback surveys, which we will endeavour to make available in multiple languages.

We will establish and strengthen links with different religious and non-religious groups that are based locally. A key priority will be to foster ties with minority groups whose voices often go unheard. We plan to do this through other partner organisations such as the Halifax Opportunities Trust and the Halifax Central Initiative, whom we are already involved with. We have already taken steps through one-to-one meetings with representatives of the relatively new Czech, Polish and Romanian migrants.

A tried and tested method of facilitating good ties with people from different race and religious backgrounds is through the appropriate **employment of staff** from different backgrounds who are bilingual and can thus serve in promoting the school in different languages.

There are several ways in which we will facilitate our pupils to partake in service to the community so as to promote good relations. Amongst these is our innovative **Northern Lights Community Passport** programme. This has been detailed in the PSCE policy, which will include children completing 12 age-appropriate tasks each year. Six of these tasks will pertain to family life and six to community life.

Another event that will be used to promote good community relations is the '**annual clean our streets programme**', which is currently run by volunteers of the Northern Lights.

The '**One Voice Programme**', which has been detailed in our PSCE policy, will include the delivery of a curriculum that represents the unified moral voice of many centuries of history to forge a solidarity between pupils of faith and non-faith backgrounds on the basis of shared ethics. In doing so we will encourage a school culture that is characterised by cohesion and mutual understanding.

We will also continue to do our seasonal **Spring, Summer, Autumn and Winter fairs** that have been running on weekends over the last year.

Outside of school hours, we will also make our **buildings available for use** by other community-based groups at reduced 'community group rates'.

We will also endeavour to provide literature about the school in a range of languages to reflect the make-up of the local community.

Also as has been mentioned, we will recruit **governors to represent parents and the community**. The effective work with of this body will ensure that it acts as a 'critical friend' and holds senior staff and the principal to account for all aspects of the schools performance and pupil attainment.

Community assemblies: each half term we will invite a member of the local community as a guest speaker to address the whole school. We will endeavour to represent people of different race, religion, gender, socio-economic backgrounds and disabilities.

Appendix

D7.5 Equality Impact Assessments

This will involve assessing the likely or actual effects of the Northern Light's policies or services on people in respect of disability, gender and racial equality. This is so as to ensure that the needs of people are taken into account and people are not disadvantaged when we develop and implement a new policy or service, or when we make a change to a current policy or service.

In line with other organisations we will go through the following s whilst carrying out an equality impact assessment:

- Step 1 – identify the purpose of your policy or service.
- Step 2 – assess the impact using information and evidence.
- Step 3 – remove or reduce a negative impact.
- Step 4 – make sure the policy or service promotes equality.
- Step 5 – arrange to monitor and evaluate the policy or service.
- Step 6 – sign off the equality impact assessment.
- Step 7 – arrange to publish the equality impact assessment.
- Step 8 – review the policy or service and update the equality impact assessment.

We aim to create a culture in which all pupils and staff are responsible representatives of the school promoting social inclusion, community cohesion and equality.

We will foster an atmosphere in which pupils are safe from bullying and harassment and staff are treated respectfully within the classroom. We will encourage respect for the rights, property and personal safety of others and all pupils will learn the importance of civic-mindedness. Through this we believe that the Northern Lights Primary School will become an integral part of the Park Ward community that all pupils, staff and community members are proud of.

For further details referencing the Equality Act 2010, refer to the statement on Equality and Inclusion detailed in section D3.

“The Spark of Inspiration”

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Section E: Evidence of demand and marketing – part 1

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	25	31		124%	25	33		132%
Year 1	25	34		136%	25	31		124%
Year 2	25	27		108%	25	34		136%
Year 3	25	37		148%	25	27		108%
Year 4					25	37		148%
Year 5								
Year 6								
Totals	100	129		129%	125	162		130%

Section E: Evidence of demand and marketing – part 2

The Northern Lights Primary School

"The Spark of Inspiration"

E1 Evidence of demand from parents in each of our first two years of operation. Including confirmation from parents that they would select the Northern Lights as the first choice school for their child.

The Northern Lights Educational Trust firmly believes that thorough and ongoing consultation with parents, children, and community and voluntary bodies is the key to the success of our proposal.

The support and level of commitment from numerous sectors exceeded our expectations and also helped to focus our plans.

The process of data gathering followed a 3 stage process:

- ◆ Questionnaire
- ◆ General Survey
- ◆ Pre-registration form.

E1.1 Gathering Data to inform the vision.

Questionnaire

The first stage involved the volunteers of the Northern Lights conducting a questionnaire which helped us to gather information from parents and strengthen our shared vision. The full template for the questionnaire is given in section E3.1.

The questionnaire was given to parents in English and Urdu (the second most commonly spoken community language). Volunteers spoke to parents at various locations including Sure Start centres, after school clubs and shopping precincts. The questionnaire involved asking respondents to provide personal contact data and sought to determine the following:

- ◆ Number of primary school-aged children within particular households.
- ◆ Percentage of children entitled to free school meals.
- ◆ Factors influencing decision to choose a school, for example curriculum, Ofsted rating and location.
- ◆ Parents who are in favour of a new primary school.
- ◆ If parents felt that their child's current school required improvement.
- ◆ Any other feedback.

The questionnaire was designed to offer qualitative and quantitative data. The table below is a summary of some of the information that was produced from the questionnaires.

Summary of Questionnaire.

Children Aged 4-6 on 31st Aug 2013	Children Aged 7-8 on 31st Aug 2013	Children Aged 9-11 on 31st Aug 2013	Entitled to Free School Meals	In favour of a new primary school in Halifax	Current school needs improvement
42	39	37	33%	94%	81%

In total 86 parents with children agreed to complete the questionnaire. Over 50% of those who were questioned had more than one child within the household. A benchmarking of other schools within Park Ward revealed that 26.4 % of households in Park Ward are eligible to claim Free School Meals (FSM), which is the highest percentage in Calderdale. Our survey showed that of the people we contacted 33% were entitled to free school meals and thus showed that we successfully targeted large numbers of people who themselves come from socio-economically deprived backgrounds.

It also showed that amongst the population that we questioned, a very large percentage (94%) were in favour of a new primary school in Halifax. It was also interesting to note that a significant majority (81%) of the parents felt that their child's current school required improvement. Other comments in the questionnaire indicated that there were common concerns around academic achievement.

E1.2.1 Data clearly showing the number of parents who would select the Northern Lights as the first-choice school for their children.

General Survey and Pre-registration Form

Data to show that parents would select the Northern Lights Primary School as the first-choice for their children was gathered initially in the form of a general survey and then consolidated as a pre-registration form.

Aided by the completion of the aforementioned questionnaire, the Northern Lights core group formulated a clear vision for the school which included the 'Three Torches' of the Northern Lights Trivium – mind, social and body. For further details refer to the vision and section D. This was then used to present the proposal for the 'new school' to parents and other stakeholders. For further details refer to section E1.7.

The survey was formulated in line with guidance that was received from the New Schools Network. This included a brief summary about the Northern Lights and was completed in part by parents who had initially completed the questionnaire and in part by parents who had later become aware of our proposal.

Data was gathered over a period of several months and in the end 182 parents completed the survey confirming they would choose the Northern Lights as the first-choice school for their children. This figure has since significantly increased as is demonstrated within section E1.3.

E1.2.2 Questions that we asked in our survey

Parents were presented a summary of the vision within open evenings and one-to-one sessions. Please refer to section E1.7 on community engagement for further details. Interested parties were given the opportunity to confirm the commitment to select the Northern Lights Primary School as the first-choice school for their child. The following questions were asked within the **survey**:

- ◆ Parent's name.

- ◆ Postcode.
- ◆ Child’s date of birth.
- ◆ Signature to state that they would select the Northern Lights Primary School as their first-choice.
- ◆ A contact number or email address.

Summary of General Survey.

The table below shows the number of pupils from the relevant age groups who live within the catchment area and whose parents said that they would choose the Northern Lights Primary School as their first choice. The data was initially drawn from the survey and then updated by the completion of pre-registration forms. It highlights that there is significant demand in excess of our planned admissions number (PAN). For further details on our admission policy and oversubscription criteria, please refer to section D5.

	Age (Years)	Demand to Join School in 2013-2014	Demand to Join School in 2014-2015	Percentage Demand in 2014
Reception	4	31	33	132%
Year 1	5	34	31	124%
Year 2	6	27	34	136%
Year 3	7	37	27	108%
Year 4	8		37	148%
	Total	129	162	130%
	PAN	100	125	

Note the above figures for demand are the current figures at the time of submitting the application. Through our continued community engagement plans, numbers are still growing.

E1.2.3 The template of the survey form we asked parents to complete

The following page contains the template of the survey displaying the details that we asked parents to provide.

Northern Lights Educational Trust - Support Survey

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

The Northern Lights Educational Trust is a non-profit organisation in the north of England working towards academic excellence and self-betterment among the young people in our communities. Our group is a registered voluntary body that has been active since 2007 and consists of a group of professionals and business-people based in the borough of Calderdale. Conscious of the social problems within our community, we supplement the efforts of parents and educators to support and inspire our children's academic and personal success. We now hope to provide mainstream primary school education facilities for children aged 4 to 11.

If you provide us with your contact details we will keep you updated on the progress of the campaign.

Parent's Name	Postcode	Childs' Date of birth	I would select <i>Northern Lights Primary</i> as my child(ren)'s 1 st choice Please sign	OR: I want to find out more (tick)	Email address / Tel. No.

E1.3 Pre-registration forms

As part of our ongoing community engagement strategy and to ensure that demand is confirmed, the Northern Lights core group decided to ask prospective parents for our new school to complete a pre-registration form. The pre-registration form was formulated after reviewing the Calderdale common application form for primary schools and the Kirklees common application form for primary schools. A sample of the Northern Lights pre-registration form is given in appendix E3.3.

The pre-registration form contained personal data about the parents, the prospective pupil and other siblings. Key data included:

- ◆ Detailed child's personal data.
- ◆ Signed school preference statement.
- ◆ Other siblings – their date of birth and the school they attend.
- ◆ SEN status, entitlement to free school meals and if English was the most common language spoken within the household.
- ◆ Personal data about the parent and a further signature.

Parents who were completing the form had previously attended open days, had regular online opportunities to discuss our plans for the school and had several one-to-one opportunities to discuss the project with a member of the core group. As an indication of their clear commitment, parents were asked to sign the following statement within the pre-registration form:

I confirm that the Northern Lights Primary School is the first preference school for my child.

I also confirm that if my child is granted a place, I will be in a position to take up the place at the start of term in 2013.

The table below shows extensive demand for places at the Northern Lights Primary School from Reception through to Year 6.

	Age (Years)	Number of Pupils
	1	11
	2	28
Nursery	3	33
Reception	4	31
Year 1	5	34
Year 2	6	27
Year 3	7	37
Year 4	8	19
Year 5	9	20
Year 6	10	17
	Total	257

The Northern Lights hopes to have a stable beginning and lay foundations that will see it flourish in the years to come. The initial plan was to consider starting with just Reception and Year 1, but this needed to be balanced with several other factors, namely **satisfying the needs, aspirations** and demand of the local community, recognising that there is a **severe shortage of places** within the Park Ward area and needing to provide **value for money**. After detailed evaluation and discussions involving the community, we elected to start with Reception through to Year 3.

Other data that was gathered from the pre-registration form showed that 28% of our parents stated that their child was entitled to free school meals. However, it showed that only 2% of parents had stated that their children have special educational needs. This does not conform to public data for local primary schools within the same catchment area. Evaluation of this data by the core group and a number of more detailed discussions with some parents lead to the conclusion that most parents within this socio-economically deprived community were not even aware of their children having special educational needs.

All data that was processed was stored in a secure and confidential manner. The Northern Lights Educational Trust is registered with the Information Commissioner's Office and is mindful of its duties under the Data Protection Act.

E1.4 Focus on parents who can realistically send children to our school

Even though some parents from outside of Halifax committed in writing to sending their children to the Northern Lights Primary School, approximately 95% were from within our Park Ward catchment area.

Consideration was also given to the fact that parents whose children are already in a school may not withdraw their children from the existing school. However, in view of the fact that there is a severe shortage of places locally and there is only one good outstanding school in the locality, parents were very firm in their support for the project and expressed firm commitments to taking up a place even in Key Stages 1 and 2 if it were to be made available. This was confirmed through open discussions and through data gathered by the completion of pre-registration forms.

E1.5 The Planned Admission Number, the age range and the preferred site.

The initial plan was to consider starting with just Reception and Year 1, but this needed to be balanced with several other factors, namely satisfying the needs, aspirations and demand of the local community, recognising that there is a severe shortage of places within the Park Ward area and needing to provide value for money. After detailed evaluation and discussions involving the community, we elected to start with Reception through to Year 3. Each year group will contain 25 children with potential to increase to 30 pupils according to criteria that have been detailed within our admissions policy provided within section D.

The Planned Admission Number (PAN) for the first year is 100. This will consist of:

- ◆ Reception (ages 4-5).
- ◆ Year 1 (ages 5-6)
- ◆ Year 2 (ages 6-7)
- ◆ Year 3 (ages 7-8).

Thereafter we will increase our provision to cater for all remaining year-groups until the end of Key Stage 2.

The **preferred site** of our school is **excellently located** within Park Ward and **offers ample facilities** with great **potential for further development**. The Park Ward area has marked levels of deprivation across several indices and as such we will be situated **in the heart of a community** that is recognised as being in need of improved provision. For further details, please refer to section H.

E1.6 Summary conclusions

Following extensive consultation to gather and analyse the local community's needs and aspirations, we found that there was large-scale support from parents of children at varying primary school ages. The greatest support came from parents of children aged 4-6.

Discussions with parents revealed some anxieties around withdrawing a child from a school in which they were now settled. However a large number were willing to change schools hoping for a better standard of education. There were also some initial concerns around the long-term future of the school, but when it was explained that the school would have financial support from the government, parents felt reassured.

As has been mentioned, benchmarking of other local primary schools revealed that 26.4% of households in Park Ward are eligible to claim Free School Meals (FSM), which is the highest percentage in Calderdale. Our survey showed that

of the people we surveyed, 33% were entitled to free school meals (FSM) and of those who completed the pre-registration form 28% were entitled to FSM. This showed that we successfully targeted large numbers of people who come from socio-economically deprived backgrounds. Furthermore, the Northern Lights worked in partnership with HOT, Halifax Central initiative and local Sure Start centres. These are accessed by large numbers of people who are unemployed, have English as a second language and come from within Park Ward, a socio-economically deprived area. Survey forms were made available to speakers of English, Urdu, Punjabi, Bengali, Arabic and Czech.

E1.7 Community Engagement.

The campaign has been publicised through:

- ◆ Public meetings
- ◆ An autumn fair
- ◆ Leaflets
- ◆ Emails
- ◆ A website
- ◆ Letters
- ◆ Home-visits to parents
- ◆ SMS
- ◆ Leaflets and posters.
- ◆ Meetings with Councillors.
- ◆ Meetings with other stakeholders.

Below is a summary of the abovementioned initiatives.

The **public meetings** involved speeches given by [REDACTED], [REDACTED] and on one occasion by Councillor F. Ali. All Park Ward councillors, namely Councillors F. Ali, F. Shoukat and M. Ilyas, are committed to supporting the proposal. For letters of support please refer to appendix E3.4. Attendees were given an opportunity to share their vision for a model primary school and this demonstrated overwhelming support for the Northern Lights project.

We have also hosted gatherings in which information was presented in Urdu and Punjabi to facilitate understanding for those who do not speak English.

Autumn 2011 Fair: This was attended by several hundred people and included a jumble sale, bouncy castle, face painting and other children's activities. It gave an opportunity for parents and children to interact with members of the Northern Lights and for us to recruit other volunteers.

Emails were principally sent to local stakeholders which included existing educational establishments (such as primary schools and the local college), charitable bodies (such as the Halifax Opportunities Trust and Calderdale Voluntary Action) and Halifax Central Initiative (a Neighbourhood Management Initiative hosted by Calderdale Council).

Letters were mainly sent to businesses but also to other stakeholders including private nurseries and Sure Start centres.

Parent Groups: We hosted monthly gatherings on the first Saturday of each month providing refreshments and opportunities for increasing the number of parents who share our vision. Parents offered written and verbal testimonials to express their support for the project.

Home visits: Teams of our volunteers visited parents of children who attend an afterschool Arabic reading programme. This gave us a one-to-one opportunity to discuss our plans, identify the aspirations of parents and address any concerns that they had.


Short Message Service (SMS): Text messaging was principally used to provide updates, remind people about public meetings and occasionally to answer questions.

Leaflets and Posters: A5 leaflets were hand-delivered by volunteers to houses in the locality to increase public awareness and to advertise the open evenings. A4/A3 posters were put up in local shops, takeaways and community centres.

Councillors: Please refer to appendix E3.4 for letters of support from the Park Ward Councillors showing that there is cross-party support for our application.

Other stakeholders: we had a series of meetings with various stakeholders which included existing educational establishments, local businesses and voluntary and community bodies. We presented our vision and offered an opportunity to share in our project to establish an outstanding school within Park Ward.

E1.8.1 A map to illustrate the location of parents in relation to the school's proposed site

The map below shows Park Ward in Calderdale. The preferred site for the Northern Lights Primary School is shown as a number. 1. and the various postcodes of parents who completed pre-registrations forms indicated by purple flags .

Note that on the map a single flag is representative of a postcode and thus may indicate several families who have confirmed their commitment to select the Northern Lights as the first-choice school for their child.



E1.8.2 A demand that is consistent with the catchment area

The catchment area that has been defined within our admissions policy in section D is Park Ward in Calderdale. About 95% of our demand is from within our proposed catchment area. This has been demonstrated through the data gathered in the pre-registration forms and is depicted in the aforementioned map of Park Ward.

E1.9 Ongoing evidence of demand

As the project has progressed from its initial planning stages towards the completion of the application, the demand from parents has continued to grow. In the first month of launching the project we had approximately 50 children whose parents were expressing support for the project. As time progressed and the news spread through a comprehensive community engagement campaign, numbers gradually increased and are still continuing to do so. The rates of increase in prospective pupils were most marked subsequent to open evenings.

A further encouraging sign has been the steady increase in the number of

members from the community offering their voluntary support. This has also resulted in a valuable expansion of our core group.

We have also acquired cross-party support from Park Ward Councillors. Please refer to E3.4.

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

Background Data on Park Ward

Data was acquired from a number of online sources, principally from the Office for National Statistics, Calderdale Council and the Calderdale Joint Strategic Needs Assessment.

- ◆ Approximately **55% of the population in Park Ward is from a non-white ethnic grouping** and over 70% of Calderdale's Asian population live in Park Ward.
- ◆ A benchmark of primary schools in Park Ward revealed that **26.4% are**

eligible to claim free school meals, which is the highest percentage in Calderdale.

- ◆ There is **one faith-based primary school** and **four which are not faith-based**. Amongst the non-faith based schools, there is **only one which is rated as outstanding** and this is **heavily oversubscribed**.

About 50% of all households have an income below £20,000, compared to 30% for Calderdale. There is a high proportion of households with children, a low rate of pensioners, high rates of social housing and a high incidence of people in rented accommodation. There are problems of overcrowding and very low rates of car ownership. This clearly shows that Park Ward is a socio-economically deprived area.

On the index of multiple deprivation, 7 of the 10 areas in Park Ward were in the 10% most deprived nationally and a further two were in the worst 11-20%. Deprived areas are spread throughout the Ward. Among the working age population, 16.5% of those who are economically active are unable to find jobs.

Park Ward has the second worst rates for childhood obesity in the whole borough and life expectancy is 3 years less in Park Ward compared to the rest of Calderdale.

For further information on the local Park Ward community, please refer to section D7.

The Deprivation and Education review carried out by the Schools Analysis and Research Division of the former Department for Children, Schools and Families stated that there is a very clear pathway from childhood poverty to reduced employment opportunities in later life and poor long-term health outcomes.

The above highlights the importance of a first-class education at primary school and the long-term implications of a poor education.

Children from disadvantaged backgrounds, i.e. those on free school meals,

have historically done less well. However, through our vision and strategies detailed in the education plan, we are committed to every child reaching their potential regardless of their socio-economic background.

Our comprehensive community engagement policy has seen us reach out to the predominant South Asian community in Urdu and Punjabi, along with an active engagement with new minority communities such as the Roma community from the Czech republic. For further details refer to sections D7, E1.6 and E1.7.

E2.1 Our plans on making the school attractive to pupils of different backgrounds and abilities, including pupils from deprived or disadvantaged families.

The Northern Lights Educational Trust firmly believes that **consultation of parents, children, and community and voluntary bodies** is key to the success of our proposal. We have already established good links with a number of educational establishments, locally-based religious organisations, community groups and various other stakeholders. Where it is judged to offer advantage to our pupils, we will continue to establish such working partnerships with appropriate stakeholders in Calderdale and elsewhere.

Our community engagement process started prior to even fully formulating our vision as we wanted to construct **a shared vision** in partnership with as many members of the community alongside whom we hope to **work**. This is because we feel it is important to understand well the **needs and aspirations** of the community we wish to serve so that we will have a school that from the very onset is set to meet these needs and fulfil these aspirations. In other words we did not want a school in which we dictated to others what was on offer, but rather one in which others could share their aspirations and guide us in the best way to satisfy their needs.

The **preferred site** of the Northern Lights is centrally located, easily accessible and has **a range of unique features** including a large neighbouring sports centre and historic public park. For further details about the site, please refer

to section H. The proposed school is fully **open to people of faith and non-faith backgrounds**. Our programme will be underpinned by **an emphasis on shared moral values and community cohesion**.

The school will welcome pupils from every part of our diverse community and we will take care to address the needs of each individual, thus ensuring equal opportunities for all. Our distinctive '**One Voice**' programme will present our children with the unified moral voice of many centuries of history and through this we will work to **encourage bonds between pupils of faith and non-faith backgrounds** on the basis of **shared ethics**. We will use the lessons of the past to guide and inspire our pupils to become the confident and conscientious citizens of the future. In so doing we will encourage a school culture that is characterised by **cohesion and mutual understanding**.

Our **curriculum is comprehensive** with detailed **strategies to help those with special educational needs**. We also have **innovative extended curriculum and enrichment provisions**. This has been detailed within section D. This is supported by an **extensive and experienced group of educationalists and professionals**, offering further attractive prospects in the establishing of **an outstanding school**.

We will continue to utilise the marketing strategies that have thus far proved to be very fruitful. These have already been discussed in section E1.7 and further details are given in the following section.

In summary, The Northern Lights Primary School will offer **a dynamic and holistic curriculum** in a **unique site** with a **range of opportunities marketed to all members** of the community. This will make it an attractive place for people from all backgrounds, in particular those from deprived or disadvantaged families.

E2.2 Market Research Strategies:

Rationale for strategies: Park Ward is one of the most economically deprived areas in Calderdale, with a large number of its residents coming from the South Asian community. We felt that it was important to gather various statistical data to understand well the context in which our research would be based. Our market research involved various strategies utilising qualitative and quantitative methodologies in a range of community languages.

Stage 1: after one-to-one and group discussions with select members of the community, the core group identified key problems and listed them as a series of hypotheses which are presented below.

- ◆ Most primary schools in the Park Ward area of Calderdale are failing to achieve good standards of teaching.
- ◆ Many parents are dissatisfied with the choice of schools currently available.
- ◆ Good schools are oversubscribed.
- ◆ Parents have concerns around discipline and behaviour in primary schools.
- ◆ Overall, there is a shortage of places in primary schools.
- ◆ Secondary school teachers feel that many students are leaving primary school without having mastered the basics of literacy and numeracy.

Stage 2: the core group defined the target audience from whom the data would be gathered, as well as common meeting places where we could access different members of the community:

- ◆ Parents of children aged 0 to 10.
- ◆ Community stakeholders:
 - Local Authority.
 - Sure Start Centres.
 - Voluntary bodies.
 - Religious organisations.
 - Community groups.
 - Existing educational establishments.
 - Local businesses.

- Library services.
- Health centres.
- Music services.

Stage 3: Identified research methods:

- ◆ Detailed questionnaire available in English and in other community languages.
- ◆ Email questionnaires.
- ◆ General survey.
- ◆ Discussions during open public meetings.
- ◆ One-to-one discussions with parents and other stakeholders.

Stage 4: Tabulate and summarise the data.

Stage 5: Collect background data. Park Ward is one of the most economically deprived areas in Calderdale, with a large number of its residents from the South Asian community. We felt that it was important to gather various statistical data to understand well the context in which our research would be based. This background data has already been discussed in section E1 and in more detail within sections D7 and section H.

Stage 6: Analyse the data.

Stage 7: Review the results, inform the vision and discuss future research.

All the data collected during a series of extensive and informative exercises showed extremely positive and committed interest to working with the Northern Lights Primary School.

As part of our continued process of engagement with the community we designed a pre-registration form as mentioned in section E 1.3.

The above stages have already been detailed and explained within section E1.

E2.3 Ongoing and Future marketing considerations – pre-

opening to reaching full capacity and beyond.

As has been detailed previously, the core group wanted to **maintain and increase commitments** from parents within the locality and thus devised a pre-registration form. This provided a much firmer commitment, whilst also providing other useful data about prospective pupils.

We intend to continue **marketing our school** to ensure that numbers are maintained and the profile of the school continues to be enhanced with **everyone feeling enthused** by the prospect of an outstanding school within Park Ward.

In particular we intend to host **further open events** during term-times and also during the school holidays.

We have also planned a **spring fair**, which will follow a similar theme to our autumn fair. (Refer to section E1.7).

We are continuing to meet with other **community groups and stakeholders** such as feeder nurseries to establish good working relationships.

Our **website is currently undergoing extensive redevelopment** so as to provide regular feedback, forums for open discussion and access to a much wider audience.

We are continuing to provide **SMS updates**.

We have already identified potential governors **to represent the community and parents**. Details of this have been given in section F.

If our application is approved, we will also conduct a **survey among parents and within the local community to inform our selection of a head teacher** (principal) for our school. We believe this will allow parents to feel integral to the whole setup of the school.

We have already established **links with the LA** and if approved will make use of the LA admissions process and include details of the Northern Lights Primary School in LA school information booklets. For further details refer to the admissions policy in section D.

Once the school is approved, we will also prepare a **school brochure** that reflects the vision and professionalism of the school.

Another useful avenue that we will utilise once the school has been approved is **publicity within local media**.

The Northern Lights currently runs **a range of extra-curricular clubs** for children and at the heart of the success of these clubs are the partnerships we have established with parents. We intend to continue to strengthen existing partnerships and form new ones, making our school an attractive place during school-hours and outside of school-hours. We also intend to **share after-school resources** with other primary schools and where possible make **school buildings available for other community uses**. This has been discussed further in section D and below.

In conclusion: the Northern Lights firmly believes in continuous engagement with all stakeholders and in refining our policies in line with feedback that we receive. Hence, we intend to continue utilising the above tried and tested methods to encourage the community and other stakeholders to participate in the project during all stages from pre-opening phase to reaching full capacity and beyond.

