

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input 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 checked="" 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 checked="" 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 checked="" 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: Guru Nanak Sikh VA Primary School [REDACTED] Hayes Middlesex [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		

Details of company limited by guarantee							
11.	Company name: Guru Nanak Sikh Academy Limited						
12.	Company address: [REDACTED] Hayes Middlesex [REDACTED]						
13.	Company registration number: 07416734						
14.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No						
15.	<table border="1"> <tr> <td>If Yes, please provide details:</td> <td></td> </tr> <tr> <td>Guru Nanak Sikh Academy [REDACTED] Hayes Middlesex [REDACTED]</td> <td>Guru Nanak Sikh VA Primary School [REDACTED] Hayes Middlesex [REDACTED]</td> </tr> <tr> <td colspan="2">Note the Academy becomes all age 4-18 years incorporating Guru Nanak VA Primary from 1st September 2012.</td> </tr> </table>	If Yes, please provide details:		Guru Nanak Sikh Academy [REDACTED] Hayes Middlesex [REDACTED]	Guru Nanak Sikh VA Primary School [REDACTED] Hayes Middlesex [REDACTED]	Note the Academy becomes all age 4-18 years incorporating Guru Nanak VA Primary from 1 st September 2012.	
If Yes, please provide details:							
Guru Nanak Sikh Academy [REDACTED] Hayes Middlesex [REDACTED]	Guru Nanak Sikh VA Primary School [REDACTED] Hayes Middlesex [REDACTED]						
Note the Academy becomes all age 4-18 years incorporating Guru Nanak VA Primary from 1 st September 2012.							
<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: 3						
17.	Please provide the name of each member below (add more rows if necessary):						
	1. Name: [REDACTED] ([REDACTED])						
	2. Name: [REDACTED]						
	3. Name: [REDACTED]						
	4. Name:						

Company directors
The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are

required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] - [REDACTED]
	2. Name: [REDACTED] - [REDACTED]
	3. Name: [REDACTED] - [REDACTED]
19.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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21.	If Yes, please provide the following information about each organisation: The trust has informal links with the Network of Sikh Organisations, the British Sikh Council and local Hindu Temples.
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22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). Local national and international Sikh organisations
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Existing providers

23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	312 4654
27.	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:	<i>Age range</i> 11-19 years <i>On roll</i> 755
28.	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: March 2008 (Guru Nanak Sikh Secondary now Academy) [REDACTED] October 2011 (Guru Nanak Sikh VA Primary School) [REDACTED]	
29.	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: www.education.gov.uk/performancetable	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Academy 07416734	

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



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

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

Signed:

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

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Nanaksar 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: The school will also run an on site Nursery 3-4 for 60 pupils(30am, 30 pm)
4.	Date proposed school will reach expected capacity in all year groups:	2019- 2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Sikh
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of 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:	London Borough of Hillingdon
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	London Borough of Ealing
13.	<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>	

Section C: Education vision

Section C Education Vision

Our [REDACTED] and [REDACTED], [REDACTED] believes that education is a human right for children, a route out of poverty. He has accordingly translated this vision into reality by establishing 19 schools world wide, including two UK based schools, Guru Nanak Sikh Academy and Guru Nanak Sikh Primary. As an Academy Trust we are seeking to establish a four form entry Primary School with Nursery, in [REDACTED] in the London Borough of Hillingdon, on the basis that we have an exceptional, proven track record of establishing successful schools and achieving high standards of education for our pupils.

High Quality of Guru Nanak Sikh Schools

Guru Nanak Sikh Secondary School and Guru Nanak Sikh Primary School both achieved grade 1, outstanding, for every aspect of their work inspected by OfSTED. Inspection 2008 Guru Nanak Sikh Secondary, OfSTED Inspection 2011 Guru Nanak Sikh Primary. In both cases this included, grade 1 for leadership and management, grade 1 for teaching and learning and grade 1 for standards of achievement. Recent performance league tables, January 2012 show Guru Nanak Academy to be the top performing school in Hillingdon for Value Added 1046, Advanced level performance and the International Baccalaureate results. Guru Nanak Sikh Primary is the top performing school in Hillingdon for the percentage of pupils achieving level 4 and above in both English and mathematics. Guru Nanak Primary has consistently been above local and national average in English and mathematics level 4 and the higher level 5 at Key Stage 2. In 2011, we achieved 44% level 5 in English (national 33%) and 72% in mathematics, (national 35%). This performance has been achieved in the context that over 50% of our pupils enter Primary school with little or no English and in both schools there is 100% English as an Additional Language need, (EAL). Both schools are vastly over subscribed, Guru Nanak Primary received 232 applications for 60 places in 2011.