E2.4 Statutory consultation in the pre-opening phase

The Northern Lights Educational Trust is mindful of its duty to carry out a statutory consultation before the school opens, as set out under Section 10 of the Academies Act 2010. If approved, the Northern Lights will carry out this consultation in partnership with the DfE.

The consultation will include:

- ◆ Parents and carers
- ◆ The Local Authority.
- ◆ Community groups.
- ◆ Potential feeder schools and nurseries.
- ◆ Other educational providers.

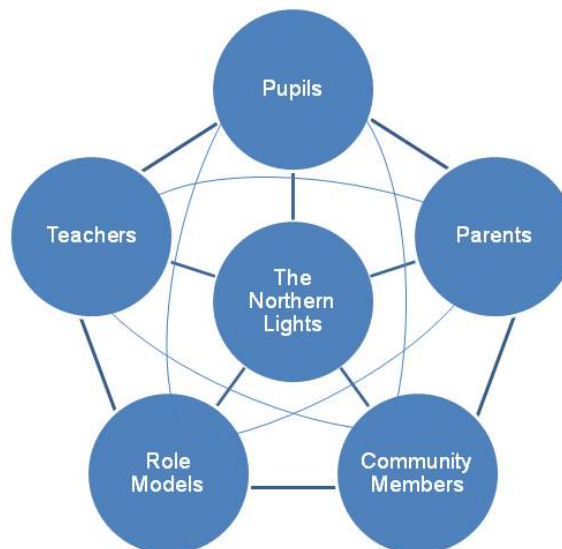
Consultations will take place in writing and in person and will include the use of the different community languages within Park Ward.

E2.5 Use of the school as a resource for the wider community

The Northern Lights programme is underlined by a **commitment to addressing community needs** and providing guidance and resource to parents and carers. A key and distinctive feature of our offering is the **Community Educational Complex (CEC)**, which constitutes a **network of partnerships** between teachers, parents, carers, pupils and other members of the community.

The Community Educational Complex

members of the learning culture



For further details, please refer to section D7.3

The commitment to work in partnership with others underpins our desire to make the school available as a resource to others within the community in whatever capacity is practically possible.

Sharing ICT resources

Another distinctive feature of our programme is the EduSphere. This is the Northern Lights' ICT framework and consists of a computer suite and web portal that links pupils, parents and the school. The ICT suite will be available for use by parents, as has been detailed within section D. For further details on the EduSphere, please refer to section D3.2.2.

Shared community use

As a mainstream primary school, we will offer our facilities to the local community outside of the school day. The level, frequency and likely timing of community use has been assessed and is adaptable. This assessment will take into consideration a local authority-wide strategy for sports and leisure amenities and may also involve other organisations such as health or social services. The facilities most often used by the community are likely to include the main hall and its ancillary facilities and any outdoor sports facilities. The development of the 'Jeelaaniyy building' design will allow these parts of the school to be open and heated while others are not in use. Please refer to section H for further details.

The community use of our facilities will generally be outside the school-day. This will give access to a PE/sports hall, along with community/meeting rooms, reception facilities, accessible toilets for use by adult visitors including those with disabilities and external learning areas that will be managed in partnership with specialist groups and the local community.

Managing the hiring of school premises

The Northern Lights recognises the need to balance the benefits of wider community use of the school's premises against the risks to the security of the premises, its property and its other users. Another key consideration is ensuring that any lettings meet the legal requirements and that the cost is fully covered by letting fees.

To address these issues, the Northern Lights will only offer specific parts of the buildings outside of school hours (as has been outlined above). Use of the premises by community groups for purposes that are in line with the vision of

the Northern Lights will be subsidised so as to strengthen links with other stakeholders.

Requests to let school premises in general will be made to the principal and managed by the office manager. A lead person from the group that is letting will be required to take responsibility for the letting and sign the letting agreement which will be approved by the Finance Committee of the Northern Lights Governing Body. For further details on charges, please refer to section G.

Any group that is hiring the school premises must be mindful of the Northern Lights equal opportunities, child protection and health and safety policies. Please refer to section D and F.

The site caretaker will provide access to the necessary part of the buildings. However, the hiring group will be responsible for its own cleaning arrangements in line with their signed agreement. The hiring group must also hold their own public liability insurance and proof will need to be given to the school governors. A standard school premises 'Hiring Agreement' will be available from the school office, along with a separate information sheet stating basic information including the rates of hire for the different parts of the building according to their different uses.

E2.6.1 Discussions with the Local Authority about pupil admissions and the need for more school places in the area.

Park Ward is located within the borough of Calderdale. The Calderdale Local Authority has responsibility for education within all other primary schools in Park Ward. Since the Children Act 2004, the LA has also become a children's services authority and responsibility for both functions is held by the director of children's services. The Northern Lights will work closely with the local education authority during the coordination of admissions. This partnership will also ensure the welfare of all children, in particular those who are 'looked-after' by the authority. For further details please refer to the admissions policy in section D and also section D7.3.

Our discussions with the Local Authority were initially limited to discussing the availability of possible sites and various aspects of school data. One such discussion with the ‘Major Projects Manager and Interim Land and Property Services Manager’ revealed that there were currently no suitable council buildings located within Park Ward. (Refer to section H for further details).

The Council’s Corporate Research and Consultation Team informed us that current census data was not yet available, but were instead able to provide estimates from the NHS patient register from May 2011, adjusted in line with Government mid-year population estimates for 2010. This is shown in the following table.

Ward Name	All ages	0	1	2	3	4	5	6	7	8	9
Park	16,377	392	343	378	338	331	319	325	298	305	297

Calderdale has recently seen the appointment of a new director for children’s services and we have established channels of communication so as to form a working partnership.

E2.6.2 A Severe Shortage in Calderdale

The Calderdale Council document “Planning School Places” shows that by 2013 it is expected that within Park Ward (formerly Central Halifax) there will be **a severe shortage of primary school places**, with a need to provide an extra **497 places** which equates to an **11% shortage**.

Discussions with a local primary school head teacher revealed that the current primary schools within Park Ward do not have the capacity to expand to accommodate such a shortage. This strengthens the case for a new school within the area.

Appendix E3.1

Questionnaire- Northern Lights Primary – Halifax

The Northern Lights Educational Trust is a non-profit organisation in the north of England working towards academic excellence and self-betterment among the young people in our communities. Our group is a registered voluntary body that has been active since 2007 and consists of a group of professionals and business-people based in the borough of Calderdale. Conscious of the social problems within our community, we supplement the efforts of parents and educators to support and inspire our children’s academic and personal success. We now hope to provide mainstream primary school education facilities for children aged 4 to 11.

Name : Email address:

Home Tel number: Mb No.:

Postcode:

How many primary school-aged children will you have in the following age groups on September 2013?

Aged 4-6 []

Aged 7-8 []

Aged 9-11 []

Are your children currently entitled to free school meals?

Yes

No

What factors help to influence your decision about a school?

Curriculum. Exam Results. OFSTED rating.

Location. Opening Times. Faith Based Teaching.

Safety. Other children attending.

Other.

.....

.....

Are you in favour of a new primary school in Halifax?

Yes

No

Do you think that the current school(s) of your child (ren) need(s) to be improved?

- Yes
- No

If you answered yes, what would you like to see improved in the current school(s) of your child(ren)?

.....

.....

.....

.....

.....

.....

.....

.....

.....

Would you commit to choosing our school as your first choice for the school year 2013-2014 if our application was successful?

- Yes
- No
- Don't know.

If there is anything else you would like to tell us, then please use the space below:

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you for your time and support.

Appendix E3.2

Northern Lights Educational Trust - Support Survey

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

The Northern Lights Educational Trust is a non-profit organisation in the north of England working towards academic excellence and self-betterment among the young people in our communities. Our group is a registered voluntary body that has been active since 2007 and consists of a group of professionals and business-people based in the borough of Calderdale. Conscious of the social problems within our community, we supplement the efforts of parents and educators to support and inspire our children's academic and personal success. We now hope to provide mainstream primary school education facilities for children aged 4 to 11.

If you provide us with your contact details we will keep you updated on the progress of the campaign.

Parent's Name	Postcode	Childs' Date of birth	I would select <i>Northern Lights Primary</i> as my child(ren)'s 1 st choice <i>Please sign</i>	OR: I want to find out more (tick)	Email address / Tel. No.



Appendix E3.3

The Northern Lights Primary School

Pre-Registration APPLICATION FORM

2013/14 Academic Year

Please complete **both sides** of the form in BLOCK CAPITALS and **black ink**.

A. CHILD'S DETAILS

Surname	<input type="text"/>	Other name(s)	<input type="text"/>	
Date of Birth	<input type="text"/>	Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>
Home Address	<input type="text"/>			
	<input type="text"/>	Post Code	<input type="text"/>	

Child's Current School (if applicable):

B. SCHOOL PREFERENCES

*I confirm that the Northern Lights Primary School is the first preference school for my child.
I also confirm that if my child is granted a place, I will be in a position to take up the place at the start of term in 2013.*

Parent/Guardian's
Full name:

Signed

C. SIBLINGS

Please give details of any brothers or sisters (including step, half and adoptive brothers and sisters) permanently resident in the same household and currently applying to attend the Northern Lights Primary. *This excludes cousins.*

Child's Name	Date of Birth	School Attending
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

D. OTHER DETAILS

- 1. Please state if the child has a Statement of Special Educational Needs (in accordance with the Education Act 1996)

Yes	
-----	--

No	
----	--

- 2. Please state if the child is in public care ('Looked After Child')

Yes	
-----	--

No	
----	--

- 3. Please state if your child would be entitled to free school meals

Yes	
-----	--

No	
----	--

- 4. Is English the most common language spoken in your household?

Yes	
-----	--

No	
----	--

5. If your child has any chronic medical conditions or allergies, please state below.

E. DECLARATION

I confirm that I have parental responsibility for this child and the above information is correct. I understand that incorrect or misleading information may lead to the offer of a school place being withdrawn

Title Surname

Other Names

Relationship to Child Day Time Phone No

Email Address

Signature Date

Please return this form to the ██████████, ██████████, Halifax, ██████████. If you require confirmation of the receipt of your form, please send a stamped self-addressed envelope with the application form.

For further information please telephone ██████████.

Please note that completing the form is not a confirmation of a place, but is primarily to register your interest and express your support.

“The Spark of Inspiration”

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Section F: Capacity and capability

The Northern Lights Primary School

"The Spark of Inspiration"

Access to appropriate educational, financial and other expertise

The Northern Lights Educational Trust is a company limited by guarantee. The Northern Lights recognises that running a good school requires individuals who are specialists within specific areas as well as individuals who have broad knowledge and expertise across a range of fields including staff that have multilingual skills reflective of the community languages. We are privileged to have from the very onset, people with expertise in education, finance, business and project management, as well as in community engagement, all of whom had a dedication to serve the local community and had been doing so for several years. Nevertheless, we highlighted certain skill shortages and took steps to recruit individuals who would support our effort.

Core group:

The core group has grown in time as we identified gaps and sought to fill them. Additionally as the project grew, other volunteers also came on board. For example, our current finance sub-committee contains three fully qualified accountants.

- ◆ [REDACTED], GP and Supplementary School Teacher
- ◆ [REDACTED], Accountant
- ◆ [REDACTED], Educational Consultant
- ◆ [REDACTED], Primary School Teacher

- ◆ [REDACTED], Primary School Teacher
- ◆ [REDACTED], Secondary School Teacher
- ◆ [REDACTED], Secondary School Teacher
- ◆ [REDACTED], College and University Lecturer
- ◆ [REDACTED], Legal Adviser
- ◆ [REDACTED], Business Adviser
- ◆ [REDACTED], Adviser on Teaching English as a Foreign Language.
- ◆ [REDACTED], Parent and Member of the Northern Lights Educational Trust.
- ◆ [REDACTED], Facilities Adviser
- ◆ [REDACTED], Quantity Surveyor
- ◆ [REDACTED], Youth and Community Worker
- ◆ [REDACTED], Website Developer
- ◆ [REDACTED], ICT Adviser
- ◆ [REDACTED], Local Business Representative
- ◆ [REDACTED], Procurement Manager
- ◆ [REDACTED], IT Project Manager
- ◆ [REDACTED], Community Representative
- ◆ [REDACTED], Community Representative

F1. Accessing appropriate and sufficient educational expertise to deliver the vision.

F1.1 Identifying the resources, people and skills needed to set up and operate a school.

The Northern Lights Educational Trust proposes to establish a fully functional primary school. The school will initially start with 100 pupils from reception through to year 3. It would then increase by a minimum of 25 each year until it reaches capacity in 2016.

Our weekly timetable and the rationale for it has been outlined in the Education Plan. In brief our teaching week will consist of a standard school

day that runs from 8:45am to 3:15pm. The extended teaching programme involves a 45 minute supervised homework club once a week and a 3 hour further study programme on Saturdays.

In our first year of operation it is proposed that the following educational staff roles will be required:

- ◆ Head Teacher – may be referred to as the principal designate within this section.
- ◆ Deputy Head Teacher - Key Stage 2 curriculum manager and a core subject coordinator – may be referred to as the vice-principal in this section.
- ◆ Reception Teacher- Key Stage 1 curriculum manager and a core subject coordinator.
- ◆ Year 1 Teacher.
- ◆ Year 2 Teacher.
- ◆ Year 3 Teacher.
- ◆ SENCO – during the first year this will be the head and then a member of staff from amongst the Y1-Y4 teachers will undertake this role. In 2014 we will employ a qualified part-time teacher who will job-share with one of the year group teachers who has SENCO responsibility to allow them to effectively carry out their role as the SENCO.
- ◆ Safeguarding coordinator.
- ◆ Regression Manager.
- ◆ Gifted and Talented coordinator.
- ◆ English as an additional language coordinator.
- ◆ Two full-time teaching assistants to be timetabled across year 1-year 3, as deemed appropriate.
- ◆ One part-time higher level teaching assistant to provide SLT cover.
- ◆ A full-time early years practitioner based in reception.
- ◆ Literacy manager – a member from existing teaching team.
- ◆ Numeracy manager – a member from existing teaching team.

The following curriculum areas also require coordination and management and as the school expands and further staff are appointed, these roles will be allocated:

- ◆ Science
- ◆ Humanities
- ◆ Arts and technology
- ◆ ICT
- ◆ PE
- ◆ RE
- ◆ PSHE
- ◆ Music
- ◆ Assessment
- ◆ CPD (Continuing professional Development)

The Senior Leadership Team will comprise of the following staff and their key areas of responsibility will be as follows:

- ◆ The principal will have SENCO, Safeguarding and Regression Management responsibilities, in addition to providing some teaching cover as appropriate.
- ◆ The deputy principal will also be one of the year group teachers and will have senior leadership responsibilities for managing the Key stage 2 curriculum and a core subject.
- ◆ The Year 1 or Year 2 teacher will have senior leadership responsibility for managing the Key Stage 1 curriculum and a core subject.

Value for money:

The Northern Lights recognises the need for providing value for money and believes that high standards can still be achieved by a dedicated team who are keen and committed to deliver the vision of the school.

Due to the school starting off relatively small, so as to provide value for money, teachers will be responsible for the academic, pastoral and health

needs of their own year group, but will also have additional roles and responsibilities that are focused on achieving our vision.

F1.2 Confirming time commitments to the project from relevant individuals.

A common feature of all the volunteers within the Northern Lights is their **passion, commitment and concern** for the work of the voluntary body. This energy is experienced rather than forced.

The Northern Lights has a team of over 100 committed volunteers some of whom give 15-20 hours per week and have been so doing for several years. We also have number of existing volunteers from various teaching and non-teaching backgrounds. Our volunteers have responsibilities varying from site management, fundraising, finance, literacy and numeracy support, to provision of cooking and sewing classes. The task of establishing a primary school is an extension of what we have already achieved, that although challenging is within our capabilities.

Nevertheless, despite our extensive body of volunteers based locally, the Northern Lights recognises the need to have a firm commitment from our teachers and teaching assistants to give up time to extended hours beyond the normal school day. This will be something that will be worked into their contracts to cover Saturdays and homework clubs in accordance with agreed rotas.

All members of the core group, if formally appointed to any teaching roles, have confirmed their commitment to working for the Northern Lights Educational Trust either on a full-time or a part-time basis as per the needs of the school.

We plan to appoint a principal at the earliest opportunity and also all the necessary teaching staff. The principal will be appointed at least two terms in advance of our proposed opening date subject to agreement with the DfE. Further details about recruitment are given in section F5.

Volunteers: We have a firm commitment from 27 of our volunteers to

commit a minimum of 6 hours per week to assist with general classroom and whole-school support. This help will range from providing one-to-one reading support for specific pupils, to supporting with setting up classroom resources and displays amongst other school-related activities. All of our volunteers who work with children are CRB-checked. Time allocation matrices will be used to confirm time commitments and identify any gaps. For further details please refer F3.3.

F1.3 Clear and detailed plans for identifying and securing any necessary educational expertise currently missing from the group.

We currently have a range of educational expertise within our core group including an Educational Consultant who has worked as an Ofsted inspector for over a decade. Likewise we have a number of primary and secondary school teachers, several of whom have over a decade's experience in teaching. Moreover, one of the primary school teachers in addition to over a decade's experience in teaching also has some experience of deputy headship and has consecutively been rated as a good teacher during Ofsted inspections at their current place of work. For further details please refer to the biographies in section F3.

A major gap that we have identified in terms of educational expertise is an experienced principal designate. Other teaching roles that would need to be filled are the vice-principal, a reception teacher, a year group teacher, a teaching assistant and an early years practitioner.

These gaps were identified after reviewing our curriculum provision in line with our vision and after determining our planned admission number. In the first year of school operation we intend to have four year groups from Reception through to Year 3. For further details refer to section E. We determined gaps in educational expertise by using a staffing and skills matrix in discussion with the Educational Consultant and a range of primary school teachers who have decades of experience between them. We also sought help from the head of an existing primary school within Calderdale.

Staff and Skills Matrices

Staff and skills matrices were used to identify any gaps that were not currently filled by our volunteers who had experience in teaching within mainstream primary schools. We identified potential staff that had proven themselves to be good or outstanding teachers within their current work establishments. We have thus far identified a Key Stage 1 and a Key Stage 2 year group teacher along with a HLTA and a TA. The current gap for the first year that is yet to be filled includes the principal designate, vice-principal, a reception teacher, a year group teacher, a teaching assistant and an early years practitioner. Details on our recruitment procedures to recruit specific staff, their job roles along with a recruitment policy are given in the sections that follow.

The following page represents a sample staff matrix for our first year of operation in line with our finance plans. It will be the responsibility of the Senior Leadership Team to ensure that the matrices are kept up to date as per the requirements of the school as it expands over the subsequent years.

Teaching Matrix:

2013 - First Year					Teaching	SLT	SEN	Additional roles	Balance
	% contract	Periods	PPA	Balance	Periods	Periods	Periods	Periods	Periods
Principal	1	20	0	20	6	8	4	2	0
Vice Principal	1	20	2	18	14	4			0
Reception Teacher	1	20	2	18	18				0
Year 1 Teacher	1	20	2	18	16	2			0
Year 2 Teacher	1	20	2	18	18				
Year 3 Teacher (VP)	1	20	2	18	14	4			0
Year 4 Teacher									
Year 5 Teacher									
Year 6 Teacher									
HLTA	0.5	10	1	9	6			3	0
Early Years Practitioner	1	20	0	20	20				0
Teaching Assistant	1	20	0	20	20				0
Teaching Assistant	1	20	0	20	20				0

The sample skills matrix below confirms training and identifies gaps along with personnel who in some situations are skilled enough to train others. At an instant glance one can see which domains contain 100% of staff either skilled or above, i.e. skilled or skilled enough to even train others.

Employee Skills Matrix											
Key:		1 = No Training Required		2 = Training Required		3 = Currently Being Trained		4 = Trained in This Area		5 = Skilled Enough to Train Others	
	Skill →	QTS	Safeguarding	SEN Expertise	Curriculum Coordination	Basic Finances	First Aid	Emergency Procedures	Saturday Support		
1	Principal	4	4	4	5	5	4	4	5		
2	Vice Principal	4	4	4	5	3	4	4	5		
3	Reception Teacher	4	4	1	4	4	4	4	5		
4	Year 1 Teacher	4	4	4	4	4	4	4	5		
5	Year 2 Teacher	4	4	1	4	4	4	4	5		
6	Year 3 Teacher	4	4	1	4	4	4	4	5		
7	Year 4 Teacher	4	4	1	4	4	4	4	5		
8	Year 5 Teacher	4	4	1	4	4	4	4	5		
9	Year 6 Teacher	4	4	1	4	4	4	4	5		
10	HLTA	4	4	1	1	1	4	4	2		
11	Nursery Nurse	2	4	1	1	1	4	4	2		
12	Teaching Assistant	2	4	1	1	1	4	4	2		
13	Teaching Assistant	2	4	1	1	1	4	4	2		
# Skilled or Above		10	13	3	9	8	13	13	9		
% of Total		77%	100%	23%	69%	62%	100%	100%	69%		

Our programme of Continuing Professional Development will ensure that individuals in need of specific training will access the relevant programmes needed and existing and new teachers will have effective training and induction to fulfil the roles given to them. For example, the teacher who inherits the role of SENCO from the principal after the first year of operation will have had access to relevant professional training before undertaking this role.

As the school expands, recruitment procedures will be followed to secure further good and outstanding teachers to complement the existing team.

Details of recruitment to fill the post of the principal designate and other teaching staff have been given within section the recruitment policy found in F3.4.2, and also in F5 and F6.

F2. Accessing appropriate and sufficient financial expertise to manage the school budget.

F2.1 Identifying the resources, people and skills needed to set up arrangements for and undertake the financial management of the school.

To identify the resources, people and skills needed for appropriate financial management we used a financial skills analysis matrix.

The skills matrix shown below, highlights the skill shortages and training required for each staff dealing with primarily the financial management of the school.

The Northern Primary School - Finance Skills Matrix

5 = Skilled Enough to Train Others

4 = Trained in This Area

3 = Currently Being Trained

2 = Training Required

1 = No Training Required

Key:						
Skill →	Principal	Vice Principal	SLT	Teaching Staff	Business Manager	Finance Assistant
Employee						
1. Leads and manages the development of strategic financial plans:						
Takes a long term view of financial management issues	4	4	2	1	4	1
Has knowledge of, and advises governors on the trends in education and their financial implications	4	4	2	1	5	1
Works with governors to develop the school priorities, aims and objectives	5	5	2	1	4	1
Knows the role/level that staff should operate	5	5	2	1	5	1
Able to translate broad aims and priorities into SMART (specific, measurable, achievable, realistic, timebound) objectives	5	5	2	1	4	1
Delegates tasks to best placed person providing them with necessary direction, guidance and authority to undertake the task(s)	5	5	2	1	5	1
Promotes team working between staff and with governors	5	5	2	1	5	1
2. Able to research and analyse strategic choices and recommends those most likely to achieve the school's goals and objectives:						
Able to extract and analyse information in a useful way	5	3	2	1	4	1
Presents information clearly to others, including governors	5	3	2	1	4	1
Has an understanding of financial risks and the potential impact	5	3	2	1	4	1
Uses own experience, networking and lateral thinking to identify different options	5	3	2	1	5	1
Assesses the financial implications of strategic choices facing the school	5	3	2	1	5	1
Knows how to focus those matters which are most significant (e.g. the materiality principle)	5	3	2	1	4	1
Is open to new ideas, consults/listens to stakeholders	5	3	2	1	5	1
Willing to work in partnership with outside bodies	5	3	2	1	5	1

5 = Skilled Enough to Train Others

4 = Trained in This Area

3 = Currently Being Trained

2 = Training Required

1 = No Training Required

The Northern Primary School - Finance Skills Matrix

Key:						
Skill →	Principal	Vice Principal	SLT	Teaching Staff	Business Manager	Finance Assistant
Employee						
3. Has a clear understanding of good financial management practices:						
Has knowledge of current financial performance of the school	4	2	2	1	4	2
Regularly participates in networking activities and is outward looking rather than internally focused	4	2	2	1	4	2
Has knowledge and understanding of internal control processes	4	2	2	1	4	2
Understands and participates in the school's self-evaluation activities of financial performance/controls	4	2	2	1	4	2
Reviews and undertakes benchmarking activities	4	2	2	1	4	2
Co-operates with external inspectors/auditors etc. and initiates appropriate action in response to their findings	4	2	2	1	4	2
4. Understands statutory financial requirements for the school:						
Understands the financial framework in which the school operates	5	4	2	1	5	3
Has knowledge of the school's funding arrangements and funding streams	5	4	2	1	5	3
Has knowledge of information that is required by the local authority and DfE	5	4	2	1	5	3
Ensures that information is provided in line with timescales and deadlines.	5	4	2	1	5	3

The Northern Primary School - Finance Skills Matrix

5 = Skilled Enough to Train Others

4 = Trained in This Area

3 = Currently Being Trained

2 = Training Required

1 = No Training Required

Key:						
Skill →	Principal	Vice Principal	SLT	Teaching Staff	Business Manager	Finance Assistant
Employee						
5. Understands and can undertake budget setting activities						
Understands finance and budgeting	4	4	2	2	5	3
Has numeric skills	5	5	4	2	5	3
Understands that resource allocation can affect outcomes and focuses on this, rather than just looking at inputs	4	4	4	2	5	3
Pursues income generation opportunities when required	4	3	1	2	5	3
Understands links between activities of the school and their associated costs.	5	5	4	2	5	3
6. Understands and can undertake budget monitoring activities						
Has knowledge of the financial information that should be provided for review regularly	3	3	3	1	4	3
Able to interpret budget monitoring information in a useful way	3	3	3	1	4	3
Communicates budget monitoring information to interested parties and the governing body.	3	3	3	1	4	3
7. Understand and undertake Management Accounting functions						
Cash Flow Forecasting	3	1	1	1	4	3
Prepare monthly reports	3	1	1	1	4	3
Accuals and Prepayments					4	3

The Northern Primary School - Finance Skills Matrix

5 = Skilled Enough to Train Others
4 = Trained in This Area
3 = Currently Being Trained
2 = Training Required
1 = No Training Required

Key:						
Skill →	Principal	Vice Principal	SLT	Teaching Staff	Business Manager	Finance Assistant
Employee						
8. Has a clear understanding of Microsoft Office						
Excel	2	2	2	2	5	3
Word	2	2	2	2	5	3
Access	2	2	2	2	5	3
Powerpoint	2	2	2	2	5	3
9. Controls and monitors financial systems						
Supervises (controls and monitors) the work of other people	1	1	1	1	4	4
Ensures that operational, procedural and regulatory requirements are met	1	1	1	1	4	4
Takes action when things are not being done/done properly/done efficiently	1	1	1	1	4	4
Supervisory (control and monitoring) activity covers:	1	1	1	1	4	4
Invoicing and Payment Processing	1	1	1	1	4	4
Income received	1	1	1	1	4	4
Payroll	1	1	1	1	4	4
Purchasing	1	1	1	1	4	4
Credit Ledger	1	1	1	1	4	4
The banking system	1	1	1	1	4	4
Petty cash holdings and payments	1	1	1	1	4	4
Taxation system	1	1	1	1	4	4
Voluntary funds	1	1	1	1	4	4
The school's assets	1	1	1	1	4	4
The financial management system e.g. SIMS, Sage, Pegasus.	1	1	1	1	4	4
# Skilled or Above	30	15	3	0	55	15

The above shows skills required are spread out across the employees and only those skills that pertain to those jobs/roles require skills training. Also you can readily see who is not required to be trained, who requires training, who is currently undertaking training and who can train others.

In the row entitled # skilled or above, a snapshot is given of the number of employees that are skilled (score of 4) or above (able to train others), this will assist greatly in the overall analysis of the underlying skills that currently exist within the organisation. The % of total row reflects this.

The principal designate in partnership with the governors will lead and manage the development of strategic financial plans and will take a long-term view of financial management issues. The principal designate will oversee the evolution and the development of the school until it reaches full capacity and assesses the risk management of strategic choices facing the school.

As part of the skills required to undertake the financial management for the school, the principal will need to understand the financial framework in which the school operates. They will also have knowledge of the school's funding arrangements and funding streams to ensure that the school is prospering economically at all times. The deputy head will assist the principal with the financial strategy and will be responsible for the development of the SLT and teaching staff in relation the relevant financial training required.

Prior to the opening phase of the school, the Northern Lights Educational Trust will be recruiting a full-time Business Manager with an appropriate accounting qualification. The Business Manager would be a senior member of non-teaching staff and will play an active role in the pre-opening phase by ensuring that the necessary financial controls, contracts, systems, and budgets are ready before opening. The Business Manager will be responsible for the finances of the school and will take care of the administrative tasks on behalf of the Principal Designate. As part of our recruitment and selection policy, the Business Manager will need to possess high-level financial acumen with an array of skills, a range of experience and technical ability, including a working knowledge of public procurement regulations.

As part of the skills required the Business Manager will be experienced in financial management, given the responsibility of setting the budgets prior to the school opening. The budget will be compiled on a 1-5 years financial plan, forecasting income, expenditure and reserves. This will include monitoring of all income and expenditure relating to internal budgets, communicating and keeping budget-holders informed of their balances and committed expenditure.

The Business Manager would also be responsible for project managing and arranging the implementation of the management information systems prior to the opening phase. This will include liaising with various accounting software providers such as the most commonly used accounting package and identifying best value for money. Furthermore this would ensure that IT systems and accounting packages would be fully tested and implemented prior to school opening.

To support the Business Manager, the Northern Lights will also be recruiting a full-time finance assistant prior to opening. The finance assistant will support the Business Manager in the general day-to-day maintenance and compilation of all finance-related functions and responsible for ensuring the schools finance policies are adequately followed.

The following skills are amongst what would be incumbent upon the finance assistant:

- ◆ preparation of monthly Management Accounts
- ◆ preparation of month-end reports to the board of governors
- ◆ assist the Business Manager in production of annual budgets & monthly reforecasts
- ◆ involvement with/financial support to SLT
- ◆ advise of any perceived risks to the school financial performance on a timely basis
- ◆ monitor costs, budgets and to challenge the SLT where appropriate
- ◆ assist in the preparation of audit files and analysis for statutory accounts production.

The principal and business manager will support the coordinators to develop a basic understanding of finance and budgeting functions. The coordinators will be responsible for effectively managing each of their designated budget areas and understanding how that is to be implemented to raise pupil attainment and the links between their associated costs.

Each member of staff will possess numeric skills and understand that resource allocation can affect outcomes and focuses on this, rather than just looking at inputs.

We have highlighted the key areas of focus and have identified any gaps by ensuring that we have adequate resources, people and skills needed in place for the financial management of the school. The skills matrix would be deployed as a continual development-tracking tool to ensure that all staff are up-to-date with their skills.

F2.2 confirming time commitments to the project from relevant individuals.

A support matrix was used to identify time commitments to the project from the relevant individuals involved with financial management. The Principal and the Finance team (Business Manager and Finance Assistant) will be the key players for ensuring the successful financial management of the school.

We have a firm commitment from 3 accountants who are current volunteers working for the Northern Lights Educational Trust. At present, as a team they are providing a minimum of 6 hours per week pro bono financial management support. They have confirmed their commitment to provide this minimum support on an ongoing basis.

F2.3 Clear and detailed plans for identifying and securing any necessary financial expertise currently missing from our group.

The Northern Lights is in a fortunate position to have within our committee qualified accountants that possess a high level of skills and qualities to assist the set-up and the financial management of the school.

The accountants are committed to providing dedicated support to ensure the set-up arrangements have been effectively implemented and to oversee that competent financial management of the school is undertaken. The three qualified accountants will assist the School's Governors/leaders to fulfil their responsibility to ensure that robust financial systems and processes are in place from the outset and will be responsible for setting up the finance policies to ensure strong financial management including the extent of oversight that trustees will provide.

The resource availability amongst our qualified accountants is flexible and advantageous. The accountants will be prepared to allocate a minimum of six hours per week on a voluntary basis to assist with establishing and maintaining the school financial system. The accountants will be contributing and providing their expertise in training the staff and in helping close any skill gaps that are highlighted.

The accountants are committed to ensuring that the project is successful and the school will also benefit from value for money through the commissioning of their services on a voluntary basis.

The accountants will be working closely with the business manager and the principal designate to ensure that the school has an effective team and that strong foundations are in place to undertake the sound financial management of the school.

Details of our qualified accountants and their range of skills which will benefit the Northern Lights School are detailed below. Each of our qualified accountants will be able to provide their relevant expertise and skills to support the school, ranging from auditing, financial controls, operational, budgeting and cash-flow forecasting.

██████████ ██████████

Areas of Expertise: Audit and Assurance

Skills and Qualities:

██████████

██████████ ██████████

Areas of Expertise: Financial Accountant (██████████)

Skills and Qualities:

██████████

██████████ ██████████

Areas of Expertise: Financial Planning and Analysis

Skills and Qualities:

◆ ██████████

We are confident that the above plans will ensure we have all the finance expertise necessary to manage the schools budget effectively.

F3. Accessing other relevant expertise to manage the opening and operation of the school.

F3.1 Details of the Northern Lights Educational Trust Core Group

██████████, ██████████.

Founding member, GP, Business Manager, Supplementary school teacher and Community Leader.

[REDACTED]

[REDACTED], [REDACTED]

Founding member, accountant and school governor.

[REDACTED]

[REDACTED], [REDACTED].

Founding member and Legal Adviser

[REDACTED]

[REDACTED], [REDACTED]

Founding member and Business Adviser

[REDACTED]

[REDACTED], [REDACTED]

Adviser on teaching English as a foreign language.

[REDACTED]

[REDACTED], [REDACTED].

Parent and Member of the Northern Lights Educational Trust.

[REDACTED]

[REDACTED], [REDACTED].

Educational Consultant.

[REDACTED]

[REDACTED], [REDACTED]

Primary School Teacher

[REDACTED]

[REDACTED], [REDACTED]

Primary School Teacher

[REDACTED]

[REDACTED], [REDACTED]

Secondary School Teacher

[REDACTED]

[REDACTED], [REDACTED]

Secondary School Teacher

[REDACTED]

[REDACTED], [REDACTED]

College and University Lecturer

[REDACTED]

[REDACTED], [REDACTED]

Facilities Manager

[REDACTED]

[REDACTED], [REDACTED]

Quantity Surveyor and voluntary supplementary school teacher

[REDACTED]

[REDACTED], [REDACTED]

Youth and community worker

[REDACTED]

[REDACTED], [REDACTED]

Web Developer

[REDACTED]

[REDACTED], [REDACTED]

ICT Adviser

[REDACTED]

[REDACTED]

Local Business Representative

[REDACTED]

[REDACTED], [REDACTED]

Procurement Manager

[REDACTED]

[REDACTED], [REDACTED]

IT project manager

[REDACTED]

[REDACTED], [REDACTED]

Former head of science department and Community Representative.

[REDACTED]

[REDACTED]

Community Representative

[REDACTED]

F3.2 Identifying other relevant expertise, (such as individuals or organisations with successful experience of setting up a new organisation or business, school governance, human resources, ICT, property/construction, marketing and project management).

As has been mentioned the Northern Lights proposes to initially start with provisions for primary school years from Reception to Year 3. We will thereafter expand to reach full capacity in 2016.

The successful establishment and running of a school requires people who are skilled in a range of different fields. The Northern Lights is fortunate to have a very broad and experienced core group with a range of skill sets across sectors that

require expertise for the set-up and running of a school.

The table that follows highlights some of these skill sets.



In this section we outline the different sectors in addition to education and finance that need personnel in both the pre- and post-opening phases of the project. After identifying the different expertise that is required, we discuss our plans on confirming time commitments before detailing our plans on filling the gaps for staff that is required pre- and post-opening.

It is proposed that the following additional staff will be required in the pre-and/or post-opening phase:

- ◆ Principal Designate.
- ◆ Other Teaching Staff.
- ◆ A Business Manager.
- ◆ Project Manager.
- ◆ School Governors.
- ◆ Clerk to the Governors.
- ◆ Specialist Legal Adviser.
- ◆ Marketing.
- ◆ Buildings and Maintenance Manager.
- ◆ ICT Personnel.
- ◆ Human Resources.
- ◆ Cleaning Personnel.
- ◆ Library Manager.
- ◆ Office Manager.
- ◆ Admin support.
- ◆ Catering and Midday Supervisors.

(In this section we discuss other staff that will be required, the principal designate has been discussed in section F1 and their role outlined in section F6 and plans for recruitment in section F5. Other teaching staff have been discussed in section F1 and detailed in section F5. The business manager has been discussed in section F2).

Project start-up and management:

The Northern Lights Educational Trust recognises that this is an extremely important and key part to delivering any project in time within a specified

budget. We are fortunate to have within our core group members who are skilled in project management and at least two individuals who have extensive experience in project management and who are PRINCE2 qualified. [REDACTED] who is PRINCE2 qualified has confirmed that if required he will leave his current employment to work full-time as a project manager assisted by [REDACTED] and [REDACTED] who would provide project support and project assurance, respectively.

Although none of our core group have set up a mainstream school prior to this, we have members who have successfully established supplementary schools for over 300 pupils in several towns and cities within the UK. Furthermore we have several members who have project managed the purchasing of buildings, carrying out major renovations under tight budgets and recruiting staff on paid and charitable bases. Many of these skills we believe are transferable to a project of this type. Also we have a range of individuals with experience in the education sector and plan to have our principal designate in place as early as possible. Nevertheless, we believe that there will be a need for extra support in project management for establishing a primary school. We have thus had meetings with people who have setup Free Schools in the UK, and established links with people who have setup a charter school in the USA and independent schools in Sweden. We will also make use of the specialist assistance the Department for Education offer in addition to outsourcing certain functions to sub-specialists where appropriate. Details of this are provided in F3.4.

School governance: This has been detailed in section F5. In brief, we intend to have at least 2 parent members, 2 teaching members and range of other specialist members which will include the principal, a finance director, a business manager, a legal adviser, an educational consultant and community representatives.

Clerk to Governors: The Governing Body will appoint a clerk to administer the meetings. This will be an individual who is impartial and competent at completing administrative tasks in an efficient manner. The Clerk would be required to have up-to-date knowledge and understanding of current legal

frameworks as they will be responsible for advising the governing body on constitutional matters, duties and powers. We currently have not appointed a clerk and will advertise the post along with a detailed job specification at least 3 months prior to the opening date of the school.

Legal Adviser: In addition to the role of the clerk, we realise that as a business, managing staff, pupils and school grounds requires access to professional legal personnel. The Northern Lights currently has a fully qualified solicitor within the core group who would be responsible for all such matters.

Marketing: Within the core group we have several individuals with experience in marketing and producing promotional materials. Where indicated we will outsource certain marketing functions.

Buildings and site: Within our core group we have an individual who has extensive experience in the building industry. We also have an individual who is currently working as a quantity surveyor and has given guidance on identifying premises, which is detailed in section H. We also have a good working relationship with '██████████' based within Halifax who have on occasion completed work for us on a charitable basis.

Information and Communications Technology (ICT): The Northern Lights has within its core group an experienced and qualified ICT professional. In addition to this amongst our core group we have an individual who is currently working as head of ICT procurement for a County Council. We recognise that the effective and efficient use of ICT resources will be key to running a modern school and when indicated will outsource key functions.

Human Resources (HR): We have several members within our group and several others amongst our volunteer base who have experience in human resources. During pre-opening and pending the success of our application there will be an extensive recruitment phase in which we intend to outsource

specific functions to facilitate the acquisition of the highest calibre of teaching and non-teaching staff possible.

Many of the personnel involved in the above roles will also be needed once the school is operational. However the time commitments will vary depending upon the phase of the project. Note that many of the Governors will not be in-situ until after the school is approved as parent and staff members who will form part of the governing body will not yet have been appointed. Hence, appointments will be carried out by the steering group. The following tables provide more details.

Role	Employee(s)	Overview of Role	Appointment	Start Timing	Termination
Project Management	Project Lead	Company's Nominated Representative. Reports to the Governors.	Agreed by Steering Group and DfE	Within one month of approval.	One month after school opens.
School Governance	School Governors and Clerk	Management and control of the company and for its strategic direction.	Appointed by members and by election where indicated.	Within one month of opening if not already in post.	To continue once school opens.
Finance	Business Manager	Sets and monitors the budget. Financial Guidance - in particular advice and challenge on the strategic direction. Reports to the Principal and Governors.	Appointed by the Principal and Steering Group	Within one month of approval.	To continue once school opens.
	Outsourced - Accountant	Establishing Accounting Systems. Annual Return and Auditing.	Appointed by the Principal and Steering Group		
Law	Lawyer	Advises Governors of the terms in the Funding Agreement. Oversees Legal Issues.	Appointed by the Principal and Steering Group	Within one month of approval.	To continue once school opens.
Education	Principal Designate	To lead on delivery of the vision and success of the school. Reports to the Governors. Recruiting Necessary Staff.	Appointed by the Steering Group	Within one month of approval.	To continue once school opens.
Payroll	Outsourced service	Assisting the Project Lead.	Appointed by the Principal and Steering Group	Within one month of approval.	To continue once school opens.
ICT	ICT Manager	Advising on IT infrastructure. Sourcing educational, finance and admin software. Network Support.	Appointed by the Principal and Steering Group	Within one month of approval.	To continue once school opens.
	Website Developer	Website Design. Website Maintenance.	Appointed by the Steering Group	Started	To continue once school opens.

Sector	Employee(s)	Overview of Role	Appointment	Start Timing	Termination
Building and Site	Architect.	Advice, guidance and expertise in the design, delivery and on-going maintenance of free schools. To provide detailed drawings, costs and timings for the refurbishment of the new school.	DfE/Education Funding Agency and Governors.	DfE / EFA to determine.	DfE / EFA to determine.
	Quantity Surveyor	To monitor costs and contracts on construction projects.	DfE/Education Funding Agency	DfE / EFA to determine.	DfE / EFA to determine.
	Maintenance Team	To keep the school building, furniture, and equipment in the best form for normal use. To be systematic and pro-active to prevent the need for repairs.	Appointed by the Governors	Once school building is ready	To continue once school opens.
Marketing	Marketing Manager	To promote the school to members of the public and other organisations.	Appointed by the Governors	Within one month of approval if not already in post.	To be decided.

The successful running and maintenance of a school requires a range of staff in addition to those that have been discussed thus far. Having discussed the expertise that is required with particular regard to the pre-opening phase, we now provide an outline of other additional staff that will be only be required once the school is open. Namely: Cleaning personnel, the library manager, the office manager, admin support, catering staff and midday supervisors.

Role	Employee(s)	Overview of Role	Appointment	Start Timing	Termination
Admin	Office Manager.	Handling inbound calls. Welcoming visitors to the school. Logging late arrivals on SIMS. Collecting Dinner Money. Other office admin duties.	Appointed by the Principal & relevant governor(s)	When school is ready to open.	To continue once school opens.
	Admin Support.	To assist the office manager.	Appointed by the Principal & relevant governor(s)	When school is ready to open.	To continue once school opens.
Library	Librarian	Purchase and manage library functions.	Appointed by the Principal	When school is ready to open.	To continue once school opens.
Cleaning	Cleaners	Cleaning the school buildings and managing waste disposal.	Appointed by the Principal & relevant governor(s)	When school is ready to open.	To continue once school opens.
Catering	Kitchen Staff	Serving healthy nutritious meals in line with the vision.	Appointed by the Principal & relevant governor(s)	When school is ready to open.	To continue once school opens.
	Midday Supervisor	Supervise children during the lunchtime period	Appointed by the Principal & relevant governor(s)	When school is ready to open.	To continue once school opens.

F3.3 Clear time commitments to the project from the relevant individuals.

It is envisaged that a differing number of hours will be required for various roles that have been outlined earlier. We have formal time commitments of a minimum of 6 hours from a range of our volunteers and any shortages will be covered by recruiting new staff and outsourcing other functions. We will confirm time commitments when recruiting within contracts of employment and when specifying tenders where appropriate. Further details for this have been given in section F3.4.

We will also make use of a series of time-management tools to distribute tasks relevant to available time and to confirm time commitments.

The Northern Lights' time-management matrix on the following page further confirms time commitments from various members of the core-group whilst showing any surplus hours and options of how these could be distributed. The matrix provides initial estimates which will be adjusted as the project progresses. Once operational we will use a web-based time recording system which will record the time spent by each of the personnel working on the project. This will ensure the actual time spent on the project is in line with the prospective time plan.

Note that the time-management matrix does not show the time commitments that we have from a range of about 100 volunteers some of whom currently give over 10 hours per week to assist in the work of the Northern Lights.

The Northern Lights recognises the importance of assessing time allocation to different tasks and the pro-active reallocation of resources if 'mismatches' are identified. The initial responsibility for this will rest with the principal and thereafter the board of directors.

The Northern Lights' time-management matrix shows minimum time commitments from various members of the core group in a range of sectors during the **pre-opening phase**. It also provides an easy way of determining the total hours that a particular sector may need and any surplus hours so as to help re-allocate some of the resources.



F3.4 Clear and detailed plans for identifying and securing any necessary expertise currently missing from our group.

The Northern Lights recognises the importance of the 'timely seeking of help' as an important strategy for success and growth. Different expert participants will be required at various stages of the project, i.e. from pre-opening to the first year of operation until the school reaches full capacity. This expertise is essential to advancing the goals of the organisation and delivering on its vision. Conversely, these experts need to understand and share the school's passion and vision so as to reach common end-points. Hence, we will draw from the Northern Lights volunteer base whilst having due regard for public recruitment regulation procedures when indicated. Moreover, we are going to seek experts who can show experience of having worked within a particular role and having succeeded. This is because experts that are experienced not only bring with them the expertise of their own field but often also bring with them valuable financial, business, fundraising and public relations skills.

The Northern Lights has sought to match our extended needs to the talents and resources of the experts sought using employee skills matrices.

We have already outlined the different personnel who are required for the successful setup and running of a school. This has been used to inform us about what expertise is currently missing.

In this section we outline the different sectors in addition to education and finance that need personnel in both the pre-opening and open phases of the project. As has been detailed earlier the following additional staff will be required:

- ◆ Project Manager (and Partnerships).
- ◆ School Governors.
- ◆ Clerk to the Governors.
- ◆ Principal Designate.
- ◆ A Business and Finance Manager.
- ◆ Human Resources Manager.

- ◆ Legal Adviser.
- ◆ Buildings and Maintenance/Facilities Manager.
- ◆ Marketing.
- ◆ Cleaning Personnel.
- ◆ Library Manager.
- ◆ Office Manager.
- ◆ Admin support.
- ◆ Catering and Midday Supervisor.
- ◆ Home-school liaison officer.

In the following two sections we first give a brief overview of our plans for identifying and securing missing expertise before giving a more detailed approach to securing missing expertise.

- ◆ **Project Manager**- with specific experience in start-up projects and in particular schools with a proven track record to deliver results within an agreed timeframe. As has already been mentioned [REDACTED] who is PRINCE2 qualified has confirmed that if required he will leave his current employment to work full-time as a project manager assisted by [REDACTED] and [REDACTED] who would provide project support and project assurance respectively.
- ◆ **Partnerships** – as has also been mentioned we have had meetings with individuals who have already setup Free Schools in the UK, and established links with people who have setup a charter school in the USA and several independent schools within Sweden. This is in addition to the partnership we hope to establish with the DfE.
- ◆ **School Governors**- We will require a range of governors, particularly an experienced chair of governors. For further details on roles of governors, please refer to section F6.
- ◆ **Clerk to the Governors** – an experienced clerk to the governors who is able to perform administrative tasks efficiently, to serve the whole governing body and administer their meetings.
- ◆ **Principal Designate** – plans to recruit a high quality principal designate

have been given with section F5.

- ◆ **Business and Finance Manager** – The Northern Lights recognises the importance of competent financial management. We already have a team of three accountants, one of whom has previous experience in school finances. These have been detailed in section F2.
- ◆ **Human Resources Manager** – As has been mentioned we have some existing expertise within the core group. However, since the recruitment of the right staff who are of a high-quality is imperative for the success of the project, we will appoint an experienced manager to support the school in managing any large recruitment phases. This post will be advertised on a short-term contract. Further details on recruitment have been given below and also within the recruitment policy that follows within this section.
- ◆ **Legal Adviser** – one of our founding members is a practicing solicitor (refer to section F3.1) and will have key responsibility for all legal matters. Where judged necessary, we will seek sub-specialist advice from a suitably qualified solicitor through our legal adviser.
- ◆ **Buildings and Maintenance** – we currently have a suitable qualified facilities manager along with a good working relationship with a team of architects and chartered surveyors. Please also refer to section F3.2. Once approved we will utilise the support provided by the DfE/EFA and in partnership with them where deemed necessary, we will outsource elements to other professionals in line with public procurement regulations.
- ◆ **Marketing** – the Northern Lights has several volunteers who have experience are professionally qualified in business marketing and design. However, where deemed necessary in the pre-opening phase, we may outsource certain functions such as printing in line with public procurement regulations. Once the school is opened, a committed Northern Lights volunteer will be appointed by the governors to act as the marketing manager. For further details please refer to section F3.2.

In the post-opening phase all of the following will additionally be required.

- ◆ Cleaning Personnel.
- ◆ Library Manager.
- ◆ Office Manager.
- ◆ Admin support.
- ◆ Catering staff and midday supervisors.
- ◆ Home-school liaison officer.

The Northern Lights will utilise our two voluntary community link workers to act as home-school liaison officers. The home-school liaison officers will work to establish partnerships between parents and schools. They will on occasion visit parents to strengthen the relationship between parents and the school.

All of our parents/volunteers who work alongside children have completed a Criminal Records Bureau (CRB) check.

For further details on the roles of the above, please refer to section F3.2.

F3.4.1 Detailed plans to secure the identified expertise currently missing from the Northern Lights.

Introduction

The Northern Lights recognises the importance in securing the necessary expertise both in the pre-opening and post-opening phases of the project so as to deliver our vision. The necessary expertise will be accessed through hiring, contracting or volunteering well in advance of any requirement, as we appreciate the need to complete job descriptions, advertise the posts, allow people to apply and to be shortlisted and interviewed, before offering posts and signing contracts. A clear and targeted recruitment process will ensure that any unsuitable candidates are ruled out. Recruitment will be carried out by select parts of the steering group during the pre-opening phase in partnership with the DfE. Once the school is opened this function will be transferred to the principal designate and governors as has been detailed previously.

Job Descriptions.

An accurate job description clearly setting out the purpose of the job along with key responsibilities and tasks in line with the organisational structure and vision is paramount when seeking the right staff. Hence, the job description will state key details about the:

- ◆ **Organisation** – giving an overview of the organisation and defining where the job is positioned in the organisation structure with a clarification on ‘who reports to whom’. This will also include a summary of the Northern Lights vision.
- ◆ **Job Title** - indicating the role/function that the job plays within the Northern Lights, and the level of job within that function e.g. Principal Designate.
- ◆ **Salary range** – where appropriate this will provide a salary range.
- ◆ **Person specification** - providing essential information to potential recruits (and the recruiting team) so that they can determine the right kind of person to do the job. This will include details such as qualifications required, any necessary previous experience and any specialist skills that the governing body regard as essential or desirable in relation to the post.
- ◆ **Main tasks and accountabilities** - offering a description of the main activities to be undertaken and what the job holder will be expected to achieve in line with the Northern Lights’ vision.
- ◆ **Legal obligations** – stating that the job description forms an important part of the legally-binding future contract of employment.
- ◆ **Appraisal of performance** – clarifying that individual objectives will be set based on the job description.

Job adverts

The Northern Lights is mindful of a well presented job description marketed in the right way.

The timing of the adverts will ensure the maximum number of potential candidates.

Job adverts will include the details outlined in the **job specification** above and it

will ensure that the post is seen as **attractive** to prospective candidates. However, it will not be too prescriptive so as to rule out good candidates. Depending on the nature of the post, appointments will be advertised at **both local and national level**, in various publications, media, Local Authority job-sites and local volunteer centres. Some posts will also be advertised in local school newsletters, with local businesses and within in the community, such as health and Sure Start centres and local supermarkets. The appointment of skilled governors will be key to the delivery of our vision.

Governors posts will be advertised using the Governors' One-Stop Shop (SGOSS) as well as recruiting relevant people from the community and using school letters. The National Governors Association (NGA) will be used to provide resources, training and advice. The Northern Lights require governors with a range of skills and experience in order for them to discharge their governance responsibilities which include experience in:

- ◆ Education, curriculum, organisation of learning
- ◆ Finance/business and accountancy/budgeting experience
- ◆ Estates and facilities buildings
- ◆ School improvement and experience of Ofsted inspections
- ◆ Safeguarding
- ◆ Complaints
- ◆ Staffing/ recruitment and selection

Further details on recruitment of governors has been given in section F5.

The advertisement for the post of the **principal** is one of the most important decisions to be made and therefore we will ensure that we recruit the right person for the post as early as possible (to start two terms prior to opening). The advert will include a clear vision of the Northern Lights Primary School and a description of why we believe that working at our school is an attractive prospect, such as **servicing a socio-economically deprived community, career development and a competitive remuneration package**. For further details please refer to section F5.

The following avenues, depending upon the post, will be considered when advertising jobs:

- ◆ SGOSS
- ◆ Evening Courier (local newspaper)
- ◆ Times Education supplement (TES)
- ◆ Teach First
- ◆ Local Authority (Calderdale) and neighbouring authorities (Leeds, Bradford and Kirklees) websites
- ◆ Local schools' newsletters (6 schools)
- ◆ Recruitment agencies Hays, Reed
- ◆ Health and Sure Start centres
- ◆ Supermarkets
- ◆ Local volunteer centres and online through cvac.org.uk, voluntaryactionkirklees.co.uk and volunteeringbradford.org. All of whom **provide a comprehensive brokerage service to groups and organisations that seek to involve volunteers and to those individuals who wish to volunteer and they** facilitate a bi-monthly Volunteer Supervisors' Network for individuals who are responsible for managing volunteers. They also provide advice and guidance for volunteers, involving organisations on all aspects of good practice.