The Academy Trust, Head Teacher and Senior Leadership Teams that have strategically developed Guru Nanak Sikh Schools, will use their considerable expertise and resources to replicate their successes in Nanaksar Primary School.

Poor Quality of Local Schools

Parents living in the Townfield, Hayes and Harlington areas, the local catchment area for Nanaksar Primary, do not have a choice of 'good' schools as defined by OfSTED inspection. There are only two outstanding schools, (Guru Nanak Sikh Primary and Hayes Park Primary) and two good schools, (Yeading Junior and Dr Triplett's Cof E Primary) in a densely populated area. There are 7 local schools with only a satisfactory grading. There is only one other Sikh Primary school, located in the London Borough of Ealing and the school only obtained a satisfactory grading in its recent OfSTED Inspection report. The following schools are close to Guru Nanak Sikh Primary and the proposed Nanaksar Primary:

Minet Junior, grade 3 Satisfactory, 1.58 miles distant

Wood End Park Community School, grade 3 Satisfactory 1.7 miles distant

Brookside Primary, Grade 4 Unsatisfactory, 2 miles distant

Grange Park Primary, grade 3 Satisfactory, 2 miles distant

Belmore Primary, grade 3 Satisfactory, 2.4 mile distant

Pinkwell Primary School, grade 3 Satisfactory, 3.5 miles distant

Rabbsfarm Primary, grade 3 Satisfactory, 3.7 miles distant.

A common feature of the above inspection reports is the constant reference to the high proportion of pupils from ethnic minorities who have English as an Additional Language need and the high proportion of pupils with communication, speech and language difficulties. It is therefore vital, in the interests of serving our local communities, that our local parents have parental choice of 'good' schools, and pupils from ethnic communities, in order to make the necessary progress and achieve, have access to at least 'good' schools. Based on the track record of Guru Nanak Sikh

Primary, we will move pupils from below average attainment on entry, to meeting local and national standards at the end of Key Stage 1 and achieving above local and national standards at the end of Key Stage 2.

Shortage of Primary Places

██████████, the location of the new school is situated in the south of the London Borough of Hillingdon, Townfield ward and adjacent to the London Borough of Ealing. Both these local authorities report a shortage of primary school places due to an increasing birth rate and would support the development of a new primary school for their residents. The Cabinet Report for Hillingdon Council January 2011, reported a requirement in the primary sector of 15 new forms of entry for August 2011. The subsequent Cabinet Report of July 2011 indicated that whilst reporting all was in hand, none of the permanent expansions (6FE) were complete, some were still subject to planning revisions and the majority of provision would be through temporary arrangements. The Cabinet Report of July 2011 highlighted a need for 24 new forms of entry for 2012, (a revision down from their previous forecast of 30, but based on birth data up to September 2010). Ealing Council reported a need for 31 new forms of entry by 2012 but this estimate, given their retention rates of residents, could be as high as 34.

Deprivation Townfield Ward

The Townfield ward where Nanaksar Primary will be situated, when compared to London and England as a whole has a higher proportion of over 0-29 year olds and fewer older people suggesting that the birth rate will continue to rise at a faster rate than in the north of the Borough. 65% of the Townfield population are from Asian/Asian British residents and Black/Black British residents. When compared to Hillingdon as a whole, Townfield has a higher proportion of routine/semi routine occupations, low supervisory and technical occupations, unclassified occupations, with a larger percentage of 'hard pressed' residents. Where 100 is the Hillingdon average the Townfield index for 'hard pressed' is 174, Asian Communities 385, High Rise Hardship 379 and Inner City Adversity 538. Inner City Adversity is characterised by densely urban populated areas with a young multi-ethnic population. Households are typically young singles, young families, often single parent with a low household income, with many earning less than £10,000 per annum (Acorn Profile). Townfield is the second lowest performing ward out of 22 wards in the London Borough of Hillingdon on the percentage of pupils achieving level 4 in both English and mathematics at KS2 and is below the national average. The proposed new school is located in the parliamentary ward of Hayes and Harlington and it is reported that 31% of the children live in poverty compared with the Hillingdon average of 22%, Ealing average of 27%, Hounslow average of 25% and Harrow average of 21%. (Child Poverty Map of the UK January 2012)

The south of the London Borough of Hillingdon and the adjoining London Borough of Ealing (Southall) are heavily populated with Sikhs with the largest concentration of any region in Europe. The Nanaksar Primary School will have a 4-11 age range with a designated religious character that promotes a Sikh ethos. We will provide a happy and outward looking school within which all pupils will work hard to realise their full potential, intellectually, physically, personally and socially and in which the Sikh religion is fostered and other faiths are respected and supported. The Sikh faith is emphatic in respecting all faiths and does not seek to convert. We will instil in pupils a desire to serve others without expectation of reward or recognition, in line with government policy of creating better citizens for tomorrows Britain.