The Northern Lights will take into account any **notice periods** required by staff who are already in employment. For example the principal designate will need to be employed **2 terms in advance** and will therefore be the first post to be advertised.

Safer recruitment

A statement relating to safeguarding children will be incorporated in the advertising process and included explicitly in the job description and personal specification. "The Northern Lights Primary school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment". This post is subject to an enhanced criminal record check before the appointment is confirmed. (Please also refer to the recruitment policy.

Equality of opportunity

The appointment of all employees will be made on merit and in accordance with the provisions of Employment Law, the Education Act 2002 and the statutory guidance 'Safeguarding Children and Safer Recruitment' in education settings.

All potential candidates, including volunteers will be treated on the basis of their abilities and potential, regardless of race, gender, nationality, ethnic origin, religious or political belief or affiliation, age, gender reassignment, marital status, sexual orientation, disability, socio-economic background, or any other inappropriate distinction.

Shortlisting and interviewing

Once applications are received the candidates who best meet the selection criteria for the post and about whom we wish to find out more during a formal interview will be shortlisted. Short-listing will be done by assessing applications in relation to the essential and desirable criteria as detailed in the person specification. During this process candidates will be assessed against the selection criteria and not against each other. Applications will be short-listed as they are received so as to avoid sifting through a large number of applications in one session, especially where the post is a popular one. A short-listing grid will be used to facilitate the process. This will contain a list of the names of candidates together with the essential and desirable criteria and a tick box option next to each criteria allowing for a clear way to distinguish between the candidates.

The short-listing panel from amongst the Northern Lights' steering group will ensure that the process used is consistent and fair and that the decisions made comply with legal requirements.

Job offers and contracts of employment

Job offers will be given in writing and will be contingent on receipt of appropriate references and further checks such as CRB. Job offers will also include:

- ◆ the name of the Northern Lights
- ◆ the date of the offer;

- ◆ the job title and department
- ◆ salary details
- ◆ details about whether there is a probationary period, and
- ◆ the start date.

The job offer will be followed by a detailed contract of employment setting out employment rights, responsibilities and duties. In line with the Employment Rights Act 1996, the Northern Lights will provide employees with a written statement of the main terms within two calendar months of starting work.

F3.4.2

Recruitment Policy

Rationale

- ◆ The Northern Lights Primary School and its governors recognise the tremendous **importance** associated with employing all levels of staff to work in our school. **It is the quality of staff rather than policies and documents that enables the aims and vision of the school to be realised.**
- ◆ The Northern Lights Primary School aims to provide a high quality education to all its pupils We will therefore strive to recruit staff who are of a **high calibre, inspirational and dynamic, with a commitment and drive to implement our schools' vision and ethos through high expectations, rigorous standards and continuous professional development.**
- ◆ Staff must be able to support learning in accordance with our emphases on **excellence, enjoyment and inclusion.** The school is **committed to safeguarding** and promoting the welfare of our children and expects all staff and volunteers to share this commitment.

Purposes

- ◆ To ensure that the school takes a **fair, transparent and consistent approach** to recruiting staff of the highest calibre.
- ◆ To strengthen our safeguards for children by following the Local Authority's safer recruitment policies and practices.
- ◆ To follow the national legislation regarding the recruitment and selection process and implementing the schools policies on pay, equal opportunities and safeguarding.

Broad guidelines

- ◆ The Governing Body (staffing committee) has responsibility for employing teaching and support staff and for the recruitment of the principal. All governors will ensure that this policy is kept in line with national and local guidelines on personnel and child protection matters and for monitoring the effectiveness of recruitment and induction processes.
- ◆ Governors must declare **any conflict of interest** at the earliest possible opportunity of the recruitment process. This may disqualify them from any further involvement in the process.
- ◆ The Governing Body is responsible for meeting the duties below in relation to the recruitment of a principal or deputy principal.
- ◆ All governors involved in the recruitment and selection of staff will have completed relevant recruitment and selection training.
- ◆ The principal, or (in his/her absence for more than a few weeks) the deputy principal is responsible for monitoring how far our staffing structure meets the changing needs of the school and for making recommendations to the governors when he/she feels changes may be needed (e.g. when a member of staff leaves and, in the view of the principal, needs to be replaced)
- ◆ The principal, or (in his/her absence) the deputy principal is responsible for ensuring that advertisements for staff below deputy head and information packs provided to applicants enable potential applicants to make well-informed decisions about whether to apply, making clear our

commitment to safeguarding and promoting the welfare of children and the need for the relevant checks to be satisfactorily completed before any appointment can be made. No post may be advertised, even internally, without clear and comprehensive job and person specifications having been prepared.

- ◆ The school office will be advised on a procedure for receiving applications and ensuring that copies are prepared for the short listing/interview panel without compromising confidentiality beyond this.
- ◆ Potential staff will be encouraged to visit the school and every effort will be made to meet candidates' requests for further information.
- ◆ Short listing/interview panels (both tasks must be undertaken by the same people) should comprise at least two people but no more than five people and must not include staff or governors with a personal or professional interest in any of the candidates being considered.
- ◆ All members of the panel should record their personal assessments of each candidate, even if it is only a score against a criterion, and the assessments will all be kept as part of the documentation of that particular recruitment.
- ◆ The person chairing the panel is responsible for ensuring that the panel treats all candidates respectfully and consistently, that panel members are introduced and that procedures are clearly explained.
- ◆ Interviews will aim to help candidates to show why they should be considered for the post. They will also explore candidates' attitude toward children and their ability to support our commitment to safeguarding and promoting their welfare. They will probe unexplained gaps in career history, surprising choices of referees and panel members' concerns about information provided by the candidate. Every external candidate will be asked if there is anything they wish to declare or discuss in relation to the required CRB check or the questions that will be put to referees.
- ◆ Unless already achieved before or during the interview, any offer of employment will be conditional on:
 - at least two satisfactory references having been received;
 - verifying the candidate's identity;

- no traces of unsuitability being found through the checks recommended for the type of post in question (e.g. list 99, CRB, PoCA list);
 - verifying the candidate's medical fitness;
 - verifying the candidate's qualifications;
 - where appropriate, verification of the candidate's professional status;
 - verifying, for teachers obtaining QTS where relevant, the candidate's successful completion of the statutory induction period and, for non-teaching posts, the candidate's satisfactory completion of the probationary period.
- ◆ All checks should be confirmed in writing and the documents retained on the personnel file (subject to any legal restrictions on this).
 - ◆ Candidates who have applied despite being shown to be unsuitable for jobs working with children as a result of checks undertaken, or who have been shown to have provided false information will be reported to the police and/or the DfE Children's Safeguarding Operations Unit.
 - ◆ No candidate should work unsupervised in school until all checks have been satisfactorily completed.
 - ◆ All newly-appointed staff and volunteers will be required to complete an induction programme that will:
 - make them aware of our policies and procedures;
 - support them as they become familiar with their role in the school, giving them opportunities to discuss any concerns they may have;
 - make clear to them the standards of conduct expected;
 - enable the Senior Leadership Team to recognise any concerns or issues about their ability or suitability at the earliest opportunity and address these.

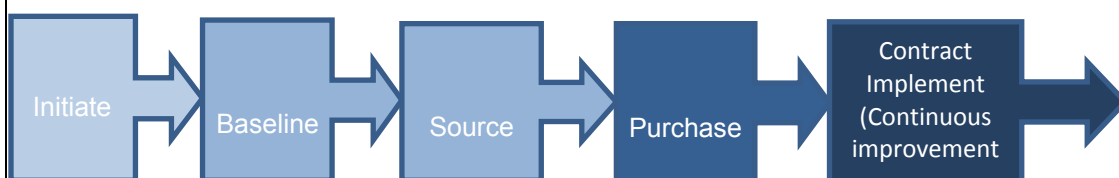
Conclusion

The Northern Lights Primary School strives to make the best appointments of staff it can in the interests of the children, and to do it in a way that is fair, is correctly documented and reflects our commitment to safeguarding and promoting the welfare of our children.

F3.4.3 Procurement

In order to achieve value for money and to conform to public procurement regulations the Northern Lights will use a range of methods and routes to procure the necessary services. The choice of method and route to market will depend upon the type of service and the overall procurement objectives such as achieving value for money, sustainability, collaborating with other schools and partners and driving innovation.

The following procurement methodology will be used:



◆ **Initiate**

The Northern Lights Primary Schools procurement function will work closely with internal stakeholders to identify and initiate projects where procurement expertise is required. From the outset PRINCE2 Project Management methodology will be used to ensure that purchasing activity meets the schools needs and will deliver on the overall objectives of the school.

◆ **Baseline**

To ensure value for money clear and robust baselining will be carried out on current activity and future scope services being procured. This will allow the Northern Lights Primary School to meet its objectives of delivering value for money and protecting the public purse. In addition this will allow the SLT to be clearly informed of the purchasing activity of the school with robust data to verify cost efficiencies and best practice.

◆ **Source**

Potential suppliers will have to evidence their financial standing and technical ability to meet our requirements. The Northern Lights will also

look for a clear demonstration of commitment from suppliers to equal opportunities in employment, to the environment, to health and safety and where relevant commitment to the local community through employment and investment. Thus ensuring we are sourcing from ethical and responsible suppliers who share our values and work in partnership to deliver these.

◆ **Purchase**

In order to preserve transparency and the integrity of the competitive process, purchasing will be undertaken objectively, consistently and without bias towards particular suppliers. Tenders will be evaluated against a pre-determined set of criteria and contracts will be awarded to suppliers on the basis of them meeting the technical requirements as well as being the most economically advantageous.

◆ **Contract Implementation (Continuous Improvement)**

Through a culture of continuous improvement and Supplier Relationship Management (SRM), the Northern Lights will take full advantage of all its contracts and ensure maximum benefit is derived from them. The Northern Lights will also work closely with suppliers and other schools to identify opportunities for collaboration and to develop innovative solutions where needed.

The Comprehensive Spending Review has set out reductions in budgets over the next four years. Thereafter, the Northern Lights will work with other Public Sector bodies such as the Pro5 Procurement Consortium, and the Government Procurement Services (GPS), coupled with its own procurement expertise to deliver efficiencies and value for money.

F4. How the staffing structure will deliver the planned curriculum.

F4.1 Plans showing an appropriate and phased build up of staff (where the school is increasing in size over time) in line with planned pupil numbers and financial resources.

A clear and well-defined staffing structure will help deliver our vision, values, culture and ethos for the school and establish our planned curriculum, building from the first year up to when the school is at full capacity.

Each QTS teaching staff will be responsible for 25 pupils per class. The deputy head will also be a member of the teaching staff and will also fulfil the duties of the deputy of the school. Teaching staff would be supported by one teaching assistants.

Table 1

Number of Pre 16 Pupils					
Year	2013/14	2014/15	2015/16	2016/17	2017/18
Reception	25	25	25	25	25
Year 1	25	25	25	25	25
Year 2	25	25	25	25	25
Year 3	25	25	25	25	25
Year 4		25	25	25	25
Year 5			25	25	25
Year 6				25	25
Year Total	100	125	150	175	175

First Year – 2013/14

Number of Pupils in the First Year – 100 Pupils (Ref: Table 1)

- ◆ **Leadership:**
 - 1 Full-time principal
 - 1 Full-time deputy head (Teaching Staff) – Responsible for a Year 3 Class

- ◆ **Teaching Staff:**
 - 1 Full-time QTS – Responsible for Reception Class
 - 1 Full-time QTS – Responsible for Year 1
 - 1 Full-time QTS – Responsible for Year 2 – Senior Leadership Team (SLT)

- ◆ **Education Support:**
 - 1 Full-time Early Years Practitioner to Reception Class
 - 2 Full-time Teaching Assistants.
 - 1 Part-time HLTA.

- ◆ **Admin Support:**
 - 1 Full-time Business Manager
 - 1 Full-time Finance and Admin Assistant
 - 1 Full-time Office Manager
 - 1 Full-time Caretaker
 - A voluntary home-school liaison (refer to section F3.4)

Second Year – 2014/15

No of Pupils in Second Year – 125 Pupils (Ref: Table 1)

Leadership:

◆ **Leadership:**

- 1 Full-time principal
- 1 Full-time deputy head (Teaching Staff) – Responsible for Year 3 Class

◆ **Teaching Staff:**

- 1 Full-time QTS – Responsible for Reception Class
- 1 Full-time QTS – Responsible for Year 1
- 1 Full-time QTS – Responsible for Year 2 – Senior Leadership Team (SLT)
- 1 Full-time QTS – Responsible for Year 4
- 1 Part-Time to cover the Special Education Needs Coordinator (SENCO)

◆ **Education Support:**

- 1 Full-time Early Years Practitioner to Reception Class
- 3 Full-time Teaching Assistants.
- 1 Part-time HLTA.

◆ **Admin Support:**

- 1 Full-time Business Manager
- 1 Full-time Finance and Admin Assistant
- 1 Full-time Office Manager
- 1 Full-time Caretaker

Third Year – 2015/16

No of Pupils in Third Year – 150 Pupils (Ref: Table 1)

◆ **Leadership:**

- 1 Full-time principal

- 1 Full-time deputy head (Teaching Staff) – Responsible for Year 3 Class

- ◆ **Teaching Staff:**
 - 1 Full-time QTS – Responsible for Reception Class
 - 1 Full-time QTS – Responsible for Year 1
 - 1 Full-time QTS – Responsible for Year 2 – Senior Leadership Team (SLT)
 - 1 Full-time QTS – Responsible for Year 5
 - 1 Part-Time to cover the Special Education Needs Coordinator (SENCO)
 - 1 Full-time QTS – Responsible for Year 6

- ◆ **Education Support:**
 - 1 Full-time Early Years Practitioner to Reception Class
 - 4 Full-time Teaching Assistants.
 - 1 Part-time HLTA.

- ◆ **Admin Support:**
 - 1 Full-time Business Manager
 - 1 Full-time Finance and Admin Assistant
 - 1 Full-time Office Manager
 - 1 Full-time Caretaker

Fourth Year – 2016/17

No of Pupils in Fourth Year – 175 Pupils (Ref: Table 1)

- ◆ **Leadership:**
 - 1 Full-time principal
 - 1 Full-time deputy head (Teaching Staff) – Responsible for Year 3 Class

◆ **Teaching Staff:**

- 1 Full-time QTS – Responsible for Reception Class
- 1 Full-time QTS – Responsible for Year 1
- 1 Full-time QTS – Responsible for Year 2 – Senior Leadership Team (SLT)
- 1 Full-time QTS – Responsible for Year 4
- 1 Part-Time to cover the Special Education Needs Coordinator (SENCO)
- 1 Full-time QTS – Responsible for Year 5
- 1 Full-time QTS – Responsible for Year 6

◆ **Education Support:**

- 1 Full-time Early Years Practitioner to Reception Class
- 5 Full-time Teaching Assistants.
- 1 Part-time HLTA.

◆ **Admin Support:**

- 1 Full-time Business Manager
- 1 Full-time Finance and Admin Assistant
- 1 Full-time Office Manager.
- 1 Full-time Caretaker

Fifth Year – 2017/18

No of Pupils in Fifth Year – 175 Pupils - The year after the School has reached full capacity (Table 1)

◆ **Leadership:**

- 1 Full-time principal
- 1 Full-time deputy head (Teaching Staff) – Responsible for Year 3 Class

◆ **Teaching Staff:**

- 1 Full-time QTS – Responsible for Reception Class
- 1 Full-time QTS – Responsible for Year 1
- 1 Full-time QTS – Responsible for Year 2 – Senior Leadership Team (SLT)
- 1 Full-time QTS – Responsible for Year 4
- 1 Part-Time to cover the Special Education Needs Coordinator (SENCO)
- 1 Full-time QTS – Responsible for Year 5
- 1 Full-time QTS – Responsible for Year 6

◆ **Education Support:**

- 1 Full-time Early Years Practitioner to Reception Class
- 5 Full-time Teaching Assistants.
- 1 Part-time HLTA.

◆ **Admin Support:**

- 1 Full-time Business Manager
- 1 Full-time Finance and Admin Assistant
- 1 Full-time Office Manager
- 1 Full-time Caretaker

The above staff structure would form the basis for the period between the school start up to final full capacity in 2016 and the corresponding year after the full capacity has been reached. The plan displays the phased build-up of staff with their clearly defined roles, in line with the planned pupil numbers each year.

F4.2 A description of the final staffing structure showing that it is sufficient, affordable and appropriate to deliver the education vision and plan.

We are committed to ensuring that children receive the care and attention from a designated, qualified teacher. The teaching assistants will play a greater and wider role than normal within the school from supporting the teachers to assisting within the Saturday school extension programme in line with our vision. Our flexible and shared service approach would ensure that we have a strong and clearly defined structure in place with value for money.

For the affordability please refer to section G.

We will initially provide facilities for children in Reception (ages 4-5), Year 1 (ages 5-6), Year 2 (ages 6-7) and Year 3 (ages 7-8). Thereafter we will increase our provision to cater for all remaining year-groups until the end of Key Stage 2.

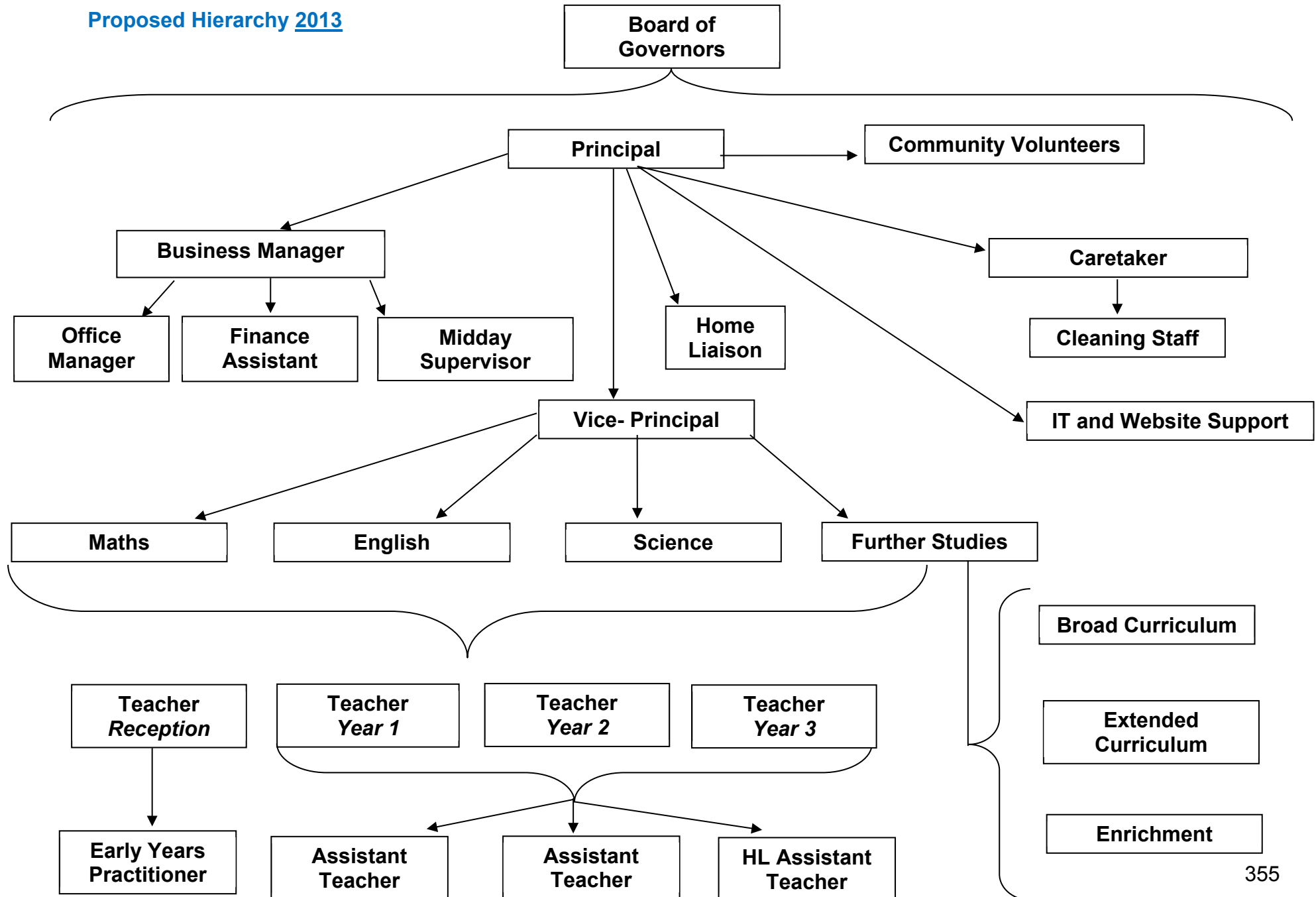
As the school expands, each year there will be the addition of a year group teacher and a teaching assistant. In the second year of operation, one of the year group teachers will adopt the role of the SENCO and a part-time teacher will be employed to cover this teacher when they are engaged in SENCO duties.

Each of these roles has been detailed in section F4.3.

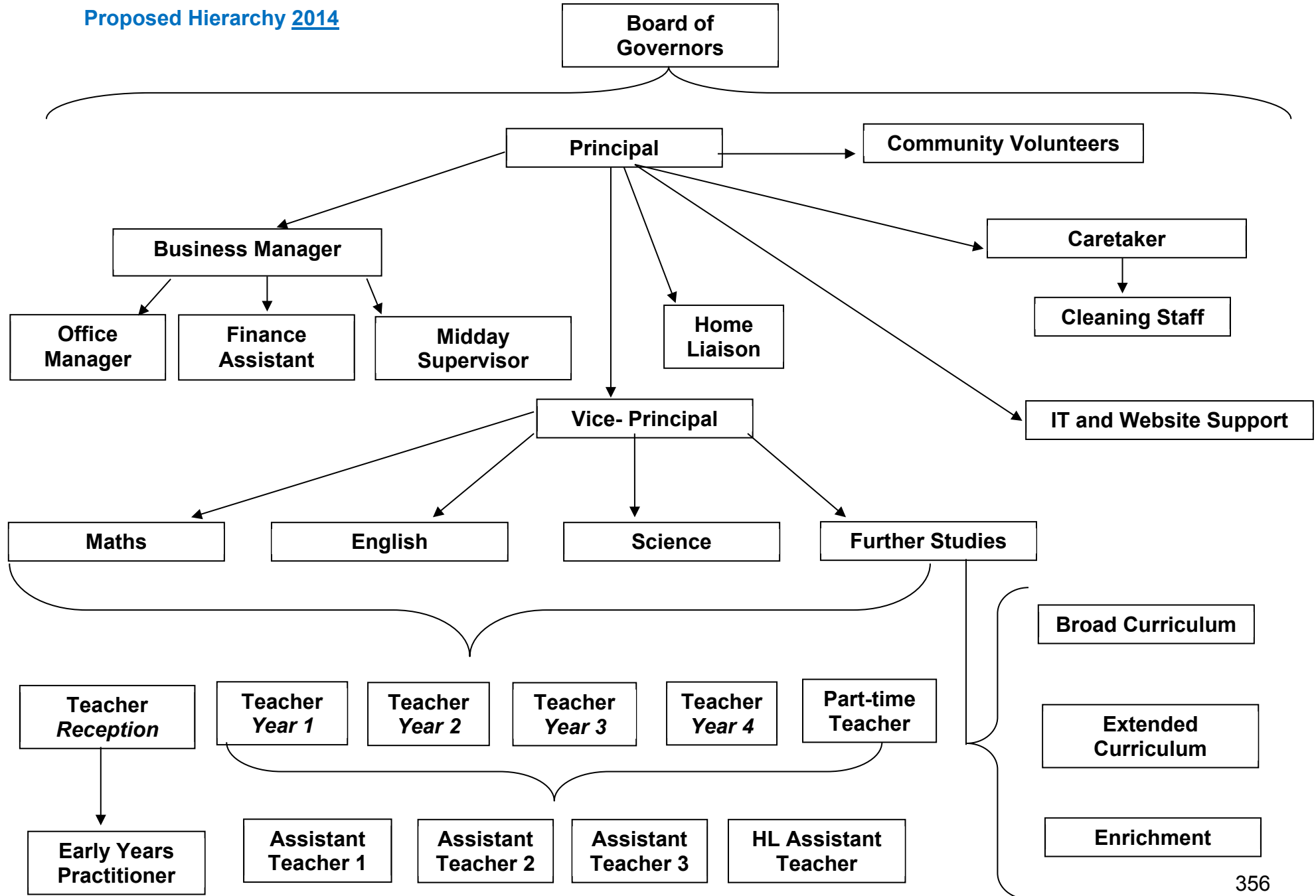
The extended curriculum will be covered through a rota system. For further details please refer to sections D1.4.1 and D1.4.2.

The following charts illustrate sufficient and appropriate staffing arrangements which match the proposed year groups for the delivery of the education vision and plan. For affordability please refer to section G.