Our vision is to create an outstanding primary school that will enable our pupil's to achieve above local and national average at the end of Key Stage 2. From this auspicious start we expect our pupils to go on to achieve well in secondary education and ultimately make a significant contribution to society.

Our aims are to:

-Build a strong community based on the principles of Sikhism (honesty, hard work and service to others). We expect our pupils to put back into society the advantages they will gain from their

high achievement in our school.

-Provide quality education that is broad balanced and relevant to the needs of pupils within modern society. We will provide a curriculum that promotes thought, knowledge and understanding to enable pupils to respond to a changing society.

-Enable all pupils to achieve their potential through the highest standards of teaching and learning. Pupils will always come first in our school and the provision and promotion of excellent teaching and learning experiences will be a priority.

-Develop each pupil's self esteem, confidence and independence with consideration and service for others. Every pupil will be nurtured and supported to develop into the best they can possibly be. The development of such self confidence will promote independence of thought and a willingness to share and contribute.

-Strengthen bonds between home, school and community, providing a preparation for each pupil's entry into the wider community. We recognise the importance of parents and the home environment in shaping children's achievement and will always welcome parents into school and encourage participation of the community.

-Be committed to encouraging every member of the community to invest in life-long learning and personal development. We will promote continuous building of knowledge and skills through adult education, to promote social inclusion, active citizenship, personal development as well as competitiveness and employability.

A particular characteristic of our existing schools is the ethos of hard work and a relentless focus on standards that is perpetuated by all staff and pupils. Pupils respect how hard the staff work to make their learning interesting, creative and engaging and they in turn respond positively. Consequently, standards and achievement, teaching and learning, behaviour management and attendance are excellent. We will replicate the excellent practice of our existing primary school in the new school. This is feasible because our outstanding staff will be readily available to advise and support since Nanaksar is only 100 meters distance from Guru Nanak Schools.

The majority of the pupils in the area that will be served by the school have English as an Additional Language (EAL). Over half of the pupils entering the Primary School, managed by the Academy Trust, enter the school with little or no English. At the end of Key Stage 1 they are achieving above local and national average in reading, writing and mathematics. At the end of Key Stage 2 they are well above national and local average in English, mathematics and science. We deliver this rapid rate of progress because we analyse, assess and regularly monitor every individual pupil's progress in core areas of the curriculum and strategically direct resources to support their learning. We allocate a bilingual Learning Support Assistant to each class and have focused, specialised daily SEN and Literacy support for each class. We have high expectations as to what pupils should achieve and this is translated into challenging pupil progress targets for the teacher and attached Learning Support Assistants (LSAs). These strategies and provision will be replicated in Nanaksar with a relentless focus on attaining high standards through setting and achieving challenging targets.

Teaching and Learning

We will build on the successful teaching and learning practice in our present school, 'The quality of teaching is outstanding.' 'Pupils really enjoy learning', OfSTED 2011, to endorse the programme of teaching and learning in the new school. We will have a regular monitoring programme of lesson observations, pupil scrutiny of work and scrutiny of teacher planning to promote high standards.

One of our strengths is that experienced teachers are good at differentiating work to consolidate and build upon new learning and newer teachers are supported in developing this degree of expertise. All staff have high expectations of pupils and provide appropriate support to accelerate the progress of any pupil in danger of underperforming. 98.7% of pupils agreed in our last pupil survey that they learned a lot in lessons.

Teaching is such that all pupils are very well motivated and engaged through good use of

technology with an interesting range of interactive learning materials. All teachers and LSAs are confident and competent users of ICT equipment such as visualisers, scanners, microphones, camcorders, cameras and video conferencing and they are regularly used to enhance teaching and learning. 'Attainment in ICT is high with most pupils working well beyond age-related expectations.' OfSTED 2011.

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

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

We will offer strong support to developing teachers and NQTs so that they successfully progress through the new school to middle and senior leadership and become the future leaders. Our present model of CPD has produced some outstanding leaders of learning who are ready for the next stage of their career development. 'The school is particularly effective in developing young and inexperienced teachers and identifying and promoting leadership qualities at an early age.' OfSTED 2011.

The Academy is currently seeking Teaching School status because we believe that we meet the criteria.

Curriculum

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

In the Early Years pupils will pursue the seven areas of learning, namely the three prime areas,

- personal, social and emotional development
- physical development
- communication and language.

Further support to strengthen the prime areas will be provided through

- literacy
- mathematics
- understanding the world
- expressive arts and design.

Recognising that Nanaksar will contain a mix of children from different back grounds and cultures, right from the beginning of our pupil's education we will promote and value diversity and difference through characters in stories and structured play. We recognise that parents are central to a child's well being and parents will be encouraged to participate in their child's' early learning through pre school home visits and initiatives like stay and play sessions. Pupil's will be encouraged to listen, speak and write, initially in their home language but increasingly in English as they gain in confidence. Promotion of literacy will be prominent in the Early Years curriculum to lay a secure foundation for future learning. We will provide purposeful play with an appropriate balance of teacher directed and child initiated activities. Bilingual teachers and LSAs will provide a challenging and enjoyable programme of intensive learning and development. By the end of the Foundation Stage we expect that all pupils will have been supported sufficiently to attain at least an average score in their areas of learning and the majority will be well above average in many areas by the end of Reception. 'About half the pupils enter the school with little or no knowledge of English and limited pre-school experience. They make outstanding progress in the Early Years Foundation Stage so that attainment is well above average in many areas by the end of Reception.' OfSTED 2011.

In Key Stage 1 and Key Stage 2, pupils will be expected to follow the National Curriculum and access the core areas of English, mathematics and science. They will also be expected to follow courses of study in the Foundation subjects of history, geography, music, art, design technology,

information technology, religious education and physical education. The foundation subjects will in part be delivered through the themed International Primary Curriculum (IPC), with a focus on combining academic, personal and international learning through innovative, exciting, engaging and creative means. The IPC has been selected because it develops knowledge and skills as well as broadening cultural awareness with an international dimension. Given the likely diversity of cultures in our pupil cohort, the IPC will better meet their learning needs. The activities within IPC are varied and challenging which encourages problem solving and develops confidence. Promotion of literacy across the curriculum to develop pupils to become independent learners will be a key component of learning. 'The curriculum is outstanding and highly responsive to pupils' cultural background and the needs of pupils with English as an additional language.' OfSTED 2011.

At the end of Key Stage 1 we will expect pupils to achieve above the national average in the percentage of pupils gaining level 2 in reading, writing and mathematics. At Guru Nanak Sikh Primary we achieved 100% level 2 in reading, writing and mathematics. We will also expect Nanaksar pupils to achieve at level 3, as they do at Guru Nanak Sikh Primary, above the national average in the percentage of pupils gaining level 3 in reading, writing and mathematics. At the end of Key Stage 2 we will expect the percentage of pupils achieving at Nanaksar to be above the national average at level 4 and level 5 in English and mathematics.

Nanaksar Primary School will be a school with a designated religious character namely, Sikhism. The key principles of the Sikh ethos will pervade all aspects of school life for both pupils and staff namely, the merits of hard work, honesty, respect towards everyone and service to others. We believe that these principles will enrich the lives of all our pupils whether of a particular faith or none, helping them to achieve high academic standards and to enable them to make a valuable contribution to their community.

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

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

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

The Need for Nanaksar Primary Summary

- Hard pressed families
- Child Poverty at 31%
- Low performing local schools
- Over subscription of Guru Nanak Sikh Primary
- Shortage of school places in Hillingdon and Ealing

Nanaksar Primary will provide

- Very high attainment for all pupils
- Good grounding in values which underpin good citizens
 - hard work
 - respect
 - selfless service to others
- Out of hours learning for parents and pupils so that parents can better support their children
- Adult education classes for the community
 - ESOL
 - ICT
 - Return to work skills
- Weekend use of the Premises and Facilities by the community

We are aware that Nanaksar Primary will have a wide range of pupils from many different backgrounds we will ensure:

- An excellent model of outstanding curriculum provision, underpinned by robust assessment
- Values of humility and selfless service to others as well as hard work will be adopted.
- The uniqueness
 - Teaching of mother tongue to pupils through After School Clubs
 - Resources to enable pupils to practice their own religion in assemblies
 - Celebrations of all faith festivals

We will make Nanaksar Primary a model for a high attaining school with pupils who learn that humility and helping others is a strength and that all religions should be respected. Our ambition is to be a Flagship school.

Section D: Education plan – part 1

Proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		120	120	120	120	120	120	120
Year 1			120	120	120	120	120	120
Year 2				120	120	120	120	120
Year 3					120	120	120	120
Year 4						120	120	120
Year 5							120	120
Year 6								120
Totals		120	240	360	480	600	720	840

The initial intake will consist of four Reception classes in 2013 (1 form = 30 pupils x 4 forms = 120 pupils) the school will increase each year by four forms of entry 120 pupils, moving up through the school academic years until the completion of Year 6. The school will be up to maximum numbers by 2019.

In addition, each academic year the school will offer 60 pre-school places, (30am and 30pm equivalent to 30FTE) in an on site Nursery. The Local Authority has agreed to fund the nursery places, see email Appendix 5.