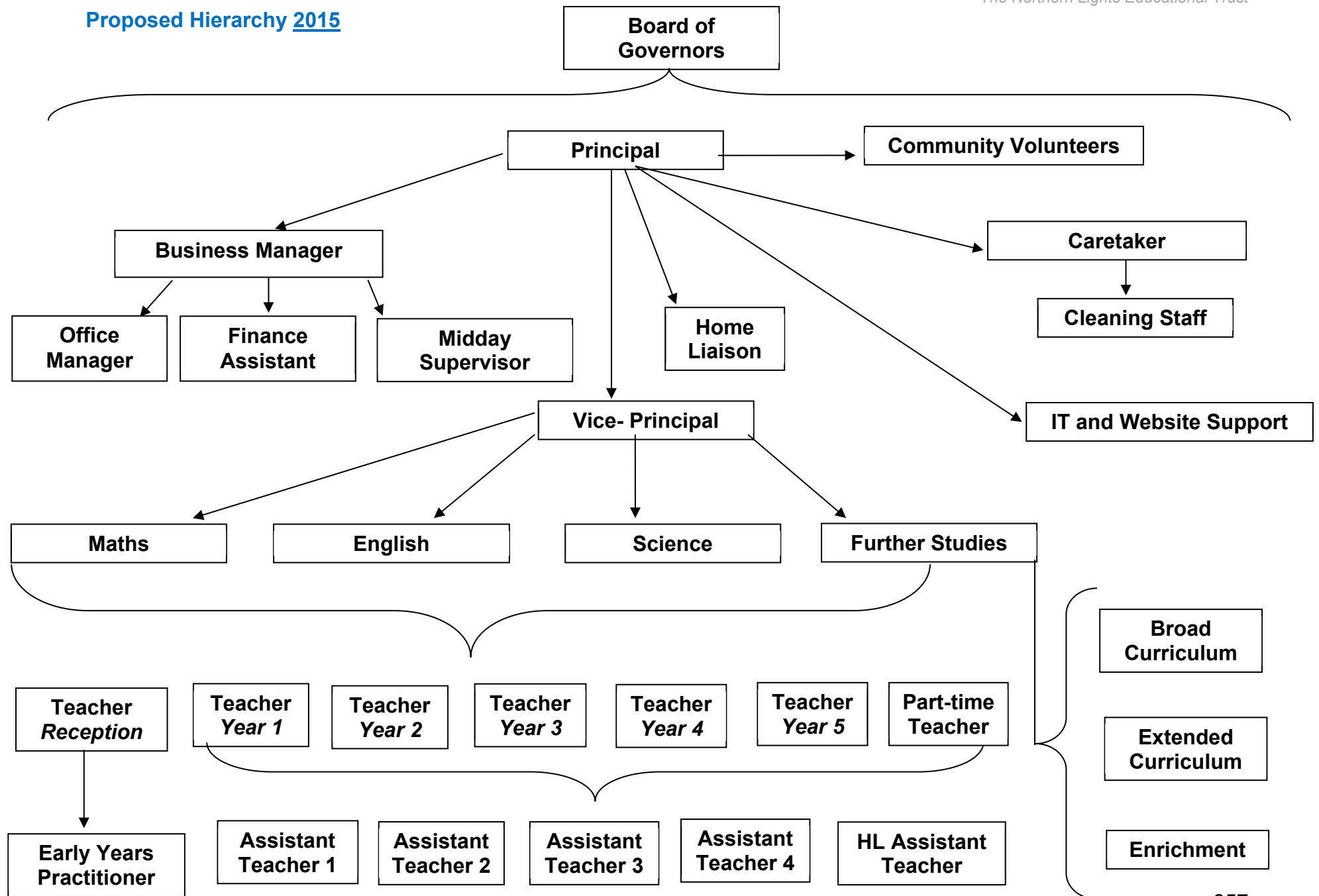
Proposed Hierarchy 2013



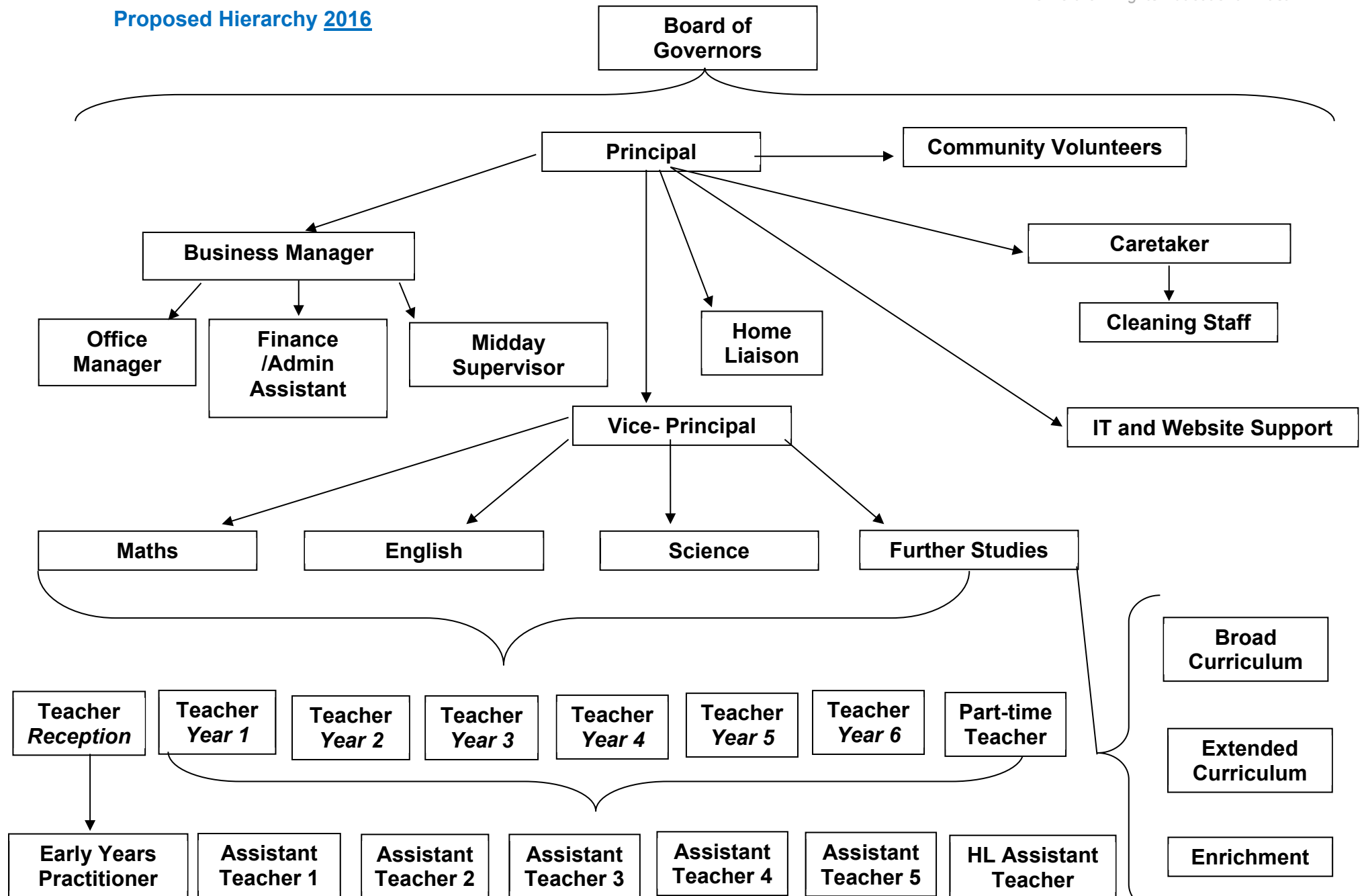
Proposed Hierarchy 2014



Proposed Hierarchy 2015

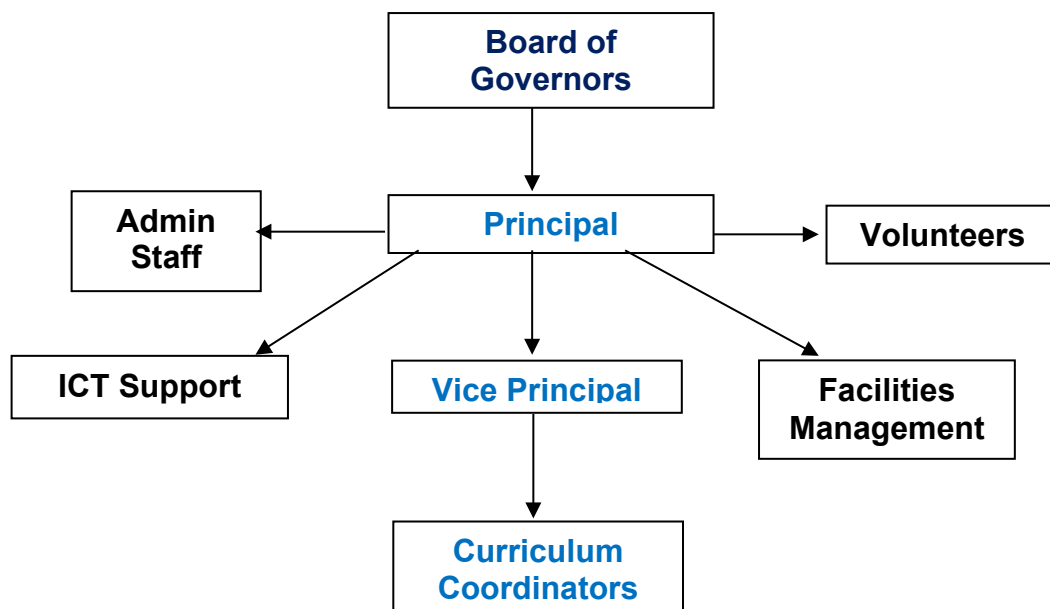


Proposed Hierarchy 2016



F4.3 The structure of the senior leadership team, heads of department and support staff, as well as a clear description of their roles and responsibilities.

F4.3.1 The Senior Leadership Team will comprise of the Principal (principal), the vice-principal (deputy principal) and the curriculum coordinators. The following diagram provides a summary of the structure of the senior leadership team. Certain areas of the curriculum require coordination and management. For further details about the roles of the coordinators please refer to section D and F1.



The job of the senior leadership team is to:

- ◆ implement the overall strategic direction so as to achieve the vision
- ◆ lead and monitor the progress of school initiatives
- ◆ review and update policies
- ◆ explore innovative ideas
- ◆ ensure adequate resources are available for the vision to be achieved
- ◆ share and disseminate best practice
- ◆ ensure Continuing Professional Development commitments are maintained, and
- ◆ discussion of ideas and opinions brought to the SLT by parents, teachers, pupils and community members.

The SLT will meet once a fortnight outside of school hours. Minutes of the SLT meetings will be kept and reviewed in each subsequent meeting. Key issues from the meetings will be summarised and sent to all relevant staff.

The section below highlights staff roles and responsibilities as the School expands to full capacity as detailed in F4.1.

Leadership - Principal

Leadership Spine: L15

Reports to the governors

The importance of our values

We will use the National Standards for principals and 'Future Leaders Competencies' as a basis for defining the qualities we are looking for in our principal. These are tried and tested frameworks, which provide an excellent basis from which to work. However, in addition to these areas, we will be looking to ensure that our principal has a passionate commitment to and can truly live the distinctive vision and ethos of the Northern Lights Primary School.

Following roles and responsibilities:

Shaping the Future

- ◆ Promote a culture of encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards.
- ◆ With the support of staff and the governing body the head will implement the vision of the Northern Lights Primary School.
- ◆ Ensure this vision is clearly and effectively articulated, shared and understood. Translate this vision into agreed objectives and operational plans which will promote and sustain school improvement

Strategy and impact

- ◆ Work with the governing body to shape the strategic direction of the school.
- ◆ Act as professional adviser to the governing body, supplying them with high-quality information which enables them to provide appropriate support and challenge to the work of the school.
- ◆ Ensure that every aspect of the school's performance is monitored and evaluated thoroughly, regularly and consistently, including periodic external review.

Teaching and learning

- ◆ Provide leadership and innovation for teaching, learning and the curriculum and be accountable for their quality.
- ◆ Ensure that the assessment and tracking of children's development and academic performance is accurate, consistent, accessible and beneficial to children and teachers.
- ◆ Facilitate a unique and inspirational learning environment which is safe and effective in promoting achievement and development.

People and relationships

- ◆ Ensure the school hires and develops effective individuals and utilises them to best effect through supportive and challenging relationships, excellent working conditions, outstanding professional development and successful performance management.
- ◆ Nurture leadership skills in children and engage them fully in every aspect of the running of the school.
- ◆ Be the school's figurehead and ambassador locally, nationally and internationally, building and maintaining close and trusted relationships with key partners and stakeholders.

Resources and risk

- ◆ Ensure the school's financial objectives are met, both in terms of income and expenditure.
- ◆ Ensure the school complies with all its legal and policy obligations.
- ◆ Promote and safeguard the welfare of children within the school.

For further details on the role and responsibility of the principal please refer to section F5 and F6.

Leadership and Teaching Staff – Vice-Principal

Group Spine: L8

Reports to the Principal

The deputy principal will support the principal in providing professional leadership for the school that secures its success and improvement, ensuring high-quality education for all its pupils and improved standards of learning and achievement by fulfilling the school's vision and education plan. The deputy head at the Northern Lights Primary School will also have teaching responsibilities for a Year group which have been detailed further in this section.

Strategic direction and development of the school

- ◆ To be a lead member of the Senior Leadership Team.
- ◆ Lead by example, providing inspiration and motivation, and embody the vision, purpose and leadership of the school for the pupils, staff, governors and parents.
- ◆ Create and maintain an environment of high standards of behaviour and discipline.
- ◆ Ensure that improvements in literacy and numeracy are priority targets for all pupils, including those with special educational needs.
- ◆ Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils in order to set and meet challenging, realistic targets for improvement.

Planning, teaching and class management

- ◆ Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- ◆ Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- ◆ Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- ◆ Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- ◆ Use a variety of teaching and learning styles to keep all pupils engaged.

Monitoring, assessment, recording, reporting and accountability

- ◆ Oversee whole-school assessment, and recording and reporting arrangements.
- ◆ Work in partnership with all school coordinators including the SENCO.
- ◆ Conduct lesson observations, work scrutinies, pupil interview and planning scrutinies.
- ◆ Provide constructive feedback to staff.
- ◆ Provide summary reports to the principal.

F4.3.2 Teaching Staff

All teaching staff will have Qualified Teacher Status (QTS)

Report to the SLT

The teaching staff will develop schemes of work and lesson plans in line with curriculum objectives. They will facilitate learning by establishing a productive relationship with pupils and by their organisation of learning resources and the classroom environment.

The teaching staff will also develop and foster appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. They will assess and record progress and prepare pupils for examinations, where relevant. They will link pupils' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire pupils to help them deepen their knowledge and understanding.

Teaching responsibilities

- ◆ Teaching all areas of the primary curriculum.
- ◆ Taking responsibility for the progress of a class of primary-age pupils;
- ◆ Organising the classroom and learning resources to create a positive learning environment.
- ◆ Planning, preparing and delivering lessons that cater for the needs of the whole ability range within their class.
- ◆ Motivating pupils with enthusiastic and imaginative teaching styles.
- ◆ Maintaining discipline.
- ◆ Preparing and marking to facilitate positive pupil development.
- ◆ Meeting requirements for the assessment and recording of pupils' progress.
- ◆ Providing feedback to parents on a pupil's progress at parents' evenings and other meetings.
- ◆ Coordinating activities and resources within a specific area of the curriculum, and supporting colleagues in the delivery of this specialist area.
- ◆ Working with others to plan and coordinate work.
- ◆ Keeping up to date with changes and developments in the structure of the curriculum and relevant legislation.
- ◆ Taking part in school events and activities which may take place at weekends or in the evening. Fulfilling contractual requirements according to agreed rotas for the Saturday School Extension Programme delivery as part of the Northern Lights Trivium.
- ◆ Liaising with colleagues and working flexibly.
- ◆ Working with parents and school governors to maximise their involvement

in the school and the development of resources for the school.

- ◆ Assess and record each pupil's progress systematically with reference to the school's current practice and use the results to inform future planning, including the social, emotional and health aspects of each child in line with the Northern Lights Trivium.
- ◆ Mark and monitor class-work and homework, providing constructive feedback and setting targets for future progress.
- ◆ Provide reports on individual progress to the deputy principal and parents as required.

F4.3.3 Special Education Needs Coordinator (SENCO)

QTS essential and previous training and experience in such a role is desirable.

Reports to the SLT

The SENCO will be responsible for:

- ◆ the management of the day-to-day operation of the SEN policy and review of the policy in consultation with the principal, staff and governors.
- ◆ supporting and advising other staff in the identification and assessment of pupils and developing strategies and 'Individual Education Plans' (IEP) and taking into account the views of parents in respect of their child's particular needs pertaining to 'School Action' and 'School Action Plus'
- ◆ liaising with parents and other professional agencies as appropriate
- ◆ providing individual and tailored support for staff and parents through a robust and collaborative partnership with relevant professionals involved in the pupil's life
- ◆ maintaining the SEN register, oversee records of all pupils with SEN, and coordinate and regularly monitor and evaluate the educational provision
- ◆ ensuring that intervention and Individual Educational Plans (IEPs) are clear and detailed. These will be reviewed and monitored regularly to assess their impact, the pupils' progress and the views of the child, teacher and parents.
- ◆ attending multi-professional meetings on a termly basis to discuss school SEN issues and pupils individual needs

Further details pertaining to the role of the SENCO have been given within section D3 of the education plan.

F4.3.4 Education Support – Teaching Assistants, Higher Level Teaching Assistant and Early Years Practitioner.

Teaching Assistants

Qualifications for teaching assistants:

- ◆ Good numeracy/literacy skills
- ◆ NVQ level 2 for Teaching Assistants or equivalent qualifications or experience.
- ◆ The Early Years Practitioner must have an appropriate qualification either NNEB, NVQ Level 3 in Early Years Care and Education, Diploma in Childcare Education or BTEC National Diploma in Early Years.
- ◆ The HLTA will meet the national professional standards for higher level teaching assistants.

Report to the class teacher and where appropriate the SLT.

SUPPORT FOR TEACHERS

- ◆ Creates and maintains a purposeful, orderly and supportive environment, in accordance with lessons.
- ◆ Plans and assists the displays of pupils' work.
- ◆ Uses strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- ◆ Assists with the planning of learning activities
- ◆ Monitors pupils' responses to learning activities and accurately records achievement/progress as directed.
- ◆ Provides detailed and regular feedback to teachers on pupils' achievement, progress and day-to-day wellbeing.
- ◆ Provides classroom support e.g. photocopying, collecting money and other basic administrative duties.

SUPPORT FOR PUPILS

- ◆ Assist with the development and implementation of individual Education/Behaviour Plans where relevant.
- ◆ Encourage pupils to interact with others and engage in activities led by the teacher.
- ◆ Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- ◆ Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- ◆ Undertake programmes linked to local and national guidelines e.g. literacy, numeracy, recording achievement and progress and feeding back to the teacher.

The Higher Level Teaching Assistant: will cover PPA across the school and have responsibility for agreed learning activities. This involves planning, preparing and delivering learning activities to individual pupils or groups or in the short-term for whole classes and monitoring, assessing, recording and reporting on pupil development, progress and attainment.

Main areas of support provided by the HLTA:

- ◆ Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present), using detailed knowledge, experience, specialist skills and training.
- ◆ Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- ◆ Promote the inclusion and acceptance of all pupils within the classroom, encourage them to interact and work co-operatively with others and engage all in activities.
- ◆ Support pupils consistently whilst recognising and responding to their individual needs.
- ◆ Promote independence and employ strategies to recognise and reward

achievement of self-reliance.

- ◆ Provide feedback to pupils in relation to progress and achievement.
- ◆ Monitor and provide for the care, safety and welfare of pupils.

The Early Years Practitioner in addition to the above relevant roles and responsibilities will work across the foundation stage to ensure that a balanced programme of integrated education and care provision is delivered which meets individual needs of all pupils.

F4.3.5 Admin/Support Staff

Admin/Support Staff - Business Manager

Experience: A qualified accountant

Reports to – Principal

A senior member of non-teaching staff will be responsible for managing non-teaching activity in a school. The bursar will play an active role in the pre-opening phase and will ensure that the necessary contracts, systems, and services are ready before opening. The Business Manager will be responsible for the finances of the school and can take care of administrative tasks that a Principal Designate will not have time for.

Finance

- ◆ Financial management, including setting budgets, negotiating contracts with suppliers, identifying best value in contracts, managing the school's procurement procedures
- ◆ Financial reporting, making best use of resources, overseeing the generation of other income
- ◆ Facilities management including functions like catering, cleaning & grounds Health and safety
- ◆ Relationship management with other schools and external partner
- ◆ Monitoring of all income and expenditure relating to internal budgets;

keeping budget holders informed of their balances and committed expenditure. To act as budget holder as appropriate at the discretion of the teacher.

Premises Management

- ◆ Responsibility for establishing contacts with a variety of outside suppliers of goods or services, the receipting of goods and invoice processing in co-operation with the Site Manager/Caretaker.
- ◆ Advise the principal on the procurement, management and audit of resources in co-operation with the Site Manager/Caretaker.
- ◆ Manage facilities including use of premises and associated income, general building works and projects.
- ◆ Manage appropriate service contracts, level agreements and school licences and insurance

Health and Safety Management

- ◆ Ensure risk Assessments are completed by the appropriate person.
- ◆ Preparation and carrying out plans in response to risk assessment
- ◆ Ensuring that Health and Safety Policies are up to date and communicate to all staff

Admin/Support Staff – Finance/Admin Assistant

Experience: Graduate or AAT

Reports to – Business Manager

The Finance Assistant will support the Business Manager in all Finance and Administration functions.

Accounts:

- ◆ Assist with regular financial reporting including actuals vs. budget, P/L financials
- ◆ Prepare Management Accounts

- ◆ Provide assistance with preparation of the annual budget
- ◆ Carry out and review the monthly accrual and prepayment process
- ◆ Prepare a monthly forecasts for various departmental areas
- ◆ Preparation of weekly reports for SLT
- ◆ Produce any ad hoc reports and assist in various initiatives as requested by the manager in a timely manner

Finance:

- ◆ Day-to-day running of the Accounts Office.
- ◆ Maintain records of invoices and creditors' payments.
- ◆ Responsible for the preparation of accounts payable, invoices and purchase orders, and petty cash and payroll calculation.
- ◆ Process cheques, maintain filing and invoice monitoring systems, and audit petty cash envelopes - as well as carrying out other duties assigned by the Business Manager.

IT Literacy:

- ◆ Strong IT skills for data entry and a good working knowledge of Microsoft Excel
- ◆ Strong Microsoft knowledge
- ◆ Experienced with accounting packages such as SAGE

Admin/Support Staff – Office Manager

Reports to – SLT

To work under the direction and instruction of senior staff, to provide general clerical, administrative and financial support to the school.

- ◆ Support to Pupils, Parents and the Community
- ◆ Undertake reception duties, answer routine telephone and face to face enquiries and sign in visitors.
- ◆ Assist with pupil welfare duties; liaise with parents/staff etc.

- ◆ Assist with arrangements for visits from relevant external bodies, e.g. school nurse, etc.
- ◆ Provide routine clerical support, e.g. photocopying, filing, faxing, emailing and completing routine forms.
- ◆ Maintain manual and computerised records/management information systems and respond to queries.
- ◆ Undertake routine typing, word-processing on an ad hoc basis.
- ◆ Sort and distribute and record mail.
- ◆ Undertake routine administration, e.g. registers/school meals.
- ◆ Operate office equipment e.g. photocopier, computer.
- ◆ Arrange orderly and secure storage of supplies.
- ◆ Undertake routine financial administration e.g. collect and record dinner money.
- ◆ Basic first aid.
- ◆ Support to School (this list is not exhaustive and should reflect the ethos of the school)
- ◆ Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- ◆ Attend and participate in relevant meetings as required.

Admin/Support Staff – ICT Technician

Reports to – SLT

To work under the direction and instruction of senior staff, to provide general IT and technical school.

Key duties:

- ◆ To be responsible for the management, maintenance and development of all ICT equipment.
- ◆ To provide technical advice and support for ICT curriculum related activities together.
- ◆ To create shared access rights to the network and manage access rights

and monitor systems log.

- ◆ To install new software, hardware, peripherals, upgrades and components.
- ◆ To secure, security code and ensure the safe setup of new equipment.
- ◆ To setup equipment such as laptops, data projectors, interactive whiteboards,
- ◆ To install new software, hardware, peripherals, upgrades and components.

The ICT technician will be supported by the Northern Lights volunteers who have an extensive range of IT skills and experience. They will also help setup and maintain the EduSphere. For further details please refer to section D and section F3.

Admin/Support Staff – Home-school Liaison Officers

Reports to – Principal

The principal role of the home-school liaison officers is to work pro-actively with children and their parent/carers to build positive links between the home and the school. They will also help reach out to minority communities who may not be engaging well with the school. The home-school liaison officer will encourage regular school attendance through interaction with families as well as encouraging participation in extra-curricular activities. The home-school liaison officers will also be supported by other volunteers where appropriate.

Admin/Support Staff – Midday Supervisor

Reports to – Business Manager

To work under the direction and instruction of senior staff.

Main roles and responsibilities:

Each Midday Supervisor will be allocated areas and children for whom they will be responsible for each day. This could vary from day-to-day on a rota basis.

Main responsibilities will include monitoring and supervising the dining room and playground. The Midday Supervisor will act as a responsible caring adult with the health, safety, and welfare of the children always in mind.

Admin/Support Staff – Caretaker (facilities manager)

Reports to – Principal

The role of the caretaker is important to ensure the efficient day-to-day running of the school.

Main roles and responsibilities:

- ◆ Opening and closing of school gates and buildings
- ◆ To be the first point of contact in an emergency callout situation
- ◆ Security-mark new equipment.
- ◆ Upkeep and general care of the school
- ◆ General building/ground maintenance and repair work
- ◆ Report any defects of building, furniture, fittings and equipment to the SLT.
- ◆ Safeguarding the premises to ensure the safety of children, parents, staff and visitors.
- ◆ Manage the cleaning staff.
- ◆ Be responsible for ordering cleaning equipment
- ◆ Supervision of cleaning staff and monitoring of cleaning standards
- ◆ Assist in the appointment and interviewing of cleaning staff
- ◆ Compilation of work duties and rotas of cleaning staff
- ◆ Ensure that all utilities are monitored and working effectively

Admin/Support Staff – Cleaners

Reports to – Caretaker (Facilities Manager)

The cleaning staffs are an integral part of the upkeep of the school, its hygiene and accessibility for staff and pupils. Duties will involve working in accordance

with health and safety regulations and school policies. The school cleaning staff will work in various shifts to accommodate the school day.

Main roles and responsibilities:

- ◆ To be responsible for cleaning parts of the school site as allocated by the caretaker.
- ◆ To use cleaning materials as instructed by the caretaker.
- ◆ To vacuum all carpeted areas and to wash or mop the floors of the cloakrooms and toilets in designated areas (Machine clean where practicable).
- ◆ To clean the hall after lunch break
- ◆ To empty and clean bins and remove waste to designated areas.
- ◆ To dust/wash carefully each morning with clean dusters/cloths, desks, seats, ledges, skirting boards and other places where dust lodges.
- ◆ To regularly clean toilets, toilet areas and the replenishment of toiletries where appropriate.
- ◆ Carry out other duties as may be allocated from time to time.
- ◆ Report all defects/hazards immediately to Caretaker or other relevant

Admin/Support Staff – Volunteers

Reports to – Principal

The Northern Lights has an extensive team of volunteers who carry out a range of tasks and where appropriate to the needs of the school will continue to do so. For further details about the volunteers, please refer to section F3.

F4.4 Arrangements for the first term and year, and for the longer term as the school builds to full capacity, with clear delineation of roles and responsibilities.

All teachers will be recruited before the first year of school operation. We will begin the recruitment process in summer 2012 to ensure that the Principal and teaching staff have enough time to have given the required notice period.

In the first term and year staff will be expected to take on additional roles so for example the principal will carry out the job of the SENCO and also do some teaching. Likewise other support staff will be expected to fulfil multiple roles so as to provide value for money. For further details please refer to section G.

The recruitment process in the longer term will be the conducted in advance to teaching staff have enough time to have given the required notice period – Please refer to the recruitment policy and sections F4.1 and F5 for further details.

F4.5 Consistency with information provided in Section G – Finances.

The total payroll of the staff accumulates to between 75%-80% of total income with a surplus of between 2%-5% each year – Please refer to the finance template for full staff expenditure.

F5. Realistic plans for recruiting a high quality principal designate and other staff and governors in accordance with proposed staffing structure and education plans.

Selecting and appointing a principal designate for the school is the most important decision the Northern Lights will probably make as they will be responsible for translating the vision and mission into our educational environment whilst fulfilling the ethos and culture of the Northern Lights Educational Trust. They will also be maximising efficiency and achieving high standards of behaviour and academic excellence. The principal designate will deliver our ethos of ‘**the Three Torches**’ cited in our vision and echo this through their leadership style.

As strong and inspirational school leadership will raise achievement for pupils and eradicate educational disadvantage, the Northern Lights will be using a robust and targeted approach to recruiting our principal designate as this will help improve teaching and learning through the influence of the principal designate on performance management, staff motivation, holding staff to account and commitment to working conditions.

F5.1 Plans for recruiting the school’s principal designate and the role envisaged for them in the implementation phase;

OFSTED reports in 2010 that 93% of schools that have good leadership have good standards of education whilst only 1% of schools without good leadership reach the same level. Consequently, the leadership in the school will play a pivotal role in its success and the Northern Lights endeavours to recruit a strong principal designate. The principal designate will work with the board of governors and other stakeholders to implement and foster a shared vision which inspires and motivates pupils, staff and all other members of the school and the community at large.

Our plan is to recruit a high quality principal designate two terms prior to opening (*subject to agreement with DfE if application is successful*) so that the principal designate will also be involved in the recruitment of other staff. As the Northern Lights aims to bridge the gap between socio-economic deprivation and academic

underachievement, we will look towards an individual who has a proven track record or desire of working with children from such a background. Therefore it is we shall seek a candidate who has completed or is completing a 'future leaders' or 'teach first' programme. Whilst our recruitment approach will be targeted, we are conscious of the fact that we do not wish to alienate good candidates if they do not have the qualifications and/or experience we are stipulating. Hence, we aim to word our job description so as to reflect this.

Whilst the Northern Lights has made no formal commitments with external organisations such as recruitment or advertisement agencies in recruiting a principal designate, we have begun the process through informal means. Our members have disseminated information within educational circles likewise our teachers and other support staff have asked their contacts for recommendations.

F5.1.1 Qualities we looking for in a principal designate and our reasons

The school leadership will be one of the most important factors in determining pupil achievement. Therefore we endeavour to choose carefully our leadership team including the principal designate and board of governors.

Whilst having QTS (Qualified Teacher Status) and a National Professional Qualification for Headship (NPQH) for a principal designate bring valuable skills and knowledge, it does not necessitate good leadership for achieving academic success. Likewise completing a future leaders or teach first programme would be beneficial as this equips teachers to lead in challenging schools. Therefore we will not exclude candidates who do not have the aforementioned qualifications, so long as they can demonstrate to the governors that they possess the necessary qualities, competencies and experience to embrace and carry out the vision of the Northern Lights with passion and commitment. Moreover, they must show desire to develop their skills and take an interest in their professional development. If the right candidate does not hold a NPQH, the Northern Lights aims to develop the individual by providing and supporting a professional qualification in this area (see section F5.1.3). This will also act as an incentive for potential candidates with the necessary experience and ability but not the professional qualification to apply for the post.

The National Standards for Principals stipulate six thematic areas in a framework which is used to assess whether candidates are qualified for NPQH. They are:

- ◆ Shaping the future
- ◆ Leading, Learning and Teaching
- ◆ Developing Self and Working with Others
- ◆ Managing the Organisation
- ◆ Securing Accountability
- ◆ Strengthening the Community

The Northern Lights will use the six thematic areas of the framework to establish what we will look for in candidates, in line with our vision and objectives. The six areas embody three key principles which specify what the role of our principal designate should be:

- ◆ Learning-centred
- ◆ Focused on leadership
- ◆ Reflect the highest possible professional standards

The Northern Lights will use these three principles in developing a competency framework for recruiting a principal designate in line with our vision. The principal designate will deliver the vision by providing professional leadership and management for the school which will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the principal designate will establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils and hold the belief that all pupils can achieve academic success. **The appointed principal designate must establish a culture that promotes excellence, equality and high expectations from all pupils and create a productive learning environment which is engaging and fulfilling for all pupils.** Although desirable, it is not necessary that they have a primary school background as candidates that have experience in other types of schools have skills that would facilitate their role as a primary school principal.

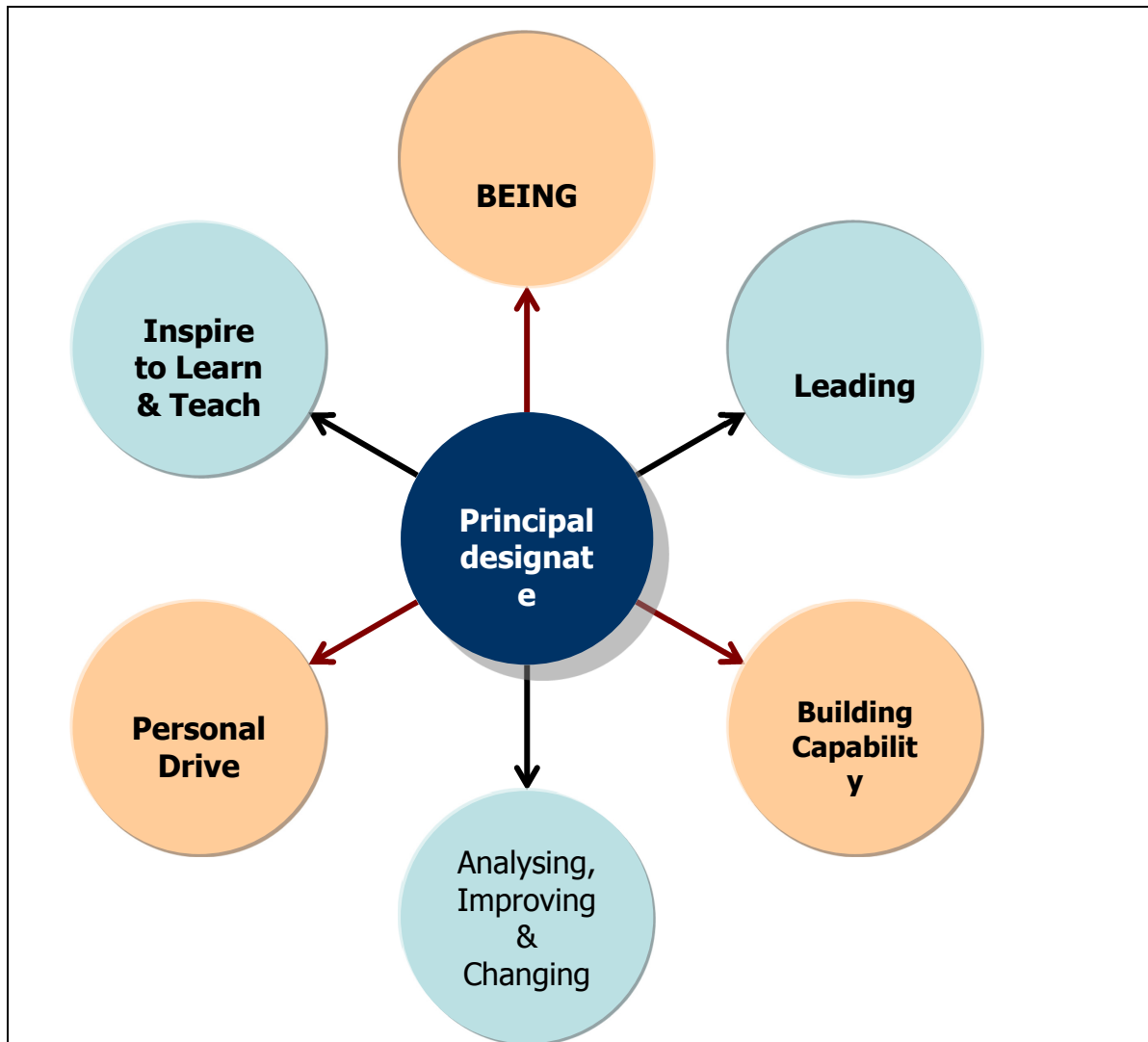
Whilst the Northern Lights will work with the right candidate and support them in their professional development, we will expect certain competencies to already be inherent within the individual in order to perform the tasks required as such competencies are harder to develop. Given the fact that we would like the principal designate to 'hit the ground running'; it would not be viable to invest time in developing these competencies. Firstly, the qualities, skills and knowledge that we will require the right candidate to have are:

- ◆ Commitment to the school working effectively and efficiently towards the academic, moral, social, emotional and cultural development of all its pupils
- ◆ Knowledge of ways to build, communicate and implement a shared vision
- ◆ Experience of leading change, creativity and innovation in education
- ◆ Knowledge of strategies for raising achievement and achieving excellence
- ◆ Awareness of the use of new and emerging technologies to support learning and teaching
- ◆ Experience of acknowledging excellence and challenging poor performance across the school and belief that all pupils can succeed regardless of background or ability
- ◆ Able to collaborate and network with others within and beyond the school
- ◆ Knowledge of legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation
- ◆ Knowledge of statutory educational frameworks, including governance
- ◆ Ability to combine the outcomes of regular school self-reviews with external evaluations in order to develop the school
- ◆ Commitment to the involvement of parents and the community in supporting the learning of children and in defining and realising the school vision
- ◆ Ability to listen to, reflect and act on community feedback
- ◆ Ability to build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils

The above outlines the skills, knowledge and qualities the Northern Lights will be looking for in candidates because they provide a strong platform on which to deliver. The following criteria are desirable in applicants although candidates without the **desirable** criteria would still be encouraged to apply:

- ◆ NPQH
- ◆ Completion of or currently undergoing Future Leaders or Teach First programme
- ◆ Experience of leading and/or headship in primary schools

The competencies are what will enable the individual to do the task, and will be assessed by asking the candidates to provide examples of when they have displayed those competencies. Examples may be taken from candidates' experiences in work or outside of work making the candidate think of when they have displayed the competency we are asking for. The 6 competencies that the Northern Lights governors will be assessing each applicant for the principal designate role are:



- ◆ **Being** – Possessing self-awareness and a **moral purpose** to work with resilience and professionalism. Also working with integrity and personal drive whilst using initiative.
- ◆ **Leading** – Leads by example to deliver academic results by demonstrating integrity, providing direction and motivating & inspiring.
- ◆ **Building Capability** – Communicating with impact and fostering good working relationships by developing their own and staff skills & knowledge and working collaboratively with stakeholders.
- ◆ **Analysing, Improving and Changing** – Analyses and uses evidence to inform improvement and deliver change by using information to understand performance and make decisions. Improves performance continuously and implements change in support of strategic objectives.

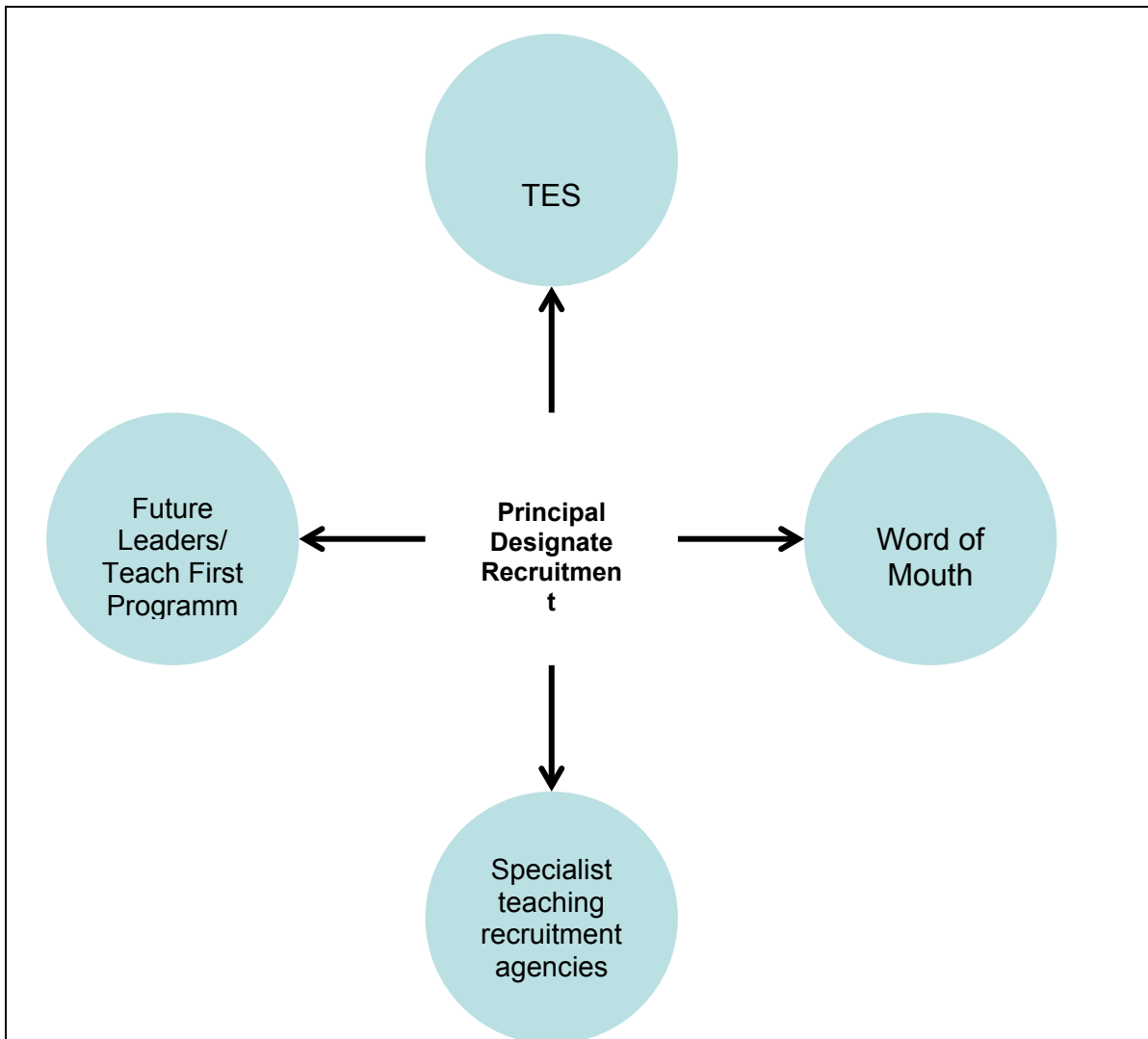
- ◆ **Personal Drive** – Being self-motivated to improve standards of education and student achievement and believing passionately that every child has the potential to succeed, regardless of background.
- ◆ **Inspire to Teach and Learn** – Committed and enthused towards self-development and open to feedback whilst ensuring quality teaching is at the vanguard for academic success.

The competency framework will be used to ensure we recruit the right individual, with the right skills for the job as these competencies encompass the ability of the principal designate to drive and implement the vision of the Northern Lights.

The framework will also be used to employ other members of staff such as teachers and support staff. During the recruitment process the Northern Lights will be looking for evidence of how candidates have demonstrated the competencies in relation to the job advertised and the framework will not simply be use as a tick-list. Candidates will need to show what they have done to demonstrate a particular competency in situations in a work environment.

F5.1.2 How we will attract the right candidate

We aim to attract the right candidate whilst keeping a tight control on costs. As mentioned earlier, recruiting a high quality principal designate will be one of the most important decisions we will make as a school. The diagram below illustrates how the Northern Lights would approach this recruitment phase.



Another resource to use would be Times Education Supplement (TES). TES is used as an effective tool for recruitment and job searching by teachers and schools across the country.

As mention earlier, the Northern Lights has already begun an informal process through word of mouth and recommendations from others in recruiting our principal designate. We will encourage the principal designate to work autonomously including making key decision under the accountability of the board of governors. This will be added to the prospect of career development and opportunity to gain vital professional qualifications through the future leaders programme and/or NPQH and competitive rates of pay. This will attract a pool of talented candidates for the Northern Lights to short-list from. The salary range the Northern Lights will offer will depend upon experience and qualifications. The

salary will be regularly reviewed and increased incrementally depending on performance levels and output of the school.

As mentioned in the introduction to this section, leadership programmes such as Future Leaders and Teach First will also act as a good source for potential candidates. The following points will be used as an attractive package for the right candidate:

- ◆ Flexibilities in making decisions and an autonomous environment.
- ◆ Career development for NPQH or future leaders/teach first programme.
- ◆ Competitive rates of pay and remuneration package.

The NPQH is subsidised by the government thus it would be efficient for the Northern Lights to hire a high potential individual without the NPQH, and place them on the programme. In a White Paper published in November 2010, the government set out how the Department for Education intends to bring more talented people into the profession and raise the bar in terms of standards by making changes to the NPQH. These changes mean that the NPHQ is no longer a mandatory requirement for principals which would enable the Northern Lights to look beyond the NPQH qualification for the right candidate.

F5.1.3 Our recruitment process

As mentioned in the previous section, the Northern Lights offer an attractive package which includes a competitive pay scale and opportunities for development. In the event the right candidate does not have professional qualifications, we will support them through financial and other means to complete a professional qualification and aim to retain them through opportunities for progression and reviewing their pay-scale subject to satisfactory performance levels. If the right candidate for the principal designate role already possesses the necessary professional qualifications, we would attract them through ensuring more autonomy on decision-making and encourage them to be creative and innovative in their approach. This would obviously entail due diligence and accountability to the board of governors.

The recruitment process will be as follows:

1. Online or written applications including competency-based questions.
2. Shortlisting of candidates through matching answers to our competency framework.
3. Invitation to shortlisted candidates for panel interview before governors. Interview will include the planning, preparation and delivery of a lesson, which will be observed.
4. Selection of right candidate.
5. Reference and background checks and enhanced CRB check.
6. Offer of employment subject to satisfactory background checks.
7. Contract signed.

As the school will be ready to open in September 2013 subject to successful application to DfE, our aim is to have a principal designate in place two terms in advance to school opening. The Northern Lights will commence the recruitment process immediately if our application is successful, as existing heads need to provide notice to their current school by 30th September 2012.

F5.1.4 The role the principal designate will play in setting up the school

In the initial stages of operation, the principal designate will work closely with other staff and functions in infusing the vision of the Northern Lights and nurturing a culture that promotes high standards. As time goes by and workloads increase, more tasks will be delegated by the principal designate leaving him/her to focus more on raising standards of education. The principal designate will be a visible figurehead of our school and parents will need to have confidence in him/her to carry out the vision of the Northern Lights.

The principal designate will play a key role in outreach and marketing of the school and instil confidence in staff and parents during the pre-opening phase. He/she will work closely with the Governors, Buildings Manager, HR Manager and

teachers to ensure the right tools, skill set and facilities are in place for opening. They will also play a key role in the recruitment of other staff including teachers as it is important that the principal designate is confident that they have the right staff in place to carry out the vision of the school. Therefore, **if we hire the right principal designate, we are more likely to get the right staff as he/she would be incisive enough to know which individual would be right for the school. Literacy and numeracy will remain important factors for our pupils' overall performance as they underpin all other subjects. As a result, the principal designate will be required to maintain strong and traditional lines of accountability in these areas.**

Moreover, the principal designate will need to feel that they are having a significant influence on key decisions such as the recruitment of staff. Once selected, the principal designate will work with other schools and the community at large to establish good links and set the stall for what the Northern Lights is about and has to offer. In their day-to-day operations, the principal designate would have an **ethos of focusing the Northern Lights Trivium of Mind, Body and Social (NLT Trivium), encouraging the pupils a sense of family and civic-mindedness. He/she would therefore work with HR in the recruitment process and meet the parents of the potential pupils pre-opening and assure them of how the school will develop their children into healthy, intelligent, conscientious and productive future members of British society.**

F5.2 A CV of the preferred principal designate and evidence of their ability to deliver our education vision and plan and lead our proposed school

We have not as yet appointed a principal designate and thus no CV is currently available. Recruitment of the principal designate to commence if application is successful and terms agreed with DfE.

F5.3 Plans for recruiting high quality members of staff

The Northern Lights aim to recruit teachers and teaching support staff from Foundation stage through to Key Stage 2. The process for this will be similar to the process of recruiting our principal designate but we will be looking at examples of competencies at a level that is appropriate to the post. **All staff will need to deliver the vision and believe that all children can achieve academic success regardless of their background or socio-economic makeup and feel passionately about nurturing our children into intelligent, healthy and socially conscientious citizens.** When hiring other members of staff, the Northern Lights will use a range of approaches to determine the strengths and weaknesses of candidates through presentations, observing lessons, role-plays or group exercises. This will allow us to assemble a team of teachers and support staff with a mix of different levels of experience and skill set that compliment each other. We intend to create an environment which promises development and growth for individuals who show potential and desire towards professional development.

The Northern Lights realises that staff other than the principal need to give at least half a term's notice in their current roles. Hence if we require them to commence employment with us for the first day of school, we will appoint them well in advance of any required notice deadlines. We will therefore endeavour to commence recruitment for our teaching and support-staff in 2013 and the principal designate as soon as the application has been approved. This would then enable our principal designate to be involved in the recruitment of teachers and support staff. We aim to advertise for teachers, support staff once approved so as to complete the recruitment process and have offers for employment in advance of opening.

The Northern Lights plans to recruit teacher and support staff through the following medium:

- ◆ **Online web sites** – these include free and cost effective methods of advertising. Candidates are attracted to vacancies that are not advertised through agencies but are offering permanent contracts as they feel they are communicating with the employer directly.

- ◆ **Teaching Recruitment Agencies** – Agencies would only charge a fee once a candidate is placed in employment. The Northern Lights feels it would be value for money if we manage to source the right candidate through a recruitment agency even if we paid a small fee to the agency although we would be under no obligation to recruit a candidate that the agency has sourced for us.
- ◆ **TES** – The Times Educational Supplement is accessed by teachers across the UK and is also a good medium for advertising.
- ◆ **Word of Mouth** – The effect that word of mouth can have on recruitment should not be underestimated. It is worth noting that a third of all vacancies are not actually advertised and are filled through speculative approaches and word of mouth (taken from research conducted by the Department for Work & Pensions).

Once all potential candidates are identified, they will be assessed on the competencies framework and offers for employment will be made subject to satisfactory background and CRB checks. Amongst the checks we intend to make on shortlisted candidates will be their previous or current school's data and Ofsted rating. This will not be a defining factor in selection but provide insight into the candidate and their ability to perform well at our school. Another key point to be noted in the process is that teachers with less experience are more likely to buy into our vision and are more open to development and feedback. As a result, the Northern Lights will take into consideration the appointment of newly qualified teachers (NQT).

Although the positions will be offered on a basis of a permanent contract, all teachers and support staff will be subject to a 6 month probationary period in which the principal designate will assess whether they are the right 'fit' for the school. During this period they will receive the necessary support to succeed in their roles, however the Northern Lights will use this period to assess whether or not they are working in line with the school's core values and vision.

F5.4 Individuals already identified as prospective governors and their relevant skills and expertise

The Northern Lights has identified potential governors for the school amongst the core group, namely [REDACTED], [REDACTED] and [REDACTED]. Details of the relevant skills and expertise of these individuals can be found within **section F3**.

F5.5 Identifying and appointing committed governors with the breadth of skills needed to oversee successfully both the implementation of the school and its operation once open.

Ofsted reports that there over 300,000 school Governors and their role has evolved over time and become more important as they will monitor the full range of activity in the school and take particular interest in areas where risk is particularly high i.e. finance, HR, insurance, security and health and safety. This is because failings in any of these areas would have profound impact on the reputation and financial stability of the school. Ofsted Inspection evidence informs us that there is a relationship between effective governance, the quality of leadership and management, and the quality of provision and pupil achievement. As a result, the governors will enhance the school leadership by providing support and challenging poor practices as well as appointing the principal designate and holding them to account for the impact that the school's work has on pupil achievement and the wider community.

The Northern Lights governors will be fully involved in the school's self-evaluation and use the knowledge gained to challenge the school, understand its strengths and weaknesses and contribute to shaping its strategic direction in line with the vision. The governors will have a clerk whose role will be pivotal in ensuring that statutory duties are met, meetings are well organised and governors receive the information they need, in good time.

Ofsted also produced a report on effective school governance which looks at the principles and practices that contribute to outstanding governance in fourteen schools and reported what outstanding governing bodies, and the principals of the

schools they serve, contribute towards their effectiveness. The Northern Lights will use this report as a best practice guide in implementing effective school governance processes.

All the Northern Lights, governors will need to have commitment to the educational vision statement of the school which is vital as they will steer the school in the direction that the vision stipulates. **It will be made clear that the Northern Lights is committed to promoting positive relationships between governors and school leaders which are based on trust, openness and transparency and building strong relationships with the principal designate, senior leaders within the school and other governors.**

F5.5.1 The role of the Governing Body before and after opening

The Northern Lights will look to its governors to make a considerable contribution to improving outcomes of the school and be fully involved in the school's self-evaluation and challenge poor or ineffective practices. During the pre-opening phase, they will play a key role in selecting the principal designate and feel comfortable with their selection. The initial governors will be a core group of individuals who will work together as a team to build strong relationships with the principal designate, senior leaders and other governors who may follow. After opening, the governors will be expected to routinely attend lessons to gather information about the school at work as well as visit the school on a regular basis and talk with staff, pupils and parents. However, whilst many decisions and the day-to-day running of the school will rest with the principal designate, clear protocols for visits by the

governors will ensure that the purpose of their visits is understood by school staff and parents alike. It is important to stress here that absolute clarity about the different roles and responsibilities of the principal designate and governors will be established as this will underpin effective governance.

The purpose of this involvement of the governors is to help them make informed decisions, ask searching questions and more importantly provide meaningful

support to the principal designate and other staff. The governors will provide the school leadership with a **different perspective** whilst the questions they may ask will challenge assumptions and support effective decision-making. They will act as advocates for their pupils, promoting the school’s interest at a local and possibly a national level. To help distinguish between the role of the governors and the principal designate, the table below will be used by both parties to understand how the two differ. Moreover, the table also highlights the role of the governors both pre- and post-opening:

Governors	Principal Designate
<p>Knowing their school</p> <p>Expect good quality information through detailed, regular reports and visits to help them shape the direction of the school and hold school leaders to account.</p>	<p>Provide professional leadership</p> <p>Being an exemplar of the vision and holding a moral and social awareness. Using leadership to establish a culture that promotes excellence, equality and high expectations of all pupils.</p>
<p>Support school leaders</p> <p>Using their breadth of skills to support school leaders in dealing with a range of staffing, financial and management issues.</p>	<p>Securing accountability</p> <p>Ensures individual staff accountabilities are clearly defined, understood and agreed. Works with the governing body to enable it to meet its responsibilities.</p>
<p>Providing challenge</p> <p>Providing the right balance between supporting the principal designate and providing a constructive challenge by understanding their role and how it complements that of the principal designate.</p>	<p>Managing the school</p> <p>Providing effective organisation and management of the school and look for ways to improve organisational structures and functions. Ensuring resources are deployed effectively to achieve value for money.</p>

<p>Working efficiently</p> <p>By working in a systematic way to meet their statutory obligations and utilising the clerk to the governors to provide timely and useful information on school performance and changes to school legislation.</p>	<p>Strengthening the community</p> <p>Engaging with the internal and external school community to secure equity and entitlement and collaborating with other schools in order to share expertise and bring positive benefits to their own and other schools</p>
<p>Engaging Others</p> <p>Engaging with parents and the wider community to promotes the school's work. Sharing any information they collate externally with the principal designate.</p>	<p>Shaping the Future</p> <p>Working with the governing body and others to create a shared vision and strategic plan to inspire and motivate pupils. Sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils</p>

The role of the governors compliments that of the principal designate and Parents will also need to understand the difference between the two and governors and the principal designate will work to ensure this is achieved.