Section D: Education plan – part 2

D 1 Describe your curriculum in detail, including the range of qualifications which might be offered

The vision for learning at Nanaksar Primary School

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

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

Nanaksar Teaching and Learning Curriculum mirrors the strengths of the very successful curriculum model developed at Guru Nanak Sikh Primary School which fully meets National Curriculum standards. The strong curriculum and strategies employed for teaching and learning have delivered consistently excellent academic achievements in Guru Nanak Sikh Primary. The school is the top performing school in Hillingdon for the percentage of pupils achieving level 4 and above in both English and mathematics. The school has consistently been above local and national average in English and mathematics level 4 and the higher level 5 at Key Stage 2. This performance has been achieved in the context that over 50% of pupils enter the school with little or no English.

'The curriculum is outstanding and is highly responsive to pupils' cultural background and the needs of pupils with English as an additional language. A wide range of extra-curricular activities enhances pupils' learning.' OfSTED October 2011.

The Nanaksar Primary curriculum, in addition to seeking this academic excellence, will specifically reflect the needs of the local community which is pre-dominantly EAL (English as an Additional Language), composed of different ethnic groups, in an area of high deprivation.

Their specific needs will be met through a curriculum with a focus on:

Developing excellent Literacy skills A wide range of teaching and learning strategies will be used to support all pupils to become competent in the four Literacy skills; Speaking, Listening, Reading and Writing. Pupils will be encouraged and supported through the use of bi-lingual LSAs, to listen and speak, initially in their home language, but increasingly in English as they gain in confidence. The promotion of literacy will be prominent in the Early Years to lay a secure foundation for future learning through, provision of dual resources, enlivening stories through role play and acting, the use of songs and repetitive nursery rhymes and strong parental home school links. Parents will be empowered on how best to support their children with Literacy by providing parent ESOL (English for Speakers of Other Languages) classes and workshop support e.g. 'How best to read with your child.' High quality teaching and excellent adult English language role models across the school will further support language development. A specialist Literacy LSA will work across the whole school with identified groups and individuals, to target any underperformance. A communicative approach to learning will be encouraged through the use of group and pair work to develop speaking and listening skills. A cross-curricular foundation curriculum, the International Primary Curriculum (IPC), will provide pupils with further supported guided opportunities to reinforce their literacy skills through discussion, reading and writing. Excellent use of both kinaesthetic and visual resources and learning displays across the school will aid language acquisition. As pupils progress through the school, a whole school culture of enjoying writing, acquiring the skills to self evaluate and improve their own writing will be developed through shared systems such as those promoted in 'Big Writing'. 'Big Writing' is a

series of planned regular extended writing opportunities across the whole school which are evaluated by pupils and adults through a shared criterion breaking down the components of writing into parts, e.g. vocabulary for impact, starting sentences, punctuation and connecting words. This mode of developing writing particularly suits EAL learners as language is broken down into manageable parts. Excellence in writing for all pupils, including higher ability writers, will be reinforced through the setting and monitoring of individual writing targets.

'Pupils' achievement by the end of Year 6 is outstanding and attainment is high in English and mathematics. Writing, including that of boys and the more able, is improving and is above average.' OfSTED 2011.

Being outward looking, developing pupils understanding of the world

The foundation subjects will in part be delivered through the themed International Primary Curriculum (IPC), with a focus on combining academic, personal and international learning. IPC helps pupils to develop a sense of their own nationality and culture as well as showing respect for the nationalities and cultures of others. The school will have dedicated video conferencing facilities for pupils to make links with the world and community beyond the classroom. Teachers and subject leaders will plan regular class visits out of school and invite guests (parents, local community members and experts) into the school. As a school we will celebrate cultural differences and similarities through assemblies, wall displays, music and dance performances.

Developing 'good' citizens

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

Developing pupil's resourcefulness

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

Developing pupil's sense of responsibility and confidence.

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

Overview of the Nanaksar Curriculum

We will teach the full National Curriculum with an emphasis on the core subjects of **English, mathematics and science**. There will be dedicated lessons every day for **Literacy and Numeracy** across all year groups. We will ensure that basic literacy and numeracy skills are further applied through a cross-curricular approach to teaching and learning in all other subjects. Pupils' progress and attainment will be assessed at the end of KS1 and KS2 in reading, writing, English and mathematics using Standard Assessment Tests (SATs) and teacher assessment. In EYFS Communication and Language, Literacy and Numeracy will be assessed through the Early Years E profiles. Pupils will also be expected to follow courses of study in the Foundation subjects of history, geography, music, art, design technology, information technology, religious education and physical education. The foundation subjects will in part be delivered through the themed **International Primary Curriculum (IPC)**, with a focus on combining academic, personal and international learning through innovative, exciting, engaging and creative means www.internationalprimarycurriculum.com.