The role of the governors is split into two, namely pre-opening and post-opening. Some of their roles have been cited in this section and the table below provides a more clear understanding of what is expected from them.

Governors' Role	
Pre-Opening Phase	Post Opening Phase
Selection of High Quality principal designate.	Routine school visits.
Provide support in recruiting other staff.	Routinely attend lessons to gather information about the school at work.
Work closely with principal designate to ensure necessary tools, resources and staff are in place for opening.	Involvement in the school's self-evaluation and challenge poor or ineffective practices.
Establish close links with external bodies i.e. LEA, schools and wider community.	Talk with staff, pupils and parents on a regular basis to gather accurate information to help shape direction of the school.
Meet with parents and instil confidence in them about their child's education and wellbeing at school.	Build and maintain productive relationships with parents and other stakeholders.
	Assessing, supporting and challenging the principal designate when needed.

The role of the governors is not limited to what is mentioned in the table as they work closely to ensure effective use of resources and high standards of education whilst monitoring the school's finances and important contracts to ensure value for money.

F5.5.2 Skills and Capabilities needed by Governors

The governors will have a range of skills that complement one another and possess competencies such as **working effectively in teams, problem-solving, communicating effectively, risk management and project management.** Strong team-building skills as well as good interpersonal skills would be vital if they are to function effectively as a governing body as research by Ofsted on

outstanding governance suggests. Amongst the skills the Northern Lights will look for in governors are:

- ◆ Skills in HR/personnel, Health & Safety and Risk Management.
- ◆ Financial expertise to support school leaders to make difficult resourcing decisions.
- ◆ Strong team-working and decision-making ability.
- ◆ Networking skills to reach out to wider expertise to help improve standards and identify any gaps in skills.
- ◆ Strong interpersonal and communication skills.
- ◆ School improvement experience.

For further details please refer to section F6.

F5.5.3 Number of Governors and their Roles and Responsibilities

The governors will be accountable to parents and the wider community for the performance of the school. The Northern Lights will identify a number of Governors to make a dynamic team which is highly committed and can make decisions quickly and effectively. They will include at least:

- ◆ All the Directors of the Limited Company.
- ◆ The principal designate.
- ◆ A representative from Key Stage 1.
- ◆ A representative from Key Stage 2.
- ◆ A non-teaching member of staff.
- ◆ At least 2 Parent Governors.
- ◆ At least 2 members from the community.

The **representatives from Key Stage 1 and 2** will be elected by other teachers employed at the school. They will be permanent members of staff and once they cease to work at the school their term of office as a governor will be terminated.

The parent governors will be elected by parents/guardians of registered pupils

and will be parents/guardians at the time of election and can choose to stay on if their child leave the school. Nominations will be sought from parents and if more nominations are received than the vacancies available then an election will take place. If an insufficient number of parents stand for election, then the governing body may approach a parent of the school to become a governor. **The community governors** will be appointed by the governing body. They will be people who are committed to the good government and success of the school and who share the vision of the Northern Lights.

As the governors will be responsible for setting the direction of the school, their responsibilities will include, but are not limited to:

- ◆ Ensuring good performance of the school through monitoring and review
- ◆ Helping shape the future direction of the school
- ◆ Making decisions on school budgets and staffing
- ◆ Encouraging the pupils' moral, social, cultural and academic development
- ◆ Monitoring performance, assessing and support of principal designate
- ◆ Reviewing admissions, appeals and exclusion policy
- ◆ Oversight of health and safety, risk management and safeguarding
- ◆ Agreeing educational objectives with principal designate
- ◆ Regular school and class visits
- ◆ Developing strong links with the local and wider community
- ◆ Setting the aims and objectives of the school and developing policies and targets for their achievement
- ◆ A **numeracy/literacy governor** will also be set-up from the group of governors to ensure numeracy/literacy levels remain high on the school's agenda

F5.5.4 How we will recruit Governors

When recruiting additional Governors, the Northern Light intends to use various methods and places through which we will source good candidates. These include:

- ◆ Volunteer Centres
- ◆ Local branches of professional bodies such as those for lawyers or accountants
- ◆ Letters or articles in the local newspaper
- ◆ Local business groups like the Federation of Small Businesses or Chamber of Commerce; or approaching senior civil servants in the local area.
- ◆ Approaching a local employer to see if one of their staff might want to help.
- ◆ Posters or flyers in the community.
- ◆ Through existing governors who would use external contacts and networks to encourage other to put themselves forward
- ◆ Registering vacancies on the School Governors On-Stop-Shop (SGOSS)
- ◆ Letters to Parents
- ◆ A leaflet called '**Help Schools, Help Children - How to become a School Governor**'. This leaflet provides an overview and information on the role of school governors and facts on school governorship. The booklet is free of charge and we will distribute them in strategic locations and businesses to attract candidates with the relevant skill-set.

The governing body will be representative and reflective of the community we will primarily serve, namely Park Ward. This will ensure there is a representative community voice on the governing body.

Our recruitment strategy for Governors includes:

- ◆ Nominating a member of the governing body who has enthusiasm to take a lead on recruitment and retention issues
- ◆ Being proactive and planning recruitment through succession planning
- ◆ Attracting candidates by generating interest and creating a positive image of the role
- ◆ Focusing on the importance of school governors in the life of the school
- ◆ Providing an indication of the time commitment, bearing in mind work-life balance issues and state that induction, training and support will be available

- ◆ Stressing the benefits of being a governor - apart from personal satisfaction, being a governor can develop a number of skills and experiences, many of which are transferable to work and other walks of life
- ◆ Aiming to convert initial interest into commitment bearing in mind our target audience e.g. parents, and paying particular attention to the language, so recipients can understand and relate to the message
- ◆ Encouraging greater innovation in the education system

There is a range of skills required for opening a school and one individual is not likely to possess all of these skills. The Northern Lights will look at these skills when recruiting governors to ensure we have a group of governors with complementary skills. For successful opening, governors will have multiple sets of skills which may include:

- ◆ Administrative skills
- ◆ Entrepreneurial skills
- ◆ Knowledge of running an educational enterprise
- ◆ Knowledge of educational regulations and legislation
- ◆ Ability to work under pressure
- ◆ Project & Risk management

We will make use of resources that are available through the DfE and the LA for ongoing training, development and support for governors. Through the resources available, the Northern Lights will assist the governors in dealing with issues that occur regularly and the many changes that take place in education. The resources include **LA governor support**, **National Governors Association (NGA)** and other national support such as **GovernorLine**.

For further details refer to section F6.

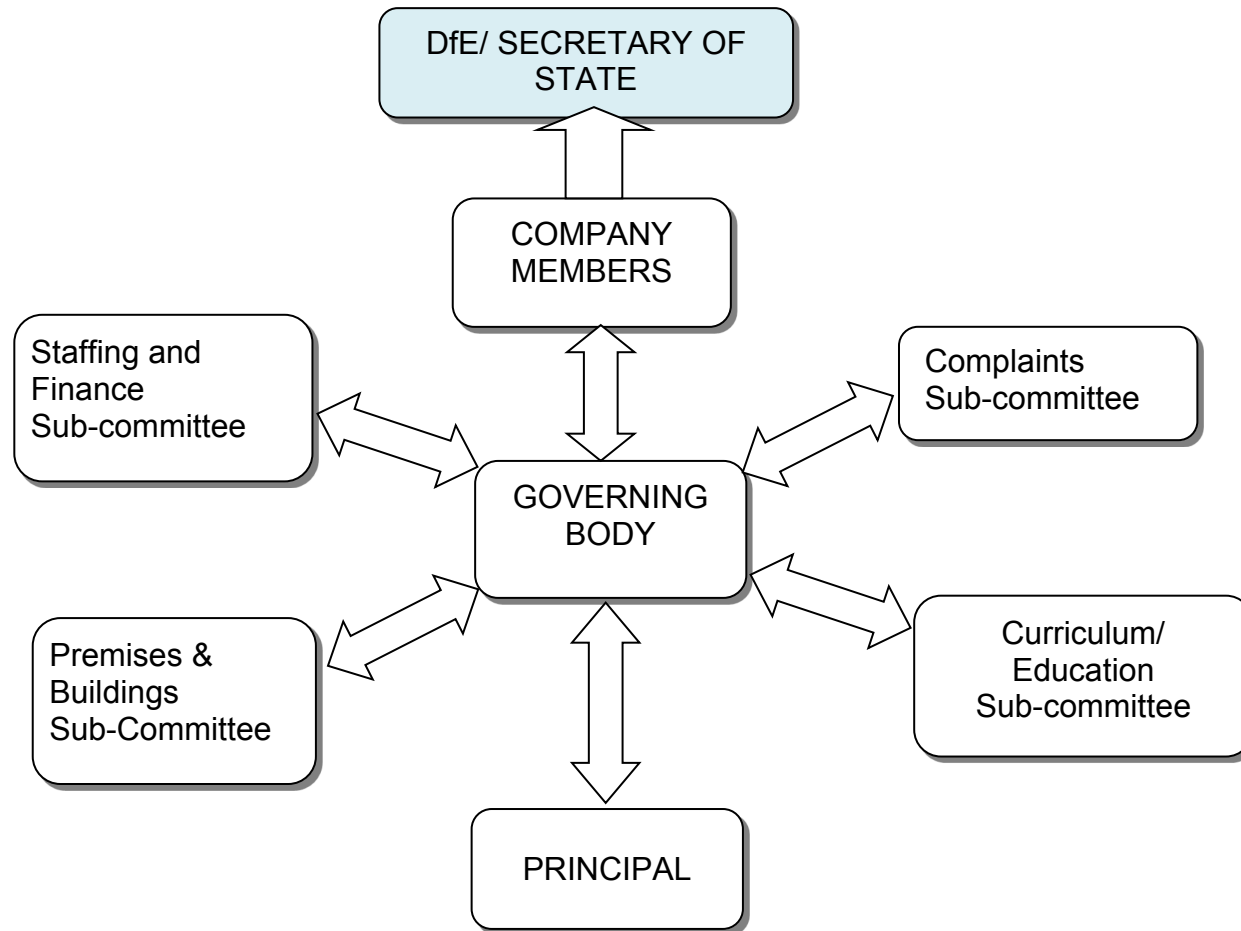
F6 An understanding and description of the respective roles of the company members, governing body and principal designate in running our school.

F6.1 A written and diagrammatic description of the structure, lines of accountability and methods of escalation between the company members, the school's governing body (the company directors) and the principal.

The company members are those who create the company limited by guarantee and have powers to appoint directors and amend the constitution. The directors are thus accountable to the members and the principal in turn is accountable to the directors.

The members might have a dispute between themselves and the directors for a number of reasons such as concerns that the directors are breaching their duties or breaching the articles of association or are poorly handling the management of the school. Hence, there needs to be clear lines of accountability and methods of escalation.

A diagrammatic description of the structure, lines of accountability and methods of escalation between the company members, the school's governing body and the principal.



The Department for Education (DfE) model Articles of Association (as at July 2011) for Free Schools define the 'Governors' as the directors of the 'Academy Trust' (the company which operates the free school).

The roles of the company members and company directors will be separate and distinct, and will not be occupied by the same people. This is to ensure that the distinct responsibilities of each role are borne in mind and that decisions are made with a clear consciousness of the roles that are occupied, thus avoiding conflicts of interest. This has also been addressed further within this section. In general, there will be ongoing governance obligations as directors and possible periodic requirements for engagement as members, for example in an annual general meeting.

The governors/directors are responsible for the management and control of the company and for its strategic direction. They are responsible for maintaining the vision and ethos of the school, holding the principal and the senior leadership team accountable for the success of the school. The governors/directors will act in the best interest of the company and the business of the governing body will be carried out through sub-committees. (Staffing and finance; education/curriculum; buildings and premises; and complaints). Each committee will have a chair and clerk.

The majority of governors/directors will not be members of the company. In order to have clear lines of accountability between governors and the members and avoid conflict of interest, we will ensure that:

- ◆ Company members and governors/ directors are not involved in any personal or professional relationships.
- ◆ The principal is not related to or professionally or personally involved or have any connection with any company director/ member, governor/director therefore, ensuring that they are not able to set their own salary.

- ◆ The principal will be recruited independently through robust, fair and transparent recruitment procedures from advertising and shortlisting to interview and selection.
- ◆ The principal will not be the director of the company.
- ◆ All company members and governors will be requested to declare any conflict of interest and if present they may not be involved in recruitment procedures or dealing with complaints.

F6.2 Defining and setting out the respective roles and responsibilities of the company members, the governing body and the principal designate.

F6.2.1 The company members are those who created the limited company and are represented within the steering group. They are responsible for selecting the directors and are nominal guarantors of the company on winding up with personal liability being limited to £10. Members have the rights and powers, under the Companies Act 2006, to:

- ◆ Change the constitution of the company;
- ◆ Remove directors;
- ◆ Receive the annual accounts of the company; and
- ◆ Receive notice of, attend and vote at all company meetings.

To help ensure clear lines of accountability most of the members will not be directors. This has been further clarified in subsequent sections.

F6.2.2 The Governing body

Although there is no ideal number for governing bodies, the Northern Lights will take into account the need to ensure that the governing board has an appropriate balance of skills and expertise and will not be so large as to become impractical. The board of directors will be kept small at the beginning of the process of establishing our Free School. This will assist with control and enable

directors to make decisions efficiently. As the school moves closer towards opening, the board of directors can be expanded. Once the school is opened, it will be necessary to have at least two elected parent governors. The Northern Lights will ensure that no more than a third of governors will be staff, and there will be no more than one LA governor as per requirements.

The majority of schools carry out its governing duties at a satisfactory level (judged by Ofsted inspections to be satisfactory or better). However in 2001/2002, **53 per cent** of primary school governing bodies were judged to be 'good' or better, compared to **34 per cent** of secondary school governing bodies. (Ofsted 2007)

Evidence suggests there is a relationship between good governance and pupils' achievements, the quality of teaching, and the quality of leadership and management. (DfE)

Governing bodies: constitution and dissolution

Clause 37: Constitution of governing bodies: maintained schools in England 189. Clause 37 amends section 19 of EA 2002 by reducing the number of categories of governor that regulations must require the governing body of a maintained school in England to have. The requirements in relation to Wales remain unchanged.

190. Section 19(1) will continue to require each maintained school to have a governing body constituted in accordance with regulations, but subsection (2) amends section 19 to provide that for such schools in England, the regulations only have to provide for the governing body to consist of **parent governors, of the principal**, such other persons as are prescribed and, in the case of foundation schools, voluntary aided schools and voluntary controlled schools, of foundation governors or partnership governors. (Further details can be found in the DfE's model articles of association which is available upon request).

Introduction:

The governing body will have a **largely strategic role in the running of the school and ultimately be responsible for supporting the school's work and**

challenging further improvement, whilst holding the senior leadership team to account. The governing body will meet regularly and work with the principal and the senior leadership team (SLT) staff to decide the school's aims and policies and to oversee the efficient running of the school. The governing body **will not** be expected to be involved in the **detailed of day-to-day** management of the school and will delegate these powers to the principal.

Using the report 'school governance –learning from the best' (Ofsted) and securing governors with a broad range of experience, skills and knowledge, the school aims to have governors who contribute significantly in helping the school achieve positive outcomes.

Appointment of governors/induction:

Company members **will not** be members of the governing body in order to have clear lines of accountability between the company members and governors and prevent any conflict of interest.

All governors will be expected to undergo an enhanced criminal records check.

Recruitment of governors will be advertised within the school and on the school governor's **one stop shop website** (SGOSS), an independent charity dedicated to recruiting volunteers to serve on school governing bodies across England. The Northern Lights is **committed to ensuring equality** and will welcome interest from **particular groups who are under-represented** as governors including black and minority groups, disabled people, young people, lone parents, those with low incomes, those who are unemployed and business people.

Induction:

Clear and thorough induction procedures for newly appointed governors will help them to understand their roles and responsibilities and ensure that the best use is made of their varied skills and expertise. All governors will be expected to constantly reflect on their own effectiveness and readily make changes to improve and consider their own training needs. They will be able to access and

attend relevant Local Authority governors' training. Governors may also be linked to different aspects of the school's work which needs improvement, such as attendance, or behaviour.

Governors will have a section on the website explaining the role of the governing body, who the governors are, and what committees they serve on.

Governors will regularly visit the school and will be known to staff and parents, be able to talk to children and staff, attend school events, and assemblies and conduct school learning-walks.

The full governing body will meet **four times a year**. In addition, we will have four sub-committees to cover areas such as the curriculum, premises and buildings, complaints, and staffing and finance which meet once a term to discuss staffing issues, improvement and repairs to the building, money available to spend and, **most importantly standards of achievement throughout the school in line with the vision of the Northern Lights.**

Terms of reference:

Governors will consistently act with integrity, objectivity and honesty, be mutually supportive and always act in the best interest of the school, its pupils and parents, whilst relentlessly pursuing a vision of excellence alongside leaders and managers. They will be open and honest about the decisions they make and any action taken will include a full explanation about their decisions to all interested parties.

Governors will ensure confidentiality and will not disclose material relating to:

- ◆ a named member of staff or other persons employed, engage or proposed to be engaged at the school
- ◆ a named pupil or any candidate for admission to the school
- ◆ any matter which by reason of its nature, the governing body or committee of the governing body is satisfied should remain confidential.

The role of the Governing Body

Ofsted (2003) state that where governance was **good**, standards of attainment were likely to be higher than in other schools. The behaviour of pupils, the quality of teaching and the leadership and management of schools were also more likely to be good.

The governing body shall exercise its functions with a view to fulfilling a largely strategic role in the running of the school.

The governing body shall establish a strategic framework for the school by:

- ◆ Setting aims and objectives for the school, including application of policies and procedures
- ◆ Consistent application policies/procedures for achieving those aims and objectives
- ◆ Setting specific, measurable, achievable clear and realistic (SMART) targets for achieving aims and objectives

The governing body will be responsible for monitoring and evaluating progress in the school towards the achievement of the aims and objectives set and regularly review the strategic framework for the school in relation to that process.

In exercising the function identified in part [1] and [2] above, the governing body must:

- a) (subject to any other statutory provision) comply with any trust deed relating to the school; and
- b) Consider any advice given by the principal relating to the establishment and review of strategic framework.

The governing body will act as a '**critical friend**' to the principal, that is to say, they shall support him/her in the performance management of his/her functions and give him/her constructive criticism, using performance management procedures and hold them (senior leaders) accountable for aspects of the school performance.

The governors' role is to work in partnership with the school and have particular responsibility for:

- ◆ Helping to set and establish (with the head) the aims and policies of the school, and how that standards of education can be continually improved.
- ◆ Ensuring that all statutory duties are met and holding the Senior Leadership Team and principal to account.
- ◆ Deciding the conduct of the school in general terms of how it should operate.
- ◆ Agreeing targets to raise standards of achievement.
- ◆ Ensuring that the National curriculum, and Foundation stage frameworks are followed and taught, including Religious Education, and that the curriculum for the school promotes the spiritual, moral, cultural, mental and physical development of the pupils.
- ◆ Managing the school budget by providing the principal with guidance, setting priorities and budget monitoring.
- ◆ Addressing staffing issues including appointing the principal and other staff through safer recruitment procedures and determining salaries.
- ◆ Deciding the school's policies on issues including admission and the length of the school day.
- ◆ Making sure all pupils have equal opportunities within the school and providing for pupils with special educational needs.
- ◆ Ensuring there is a high standard of maintenance of the school's premises.
- ◆ Dealing with complaints about the school.

Governors will be **actively involved in the school's self-evaluation** and use their knowledge to challenge the school, understand its strengths and weaknesses and contribute to shaping its strategic direction through future developmental plans, helping to decide on the main priorities for improvement.

They will ensure that the criteria for making decisions and judging success are robust. They will need to understand what impact these priorities have and how will they make a difference to pupil's achievement/lives. **If there is no positive impact, then there is no value.**

Governors will be well-informed and knowledgeable because they will be **given high-quality, accurate information that is precise and focused on pupil achievement.** This will be presented through graphs, charts and key stage presentations by staff. Governors will also **routinely attend lessons to gather information about the school at work.** Importantly, protocols will make explicit that governors and staff that the visits to classrooms are not to **judge the quality of teaching and learning,** but to gain a **better understanding of pupils' experience of school.**

The principal shall be responsible for the **internal organisation, management and control of the school** and for advising on and implementing the governing body's strategic framework, established by the governing body.

The principal shall advise the governing body in relation to the establishment and review the strategic framework, and in particular the principal shall:

- ◆ Formulate aims and objectives for the school, for adoption, with or without modification, or rejection by the governing body;
- ◆ Formulate policies for the school for achieving those aims and objectives for adoption, with or without modification, or rejection by the governing body; and
- ◆ Formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the governing body;

The principal shall report at least once every school year to the governing body on the progress made towards achieving the aims and objectives set in particular towards meeting specific targets (performance management).

Types of questions governors will be expected to ask:

1. What are the school values and are they reflected in our long-term development plans?
2. How are we going to raise standards for all children, including the most and least able, those with Special Educational Needs, boys, girls and those currently underachieving?
3. Have we got the right staff, the right development reward arrangements?
4. Do we have a sound financial strategy, get good value for money and have robust procurement and financial systems?
5. Do we keep our buildings and other assets in good condition, are they well-used and do they promote community cohesion?
6. How well does the curriculum provide for and stretch all pupils?
7. How well do we keep parents informed and take account of their views?
8. Do we keep children safe and meet the statutory health and safety requirements?
9. How good is pupil behaviour? Do we tackle the root cause of poor behaviour?
10. Do we offer pupils a wide range of extra-curricular activities which engage all pupils?

Other important functions to ensure the systematic and effective work of the governing body will include the **clerk** to the governing body and core committees, such as **curriculum, premises and buildings, complaints, safeguarding and staffing & finance.**

Clerk to the governors

The role of the clerk is pivotal to the smooth operation of the governing body and as well as fulfilling administrative duties, the clerk will also be a source of guidance, such as keeping governors up-to-date with any changes in legislation or requirements, ensuring action points in meetings are recorded and followed up, arranging meetings, and notifying governors of any relevant school events.

A clear job description will support this effectiveness and ensure that the roles,

responsibilities and lines of accountability are understood. The clerk will also receive regular training and briefings from LA governor support services.

The chair of governors

Along with the general governor duties the chair and where appropriate the vice-chair of the governing body is required to:

- ◆ Make public statements on behalf of the governing body where charged to do so by the principal
- ◆ Call emergency committee meetings as and when required
- ◆ Ensure effective induction of new governors
- ◆ Ensure that the business of meetings is conducted in line with legal requirements
- ◆ Ensure that meetings are managed effectively, are timed, focus on priorities and make best use of time available
- ◆ Promote team-working and participation of all governors.

F6.2.3 The Principal Designate (principal)

The principal will be required to have Qualified Teacher Status (QTS) and it is desirable that they have the National Professional Qualification for Headship (NPQH). However, skills, experience and knowledge will also play an important part of their role.

The principal is the leading professional in the school and accountable to the governing body.

The principal provides vision, leadership and direction for the school and ensures it is managed and organised to meet the aims and targets.

The principal working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement, raise standards, ensure equality of opportunity for all and develop policies and practices.

The principal is responsible for ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

Responsible to: The company directors, the governing body and the Local Authority- the principal will report at least once every school year to the governing body on the progress made towards achieving identified aims and objectives/priorities and that set targets have been achieved. (Performance Management)

Responsible for: All staff within the school.

The core purpose of the principal:

The core role of the principal is to provide professional leadership and management for our school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the principal must establish high-quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils.

The principal must translate and embed the Northern Lights vision and ethos, whilst establishing a culture that promotes excellence, equality and high expectations of all pupils.

The principal will be expected to provide vision, leadership and direction for the school and ensure that it is managed and organised to meet the aims and targets. The principal working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement, raise standards, ensure equality of opportunity for all, develop policies and practices, ensure that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The principal, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, principals play a key role in contributing to the development of the education system as a whole and

collaborating with others to raise standards locally.

Drawing on the support provided by members of the school community, the principal is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

Key Areas of Responsibility

1. Shaping the Future

The principal will work in partnership with the governing body, to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and purpose, and be inclusive of the Northern Lights values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Actions

- ◆ Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- ◆ Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- ◆ Demonstrate the vision and values in everyday work and practice.
- ◆ Motivate and work with others to create a shared culture and positive climate.
- ◆ Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- ◆ Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

2. Leading learning and teaching

The principals will hold a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This means setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.

Promoting a successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Actions

- ◆ Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- ◆ Ensure that learning is at the centre of strategic planning and resource management
- ◆ Establish creative, responsive and effective approaches to learning and teaching.
- ◆ Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- ◆ Demonstrate and articulate high expectations and set stretching targets for the whole school community
- ◆ Implement strategies that secure high standards of behaviour and attendance
- ◆ Determine, organise and implement a diverse, flexible curriculum and implement effective assessment frameworks
- ◆ Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- ◆ Monitor, evaluate and review classroom practice and promote improvement strategies
- ◆ Challenge underperformance at all levels and ensure effective corrective action and follow-up.

3. Developing Self and Working with Others

Effective relationships and communication are important in headship as principals work with and through others. Effective principals manage themselves and their relationships well. **Headship is about building a professional learning community that enables others to achieve.** Through performance management and effective continuing professional development practice, the

principal will support all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, the principal will be committed to their own continuous professional development.

Action

- ◆ Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Social Torch of the Northern Lights Trivium.
- ◆ Build a collaborative learning culture within the school and actively engage with other schools to promote community cohesion
- ◆ Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- ◆ Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and level of responsibilities
- ◆ Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- ◆ Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- ◆ Regularly review own practice, set personal targets and take responsibility for own personal development
- ◆ Manage own workload and that of others to allow an appropriate work/life balance

4. Managing the Organisation

The principal needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The principal should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure

resources are deployed to achieve value for money. The principal should also seek to build a successful school through effective collaborations with others.

Actions

- ◆ Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- ◆ Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- ◆ Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- ◆ Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- ◆ Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school and implement successful performance management processes with all staff
- ◆ Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- ◆ Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- ◆ Use and integrate a range of technologies effectively and efficiently to manage the school.

5. Securing accountability

The principal will have the school's ethos, vision and values at the heart of their leadership and have a responsibility to the whole school community. In carrying out this responsibility, the principal is accountable to pupils, parents, carers, governors and the LEA for ensuring that pupils enjoy and benefit from a high-quality education and for promoting collective responsibility within the whole school community.

Actions

- ◆ Fulfil commitments arising from contractual accountability to the governing body
- ◆ Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- ◆ Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- ◆ Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- ◆ Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors and parents/carers.

6. Strengthening Community

School improvement and community development are interdependent. The principal is expected to commit to engaging with the internal and external school community to secure equity and entitlement. The principal will collaborate with other schools in order to share expertise and bring positive benefits to the Northern Lights Primary School and work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the wellbeing of all children.