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

'Pupils in the lesson stated that they 'enjoy lessons because learning is fun and we have lots of opportunity to share ideas'. The school has recently introduced the International Primary Curriculum in order to develop pupils' creativity and independence. It collaborates well with other schools to provide a curriculum that meets the needs of all pupils.' OfSTED 2011

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

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

Year 6 will have dedicated science lessons each week supporting their transition to year 7 where science is taught as a discreet subject. They will have the opportunity to use the science laboratories in Guru Nanak Academy secondary school.

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

'Attainment in information and communication technology (ICT) is high with most pupils working well beyond age-related expectations.' OfSTED 2011

Music In addition to music provision within the IPC curriculum, pupils will also have a half hour weekly singing/music lesson. Pupils will have opportunities to take part in specialised instrument tuition provided by peripatetic, specialist music teachers.

Modern Foreign Languages All Pupils will have 1 hour of foreign language teaching each week. Panjabi will be the main foreign language offered with French being offered as an additional language. Provision for French will be made through the expertise of the adjacent Guru Nanak Academy French Department. To reflect the needs of our pupils, other community languages e.g. Urdu, Hindi will be offered through extra-curricular provision after school.

PE and Games All pupils will take part in PE and games in line with government recommended hours. In addition to these dedicated lessons, the school will offer a range of extra-curricular sports coaching both at lunch times and after school e.g. football, gymnastics. Pupils in Year 4 or 5 (KS2) will also have the opportunity to learn to swim within the school curriculum at a local swimming pool.

Religious Education (RE) All pupils in KS1 and KS2 will have a weekly 1 hour RE lesson following the multi-faith locally agreed, HSACRE (Hillingdon Standing Advisory Council for Religious Education), RE syllabus. Pupils will be taught about faith and values and about some of the key world religions. In addition, all pupils will take part in daily collective worship which will celebrate the key festivals of different religions. In EYFS pupils will learn about other religions through topic work and stories e.g. Christmas, Diwali, Eid.

Whole school/year group assemblies All pupils will take part in daily collective worship. Four times a week, there will be a dedicated place for Sikh pupils to worship together, as well as

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

RE and whole school/year group assemblies	EYFS	KS1	KS2
RE	30 mins a week	1 hour a week	1 hour a week
Assemblies			
Collective faith/ non-faith	2.00 hours a week = 4 days a week 30 mins each		
Whole school multi-faith e.g festivals	1 day a week 30 minutes		
Class-pupils and parents	attend x 4 year class assemblies 4 times a year give one class assembly a year = 40 mins		

Enrichment and Extra-curricular activities The curriculum will be enriched through the provision of a number of different engaging opportunities for pupils.

Pupils will have the opportunity to take part in an **extra-curricular after schools programme** e.g. bhangra dance club, art and craft club, gardening club, gymnastics club, pod-casting club. Where there is pupil need, After school clubs will also offered for targeted support in the core curriculum subjects where under achievements has been identified. Most clubs will take place after school between 3.45 and 4.45 or during the lunch breaks. The final choice of programme offered will depend on the interests and needs of the pupils. They will be consulted on the design of the After school programme through the school council. Below is a typical example of the range of clubs which will be offered.

Sample AFTER SCHOOL CLUBS programme

Black = KS2/KS1 targeted clubs **Orange = KS2** **Green = KS1**

DAY	Before School 8.15- 8.45	Lunch clubs 12.00-1230	After School ACTIVITY 3.45- 4.45	AGE GROUP Key stage
Monday	Speedsteking	Drumming	Fun Panjabi	Yr 1/2 KS1
		Harmonium	Art and Craft Lit Booster Yr 2 Homework Podcast Club Numeracy A Photo Art Club Literacy B Tennis Cooking club KS2	Yr 1/2 Yr 2 Yr 3,4,5,-6 KS2 Yr 5 Yr 6 Yr 3,4,5, Yr 6 Yr 3,4 Yr 3,4,5,
	Press club Yr 5/6			

Tuesday	Numeracy booster yr 6	Book club	Bhangra A Cooking A Homework Bhangra Fusion Knex Construction Bling! Jewellery craft Tag Rugby	Yr 1, 2 Yr 1,2 Yr 3,4,5,-6 KS2 Yr 5,6 Yr 3, 4 Yr 3,4,5,-6 Yr 5/6	KS1 KS2
Wednesday	<i>Press club Yr 5/6</i>	Book Club Violin	Cooking B Needle work club Homework Judo Literacy A Creative ICT Bhangra Explosion	Y1 ,2 Yr1,2 Yr 3,4,5,-6 Yr 3,4 Yr 6 Yr 3,4,5,-6 Yr 3,4,5,-6	KS1 KS2
Thursday	Speedstaking Yr 1 and 2 Numeracy booster yr 6	Choir KS 1-KS2	Gymnastics Table Games Homework Digi smart Numeracy B Art Attack	Yr 5/6 Yr 1,2 Yr 3,4,5,-6 Yr 5 Yr 6 Yr 3,4,5,-6	KS2 KS2
Friday		Drumming	Numeracy Booster 2 Bhangra B Homework Film Club Street dance Netball Football	Yr 2 Yr 1,2 Yr 3,4,5,-6 Yr 5,6 Yr 4,5 Yr 5,6 Yr 5,6	KS1 KS2