Actions

- ◆ Build a school culture and curriculum which takes account of the richness and diversity of school communities
- ◆ Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
- ◆ Ensure learning experiences for pupils are linked into and integrated with the wider community, through a range of community-based learning experiences as have been outlined in the Social Torch of the Trivium and in particular the Northern Lights Community passport

- ◆ Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of pupils and their families
- ◆ Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- ◆ Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- ◆ Work in partnership with other schools, share effective practice, and promote innovative initiatives
- ◆ Work in partnership with relevant agencies to protect children.

7. Safeguarding Children & Safer Recruitment

The Northern Lights Primary School is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Actions

The principal will ensure that:

- ◆ The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- ◆ Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- ◆ All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing practices.
- ◆ All posts for staff, governors and volunteers are subject to an enhanced criminal records check before appointments are confirmed.

F6.3 Arrangements that seek to ensure that any potential conflicts of interest are avoided and independent challenge is delivered to those with executive functions.

The appropriate management of conflict of interest requires formal safeguards to ensure decisions are made exclusively by reference to the best interests of the Northern Lights Primary School. The 'no personal or professional relationships' rule will ensure that conflicts of interest are avoided.

Conflicts of interest could arise in many circumstances and it is not possible to provide a single definition to cover them all. A conflict of interest may be defined as including:

“a conflict between the official responsibilities of a person in a position of trust and any other interests the particular individual may have, e.g. where the individual could be seen to be influencing school matters for actual or potential personal benefit, or seeking such a gain at the expense of the School”.

The definition is not restricted to those cases in which an individual actually betrays that trust; it can be just as damaging for the conflict to exist or *appear* to exist. It should be emphasised that any conflicts of interest do not imply any lack of trust in, or loyalty of, school staff and colleagues. Rather, it is a mechanism for protecting the Northern Lights Primary School's staff, governors and the company against criticism or compromise by ensuring that they recognise and disclose such conflict situations and take steps to avoid and manage them.

Should any member of the Northern Light's staff/governing body or company feel they are in a position giving rise to an actual or potential conflict of interest; they must contact the principal as a matter of urgency. Appropriate steps will then be taken to deal with the conflict of interest situation. The most important message is that staff should always disclose an activity if they are in doubt about whether it represents a conflict of interest. They must:

- ◆ always disclose
- ◆ manage the conflict in most cases, and

- ◆ prohibit the activity when necessary to protect the public interest or the interests of the school.

All staff, governors and company members will be requested to complete a 'Declaration of Interests' form where they can list any business interests they have.

All governors meetings will have an agenda item 'Declaration of Interests' where any governor can declare an 'interest' in any item on the agenda.

Conflict of Interest- Policy Statement

1. The governing body, school staff and company members have a responsibility to avoid any conflict between their business and personal interests and affairs and the interests of the school.

2. The governors consider that a conflict of interest arises where there is a contractor arrangement between the school and a governor/member of staff/company member or a person connected with the governor/member of staff/company member. A suitable definition of a 'connected person' could be the spouse of a governor/member of staff/company member, any close relative of the governor/member of staff or his/her spouse, and any spouse of any such relative; a close relative being a brother, sister, ancestor or immediate descendant. A 'connected person' would also include the business partner of a governor/member of staff/company member.

3. The staff will be informed of the requirement to disclose, in writing, any conflict of interest to the principal and subsequently make a record in the 'declaration of interests' record, which is maintained by the clerk to the governors.

4. The record is available for inspection by all governors, staff and parents. This register is used as a basis for meeting the requirement for governors/members of staff to withdraw from meetings to satisfy the definitions of section 2 of this Policy Statement.

The record is updated annually at the first meeting of the new academic year. Conflict of interests will be a standing agenda item at each full governing body (FGB) where any changes will be documented.

5. The governors have been informed by the chairman of governors of their responsibilities to enter business interests in the 'Conflict of Interests Record' and to disclose to the board of governors any potential conflict of interests.

6. In the event that an apparent conflict arises, a scheme shall be devised to ensure that any matter potentially affected by such conflict proceeds fairly and transparently.

The Northern Lights will invest in the LEA Governor Training Package which will provide beneficial training such as:

◆ **Induction for new governors covering the following modules:**

- The Strategic Role of Governors.
- The Critical Friend.
- Ensuring Accountability.

◆ **Performance Management for Governors**

◆ **Chairing for the Future**

◆ **OFSTED Inspection under the New Framework**

◆ **Finance for Beginners**

◆ **Religious Education in Schools**

◆ **Health & Safety: Roles and Responsibilities.**

Appendix

F6.4 Complaints Policy and Procedure

Rationale:

The Northern Lights Primary School has a clear commitment to bringing improvement across all aspects of the school. Our aim is to create a climate of continuous improvement and that the principal and all other staff work hard to build positive relationships with all parents and the community. We value any comments/suggestions and constructive criticism from our parents through ongoing discussions and questionnaires. The school also recognises that users may not be happy with some aspects of school and may make a complaint as a result.

The school is obliged under section 2 of the Education Act 2002 to have procedures in place in case there are complaints by parents. The following policy sets out the procedure that the school will follow in such cases.

Aims and Objectives

The Northern Lights will be fair, open and honest when dealing with any complaint. We will give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and in all cases we will put the interests of the child above all other issues. We will provide sufficient opportunity for any complaint to be fully discussed and then resolved.

Purpose:

- ◆ To ensure that all parents and members of the community know what to do if they are unhappy or have concerns about any aspect of the school.
- ◆ To ensure that comments, complaints and criticism are handled sensitively, professionally, appropriately and with integrity, within agreed timescales.
- ◆ To ensure that all parties involved are given sufficient opportunity to present their point of view and are taken seriously

- ◆ To ensure that where there are errors, steps are taken to minimise the risk of possible occurrence and where there are weaknesses identified, action is taken to make immediate improvements.

Guidelines

- ◆ It is imperative that all parents, staff and governors at the school are fully aware of the complaints procedure. Staff and governor induction procedures, annual parents meetings and regular staff and governor briefings and meetings will be used to ensure the procedure is understood, implemented and regularly reviewed.
- ◆ Staff and governors must ensure that all concerns and complaints about the school are handled professionally and in accordance with the schools complaints procedure.
- ◆ The governing body will appoint three non-staff governors to sit as the complaints appeals panel, as and when required. One governor will be appointed to sit as the chair of the panel and see that the panel members are trained and ensure that procedures are followed correctly and accurate records are taken and maintained.
- ◆ To avoid compromise and ensure independence in related cases, governors represented on the complaints panel, will not be able to be members on any staff or pupil discipline sub-committee.

The complaints process and procedure

How to share a concern:

Stage 1: If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school and is making good progress and will always want to know if there is a problem so that they can take action before the problem seriously affects the child's progress.

Where language difficulties might prevent effective communication the HSLO or support staff may be involved. Where the complainant feels unable to discuss concerns with the class teacher or the teacher feels that they are unable to resolve the complaint, an alternative member of staff in agreement with both parties will be asked to listen to concerns and seek to resolve the complaint.

- ◆ Complaints about the principal should be referred to the chair of governors of the complaints committee.
- ◆ Accurate records must be kept of all conversations and the exchange taken place and will be stored securely and used to make improvements, even if the complaint is resolved at this stage.
- ◆ Absolute assurances of confidentiality must not be given lightly and explanations will be provided when these assurances cannot be given, such as when the matter needs to be referred to governors or staff.

Stage 2: What to do if the matter is not resolved through informal discussion.

Where a parent feels that a situation has not been resolved through contact with the class teacher, they are not satisfied with the response or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the principal. The principal considers any such complaint very seriously and investigates each case thoroughly. Most complaints will normally be normally be resolved at this stage.

The complaints record is accurately completed with a summary of the date, name of complainant, nature of the complaint and brief details relating to the complaint.

Sharing a concern about the principal

If the parent has a complaint about the principal, s/he should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all h/she can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, he/she can make a formal complaint, as outlined below. A list of governor names is available from the school office.

How to take the matter further:

Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the chair of governors.

The governing body must consider all written complaints within three weeks of receipt. The governing body will arrange a meeting to discuss the complaint, and invite the person making it to attend the meeting, so that he/she can explain their complaint in more detail. The school will give the complainant at least three days' notice of the meeting.

After hearing all the evidence, the governors will consider their decision and inform the parent about it in writing. The governors will do all they can at this stage to resolve the complaint to the parent's satisfaction.

Who to appeal to next

If the complaint is not resolved, a parent may make representation to the LEA. Further information about this process is available from the school or from the LEA. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

If any parent is still not content that the complaint has been dealt with properly, then they are entitled to appeal to the Secretary of State for Education.

Monitoring and review

The governors monitor the complaints procedure, in order to ensure that all complaints are handled properly. The principal logs all complaints received by the school and records how they were resolved. Governors examine this log on an annual basis.

Governors take into account any local or national decisions that affect the complaints process, and make any modifications necessary to this policy. This policy is made available to all parents, so that they can be properly informed about the complaints process.

Section G: Initial costs and financial viability

Section H: Premises

The Northern Lights Primary School

"The Spark of Inspiration"

The Northern Lights recognises the importance of identifying and acquiring premises that are suitable for our Free School in line with our vision. Our preferred site meets the needs of pupils, staff and other users and will further contribute towards raising standards of education within the locality.

Identifying a suitable building and premises

Our search for an ideal, vacant site commenced over a year ago. We extensively searched for suitably located sites in a number of ways using local contacts, the Partnership For Schools (PFS) and the Local Authority.

Sites considered

In total we evaluated three sites within Park Ward. However, two of these proved to be unsuitable as a result of the factors that are detailed below.

██████████ are located at the rear of and owned by the Calderdale College. This was previously a girl's high school between 1934 and 1984. The property has a suitable size and location. There are adequate outside spaces shared with Calderdale College. However subsequent to a meeting with the college principal we were informed that the site is not available due to their ongoing expansion plans.

The other site considered was the ██████████. This is due for closure by the Local Authority. This site would probably be available as a freehold, but would cost in excess of ██████████ and would require major renovations, which in turn would necessitate further extensive capital investment to upgrade to a suitable condition. In general there is limited scope for expansion without considering demolition and rebuild. The current

site suffers from lack of space for a fully-functional primary school. Furthermore, it has no designated parking for staff or visitors, so all parking would be on the street and this would cause traffic problems. Most buildings in the area are industrial, such as workshops, a scrap-metal processing yard and car garages with continuous heavy goods traffic. This gives concern for pedestrian safety, particularly with young children. There was one advantage, that the property has a Council-owned field at the rear the site which has potential to be developed into an outdoor recreational and sports area. However, this would require significant capital investment to secure and develop. This along with the many disadvantages associated with this property rendered it unsuitable for our purposes.

The identified site:

'██████████, ██████████, Halifax, ██████████'. The preferred site consists of two main buildings and a detached house located centrally within the diverse community that we hope to serve.

Reasons for favouring this site for the delivery of our vision

There are many reasons for choosing this site, ranging from the central location of the property within the community to its current layout and facilities. We anticipate easy acquisition of planning permission.

The property is situated adjacent to ██████████, which is a prominent academic institution. Furthermore it is located adjacent to the historic '██████████' and recreation grounds. This park includes areas of natural beauty with historic relevance to the local area. These features will complement and support the delivery of the Social and Body Torches of the Northern Lights Trivium. As part of our social torch, we will use the resources of the local environment to encourage our children to appreciate the importance of environmental conservation.

We will bring a partially vacant site into use and prevent historical buildings becoming dilapidated due to under-use.

This initiative will increase employment in the local area through recruitment of staff from the region, where appropriate. Further investment in services and goods in the

local community will further deliver on the school's vision to raise standards within the community.

The central location of this site would allow us to deliver on the three torches of the Trivium which express a commitment to raising levels of academic attainment, social responsibility and healthy wellbeing, which in turn would guide children to contribute positively to the betterment of society. This is particularly relevant in an area which is desperately in need of a school which offers excellent learning opportunities in a stimulating environment.

Location & Demographics of Site

The site is located centrally in the Park Ward of Calderdale. Park Ward is the smallest ward in Calderdale and covers just less than 1 square mile. It is a densely-built and densely-populated area lying to the west of Halifax town centre, mostly in the HX1 postcode. According to the current demographic data, the population is increasing with a further influx of people from Eastern Europe and South Asia. There are also increasing birth rates.

The Park Ward community is diverse and includes the historic People's Park and Calderdale College. 55% of the population in Park Ward come from non-white ethnic groups and over 70% of Calderdale's Asian population live in Park Ward.

About 50% of all households have an income below £20,000, compared to 30% for Calderdale. There is a high proportion of households with children, a low rate of pensioners, high rates of social housing and a high incidence of people in rented accommodation. There are problems of overcrowding and very low rates of car ownership. This clearly shows that Park Ward is a socio-economically deprived area.

On the index of multiple deprivation, 7 of the 10 areas in Park Ward were in the 10% most deprived nationally and a further two were in the worst 11-20%. Deprived areas are spread throughout the Ward. Among the working age population, 16.5% of those who are economically active are unable to find jobs. Calderdale has lowest truancy rates in the country, yet very high unemployment and crime rates.

Life expectancy is 3 years less in Park Ward compared to the rest of Calderdale.

There is evidence that the above factors significantly affect the academic attainment, social development and health status of the population. This has been discussed

further within section D1 and section E.

Size of school

We believe this site is large enough to immediately accommodate the Planned Admissions Number (PAN) of 100 pupils within our first year of opening. Furthermore there is great scope for expansion to easily accommodate the full pupil intake, with considerable residual capacity for further expansion if it was desired. The availability of multiple buildings would allow for development of the site without compromising or disrupting teaching and without adversely affecting the health and safety of pupils, staff and parents.

In comparison to other premises that have been considered, this site has been considered to be advantageous due to its unique character and features which have been detailed further within this section. The premises also benefit from existing, high-standard compliance with health and safety and other regulations. There is disabled access throughout the site.

There is ample, safe and secure outdoor space for all pupils to play and learn safely.

The compact arrangement of the buildings within this complex will allow pupils to move with ease between classes and during break-times according to our proposed timetable.

Outside Areas of Site

The outside areas of the site have various types of surface ranging from tarmac and lawns. There are also several protected trees dating from early last century, along with unique features forming the external architecture of the grade II listed buildings. There is also ample space for children to be able to grow their own plants, fruit and vegetables in line with the commitment to healthy lifestyles as stated within the vision of the Northern Lights.

Availability of Site and Value for money

In line with the DfE placing a 'high priority on achieving good value for money and seeking to establish the lowest possible capital outlay', we feel this goal is achieved with our preferred site.

An evaluation of this site revealed that it has many existing facilities which mean that relatively limited adaptations would be required. This in turn would reduce the setup costs, making it a more cost-effective option.

Acquisition of premises as a freehold would be too costly and impractical, so leasing part or whole of the premises would be the best option and again good value for money.

The landlord has indicated that a peppercorn lease will be considered in lieu of capital being spent on improving the premises. Since the landlord would maintain the freehold, they will benefit from the property's long-term upkeep, development and value. In all cases a range of multiple and flexible options are available.

The added value over and above any initial acquisitions costs (lease & capital outlay) is significant for this site as a result of the large number of positive factors as outlined below:

- ◆ A relatively large size.
- ◆ Potential for future expansion.
- ◆ Substantial car parking.
- ◆ Unique architectural design.
- ◆ Safe and secure grounds and playgrounds.
- ◆ A range of room sizes and types.
- ◆ Kitchens and a range of internal facilities.
- ◆ A suitable layout of buildings.
- ◆ Centrally located within the community.
- ◆ Adjacent to a large public park.
- ◆ Adjacent to a fully functional sports centre.

The cost of the premises, whether through a peppercorn lease arrangement or through a highly competitive long-term lease, will always ensure value for money.

Planning

The site has previously been used as a Sunday school and place of worship. A D1 (non-residential institution) planning permission already exists across the site, making it suitable for our needs with only minor change of use requirements to allow opening as a primary school.

The two main buildings in question are grade II listed. We do not foresee any difficulties with planning or obtaining listed building consent because both buildings have an extensive planning history over the years during which all applications were approved, with the exception of an application to demolish the listed buildings.

Capital Investment

Pending the success of our application, the current owners of the site have committed to investing considerable amounts of their own capital to develop the site in accordance with our vision and in exchange offering a competitive long-term lease. A further option would be to acquire the site on the basis of a peppercorn lease and develop the site in partnership with DfE.

This all further enhances the argument in favour of our free school and gives weight to our commitment to delivering good value for money.

Other possible sources of funding identified and to be investigated further are lottery funding, local trusts and English Heritage and European funds. We will also raise money through direct donations from the public and businesses in the area.

The Landlord

The AICP is an international charitable organisation which encourages people to contribute to society by bettering themselves through education and academic excellence. It has a long history of fostering good relations with people from different faith backgrounds and works towards the goal of a peaceful and productive society.

It has many partnerships with local and national groups in furtherance of its objectives.

We feel that this landlord is an ideal partner due to having many shared aims and substantial experience in charitable work.

Favoured Site and Surroundings

The proposed site contains distinctive buildings in the heart of one of the most deprived areas in Calderdale. The total site measures about 30 metres by 100 metres, i.e. a surface area of around 3,000 m².

The site comprises of two large, detached commercial buildings and a separate detached 3 bedroom house, all of which are self-enclosed. There is perimeter fencing and extensive CCTV coverage, making the site safe and secure for the proposed usage.

The site is located adjacent to the picturesque [REDACTED] which has extensive children's play areas, greenery, trees, historical architecture which children can learn about, an ancient sundial and bandstand with extensive ponds and wildlife including ducks. There is also a large, prominent fountain located centrally. The [REDACTED] will offer a wealth of unique opportunities and stimuli for teaching and learning in-line with the Northern Lights vision.

- **Building One**

The first of the two buildings is the [REDACTED], named after a local priest who previously posted at the site. It is a detached, stone-built former church building estimated to have been constructed in the late 19th Century and originally accommodating 900 attendees. It has been extensively modernised over the last few years in accordance with latest building regulations and standards. The building has been modified from its previous usage as a church and now provides mezzanine accommodation on three principal floor levels with a large ancillary basement. Previous uses on different floors have included services to support disabled people and their families, finance company offices and classrooms providing IT training, and more recently the property has been adapted to include use as a children's educational facility.

The building contains extensive accommodation, including:

- ◆ Function rooms
- ◆ Commercial kitchens – with fitted industrial sinks, cookers and work-surfaces and ventilations
- ◆ Storerooms – large and small.
- ◆ Multiple toilets for both men and women.
- ◆ Disabled access toilets.
- ◆ 2 fire-escape stairwells and a modern lift.
- ◆ 6 separate entrances into the building - some ramped for disabled access and child buggies.
- ◆ Fully functional gym.

This building could provide:

- ◆ 4 large classrooms.
- ◆ A suitable assembly and dining hall.
- ◆ An administrative office.
- ◆ A staffroom.
- ◆ Two commercial kitchens.
- ◆ 10 other rooms on adjacent floors.
- ◆ Numerous store-rooms and WCs.
- ◆ Other large storage areas available at basement level.

Various parts of this building have been constructed with internal partition walls which are flexible and easily changed with minimal cost.

The building has no extensive damage and has not been vandalised. It is not situated in or close to flood-plains, railway lines or extensive building works. There is no structural or general dereliction.

There is adequate natural light and ventilation through the beautiful external stained lead-light windows.

The building and rooms are adequately fire-proofed with fire doors and closers, and in line with current regulations there is adequate fire-fighting equipment.

- **Services & Utilities.** The building has all main services connected. It has a commercial gas-fired central heating system, extensive ceiling lighting with emergency light backups, mains interconnected fire and smoke-alarm systems and hard-wired network facilities in most rooms as well as wireless access to the internet throughout the property. This will support our school in its ICT aims.
- **Facilities.** The building has some equipment, fixtures and fittings which may be included in the leasehold.
Many of the rooms have whiteboards and digital projectors with electric screens. Various types of furniture and soft furnishings are available.

This building has some ancillary accommodation attached which could be used for teaching staff or by a caretaker and their families.

This condition and facilities of this building will allow the school to open quickly and efficiently, with minimal investment.

- **Building Two**

The second main building is the [REDACTED]. This is a former Sunday school with D1 planning permission already in place.

There is currently:

- ◆ a large hall.
- ◆ a commercial kitchen.
- ◆ three sets of toilets, including disabled facilities.
- ◆ an extensive basement.
- ◆ 12 medium to large rooms.

The building has parts which are in need of modernisation to bring it in line with the latest regulatory standards. Some parts are currently undergoing internal improvements by the landlords.

If further developed, this building can offer:

- ◆ an independent PE hall.
 - ◆ an assembly and dining hall suitable for up to 250 pupils.
 - ◆ 15 classrooms
 - ◆ 3 Offices
 - ◆ 2 staff/training rooms
 - ◆ An ICT suite.
 - ◆ Library
 - ◆ 5 multi-purpose rooms.
 - ◆ School kitchen with serveries
 - ◆ numerous store-rooms.
 - ◆ men's and women's toilets, including disabled access.
 - ◆ A lift to serve all floors.
 - ◆ This building has two adjacent playgrounds that are safe and enclosed.
- **Services & Utilities** - The building has all main services connected. It has a commercial gas-fired central heating system, extensive ceiling lighting with emergency light backups and mains interconnected fire and smoke alarm systems.

Access for disabled people

We are mindful of the requirements of the Disability Discrimination Act (DDA) and wish in any case to make the buildings as accessible as possible to disabled people. The building itself is currently already accessible by wheelchair users and there is an operational lift if users require access to the 1st or 2nd floors.

These facilities would be assistance to parents with younger children using pushchairs or the like.

Health and Safety laws, fire regulations, insurance cover and other such factors have been complied with and the building does not contravene planning regulations or other

requirements set by the Council or the Fire Service. Further improvement and consultation will be carried out on acceptance of the application.

Noise pollution - Children will be able to work and learn without undue disruption from surrounding businesses as the site is well contained and sufficient distance exists between our selected site and other premises. The area is relatively unaffected by noise pollution.

Passing traffic is light to moderate and the property's external and internal walls provide good sound-proofing against ambient noise levels.

Traffic, Parking, Access and Sustainability

The site has a frontage onto [REDACTED] from where there are three pedestrian entrances, one of which also caters for disabled users. There is also vehicular access from the western side via [REDACTED] and from the northern side via [REDACTED]. Additionally, there are two further pedestrian access points from [REDACTED], giving a total of 7 access points from different directions. Given the centrality of the site in relation to the local residential population, this is ideal for our free school.

[REDACTED] and [REDACTED] are through-routes, lined by a mix of commercial and residential properties; neither road is overly busy at any time of day. Notably these properties are located on the opposite side of [REDACTED] which has undergone extensive expansion and refurbishment and has a newly built sport's hall available to rent to the public and educational establishments. Links have already been established with the College with a view to providing facilities that assist in the delivery of our vision. The principal has expressed his explicit support for our project and aims.

The previous use as a church, Sunday school and a multi-business premises generated traffic from both cars and larger vehicles. The proposed school is not expected to generate comparable levels of traffic. The principle users will be staff and pupils who live locally as demonstrated by the distribution of residents in the local area. Most users will live in close proximity to the proposed site and could reasonably walk or cycle. The site is also well-served by public transport, such as bus routes 541 and 546, which will be relevant if employees are coming from further afield.

The site is therefore sustainably located and well-placed to serve the local catchment

area. It is also accessible to area-wide catchment without the need for travel by private car.

The site will serve the needs of the residents in the direct vicinity of the HX1 area who are mainly situated within a quarter of a mile of the property. This can be reasonably considered a walking distance.

Pick-ups and drop-offs could occur either directly within the site premises or on the adjacent roads at various different gates.

The property has a tarmac-surfaced driveway. There are 14 marked parking spaces on the eastern side of the property, 14 spaces at the rear and 8 spaces on the western side of the building. In addition to this there are a further 13 parking spaces adjacent to the Jeelaaniyy building, which can be accessed via [REDACTED]. Separate to this, the house has two parking spaces of its own. Therefore in total there are **49 on-site parking spaces** and further on-street parking. There is a one-way through-route system in place around the building grounds which further aids the smooth flow of traffic.

We envisage that the parking spaces will never be fully occupied, even at peak-times. We anticipate that the demand for on-street parking will be nil or minimal, aided by the fact that most users will be from the local catchment area. It will therefore not cause an increase in the burden of traffic as compared to previous uses. Moreover, we have secured the voluntary support of two individuals who will act as traffic controllers to manage the traffic flow into and out of the site during peak periods.

An analysis of the proposed usage estimates that at peak times there will be between 20-30 vehicles on site and even if these estimates are extrapolated for increased activity and this results in 35-40 vehicles on site, there are a total of almost 50 parking bays available across the site.

There are a total of 7 gates distributed around the perimeter that lead to the site, thereby giving adequate access on foot from surrounding streets. The site is thus readily accessible to local people on foot.

To further ease traffic flow, staff will be encouraged to either walk or cycle to work where appropriate.

Shared community use

As a mainstream primary school, we will offer our facilities to the local community outside of the school day. The level, frequency and likely timing of community use have been assessed and are adaptable. This assessment will take into consideration local authority-wide strategies for sports and leisure amenities and may include other organisations such as health or social services. The facilities most often used by the community are likely to include the main hall and its ancillary facilities and any outdoor sports facilities. The development of the Jeelaaniyy building will allow these parts of the school to be open and heated while others are not in use.

The community use of our facilities will generally be outside the school-day. This will give access to a PE/sports hall, along with community/meeting rooms, reception facilities, accessible toilets for use by adult visitors including those with disabilities and external learning areas that will be managed in partnership with specialist groups and the local community.

Linked provision

Under certain circumstances, nearby facilities will be accessed and used by the school, such as the adjacent [REDACTED] sports centre.

We hope to offer our facilities to any other local schools if they require it.

In conclusion:

The Northern Lights is confident that the site is adequate in size for initial setup and future expansion in both internal and external areas.

It is unique due to its character and surroundings which include a purpose-built sports centre and historic public park. Its location is ideal for us to deliver our vision as it is located within the heart of the socio-economically deprived community that we intend to serve.

Annexes

List of Abbreviations

AICP	Association of Islamic Charitable Projects
ARA	Assessment and Reporting Arrangements
CEC	Community Education Complex
CPD	Continuing Professional Development
DfE	Department for Education
EAL	English as an Additional Language
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
EYFSPS	Early Years Foundation Stage Profile Scales
FGB	Full Governing Body
FMCG	Fast-Moving Consumer Goods
FSM	Free School Meals
G and T	Gifted and Talented
HLTA	Higher Level Teaching Assistant
HSLO	Home School Liaison officer
ICT	Information and Communication Technology
LA	Local Authority
LAC	Looked After Children
LEA	Local Education Authority
NC	National Curriculum
NCA	National Curriculum Assessments
NQT	Newly-Qualified Teacher
Ofsted	Office for Standards in Education
PFS	Partnerships For Schools
SEN	Special Educational Needs
SLT	Senior Leadership Team
STA	Standards and Testing Agency
TA	Teaching Assistant