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

Video conferencing The school will provide dedicated video conferencing facilities for pupils to make links with the world and community beyond the classroom. Video conferencing will allow our multi-cultural target pupils to interact with the 'world 'beyond the classroom, to reflect on their own identities and learn from others. Pupils will have access to and learn with experts e.g. links with the NASA space station for pupils in Yr 5 and to form ongoing learning partnerships e.g. with other international school children also following the International Primary Curriculum.

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

EYFS (Early Years and Foundation Stage) age 4-5 Curriculum

Early Years Foundation Stage (EYFS) Nanaksar School Timetable

Day / Time	9:00 - 9:10	9:10 - 9:45	9:45 - 10:45 1 hour	10:45 - 11:00	11:00 - 12:00 1 hour	12:00- 01:10	01:10- 01:15	1:15 -2:15 1 hour	2:15 - 2:30	2:30- 3:30 1 hour
Monday	Regile trambou	Asseml by	Numeracy	Break	Literacy	Lunch	Regile trambou	Topic/IPC*	Break	Modern foreign Language =30 mins Topic/Park/Outdoor* =30 mins
Tuesday	Regile trambou	Asseml by	Numeracy	Break	Literacy	Lunch	Regile trambou	PE	Break	Circle time
Wednesday	Regile trambou	Asseml by	Numeracy	Break	Literacy	Lunch	Regile trambou	Topic/Park/Outdoor	Break	Music=30 mins Stories through world religions =30 mins
Thursday	Regile trambou	Asseml by	Numeracy	Break	Literacy	Lunch	Regile trambou	Topic/IPC*	Break	ICT=30 mins Outdoor Play* =30 mins
Friday	Regile trambou	Asseml by	Numeracy	Break	Literacy	Lunch	Regile trambou	Topic/IPC*	Break	Topic/Free Play*

*Topic/IPC Free flow self directed activities to explore three prime areas; personal, social and emotional development, physical development, communication and language and through; literacy, numeracy, understanding of the world and expressive arts and design

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

'Children are happy in the welcoming environment, which has highly stimulating, interesting and well-equipped indoor and outdoor areas. All adults ensure that children are secure and well settled from their first day in school.'

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

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

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

Literacy,
Numeracy,
Understanding of the World,
Expressive Arts and Design.

During Topic Work and through structured and child initiated play, pupils will choose to take part in activities that are set up to allow further exploration of the seven areas of learning within a free

flow learning environment, both inside and outside the classroom. In Circle time, there will be teacher directed activities focusing on the seven areas of learning. Literacy and Numeracy will be delivered through teacher directed activities. In line with DfE recommendations phonics will be taught from Early Years through KS1 and beyond if needed, to develop both reading and writing skills. It will draw on the good practice of Letters and Sounds. Children will be assessed against the EYFS scale points. Assessment will be through focused child observation, photographs and post it notes. Opportunities will be provided for children to achieve these scale points within the learning environment, both indoor and outdoor.

‘They make outstanding progress in the Early Years Foundation Stage, especially in disposition and attitudes, emotional development, boys’ writing, knowledge of shape, space and measures and knowledge and understanding of the world.’ OfSTED 2011

‘Leaders display a strong commitment to equality and diversity. They have developed effective links with parents through ‘Stay and Play’ and home visits.’OfSTED 2011

EYFS Curriculum

EYFS Teaching Time per week Sessions = 1 hour	Numeracy	Literacy	Topic Work	Circle time	Religious stories	Music	Physical development	Foreign Language	ICT	Total Teaching/ learning time
Reception	5	5	5	1	0.30	0.30	1	0.30	0.30	19 hours
% learning dedicated to subject	26%	27%	26%	5%	2.5%	2.5%	5%	2.5%	2.5%	

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

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

Transition from KS2 to KS3 Year 6 to Year 7. Close links will be built up with Guru Nanak Academy, the adjacent secondary school to Nanaksar Primary to facilitate smooth transition to secondary school. Pupils will have already taken part in learning in the secondary school through the use of the science labs or the secondary sports facilities. They will also have opportunities to familiarise themselves with secondary school life through taking part in shared projects such as dance events. All pupils will also have the opportunity to spend a day in their new secondary school and take part in shared familiarisation activities.

KS1 Curriculum

KS1 Weekly Teaching hours Sessions = 1 hour	Numeracy	Literacy	Guided Reading	IPC-inc art, history, science, geography, DT	RE	Music	PE/ Games	Foreign Language	ICT	Total time
Yr 1	5	5	1.40	4.30	1	0.30	1	1	0.45	20hours 25mins
Yr 2	5	5	1.40	4.30	1	0.30	1	1	0.45	20hours 25mins
% learning dedicated to subject*	24.5%	Literacy 32.6%		22.0%	4.9%	2.4%	4.9%	4.9%	3.7%	

Key Stage 1 (Year 1 and Year 2) Nanaksar School Timetable

Day/Time	9:00 - 9:10	9:10 - 9:45	9:45 - 10:45 1 hour	10:45 - 11:00 Break	11:00 - 12:00 1 hour	12:00 - 1:00 Lunch	1:00 - 1:10 Regis tration	1:10- 1:30 20 mins Guided Reading	1:30 - 2:30 1 hour	2:30 - 2:45 Break	2:45 - 3:30 45 mins
Monday	Regis tration	Assem bly	Literacy	Break	Numeracy	Lunch	Regis tration	Guided Reading	PE/Games	Break	IPC* International Primary Curriculum
Tuesday	Regis tration	Assem bly	Literacy	Break	Numeracy	Lunch	Regis tration	Guided Reading	Modern Foreign Language	Break	ICT
Wednesday	Regis tration	Assem bly	Literacy	Break	Numeracy	Lunch	Regis tration	Guided Reading	IPC* International Primary Curriculum	Break	IPC* International Primary Curriculum
Thursday	Regis tration	Assem bly	Literacy	Break	Numeracy	Lunch	Regis tration	Guided Reading	IPC* International Primary Curriculum	Break	IPC* International Primary Curriculum
Friday	Regis tration	Assem bly	Literacy	Break	Numeracy	Lunch	Regis tration	Guided Reading	RE	Break	Music = 30mins IPC*= 30mins

*International Primary Curriculum (IPC) includes; science, and foundation subjects of history, geography, art, design and technology plus some Internationalism, society, music, religious Education (RE), physical education (PE) and personal, social, health and economic (PSHE)

KS2 Curriculum The KS2 daily Literacy sessions is longer at 1 hour 10 mins

KS2 Weekly Teaching hours Sessions = 1 hour	Numeracy	Literacy	Guided Reading	IPC- inc art, history, science geography, DT	RE	Music	PE/ Games	Foreign Language	ICT	Total time
Yr 3	5	5.50	1.20	5	1	0.30	2	1	1	22hours 40mins
Yr 4	5	5.50	1.20	5	1	0.30	2	1	1	22hours 40mins
Yr 5	5	5.50	1.20	5	1	0.30	2	1	1	22hours 40mins
Yr 6	5	5.50	1.20	IPC SCI 2 3	1	0.30	2	1	1	22hours 40mins
% learning dedicated to subject*	22.0%	Literacy 31.60%		22.0%	4.4%	2.2%	8.8%	4.4%	4.4%	100%

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

Key Stage 2 Year 3 to Year 6- Nankasar School Timetable

Day/Time	9:00- 9:10	9:10 -10:20 1 hour 10 minutes	10:20 10:35	10:35 - 11: 35 1hour	11:35 - 12: 05	12:05 - 01: 05	01:05- 0:10	01:10- 2:10 1 hour	2:10 3:30 20mins	2:30 - 3:30 1 hour
Monday	Registration	Literacy	Break	Numeracy	Assembly	Lunch	Registration	ICT	Guided Reading	IPC* International Primary Curriculum
Tuesday	Registration	Literacy	Break	Numeracy	Assembly	Lunch	Registration	PE/ Games	Music 30 mins	RE (Year group assemblies)
Wednesday	Registration	Literacy	Break	Numeracy	Assembly	Lunch	Registration	IPC* International Primary Curriculum	Guided Reading	Modern Foreign Languages
Thursday	Registration	Literacy	Break	Numeracy	Assembly	Lunch	Registration	IPC* International Primary Curriculum	Guided Reading	PE/ Games
Friday	Registration	Literacy	Break	Numeracy	Assembly	Lunch	Registration	IPC* International Primary Curriculum	Guided Reading	IPC* International Primary Curriculum

*International Primary Curriculum (IPC) includes; science, and foundation subjects of history, geography, art, design and technology plus some Internationalism, society, music, religious education (RE), physical education (PE) and personal, social, health and economic (PSHE)

Teaching

We will use, whenever appropriate, a cross-curricular approach to teaching and learning, so that core skills, knowledge and understanding can be applied and developed across a range of subjects and in differing contexts. Class size will be 30 pupils per class facilitating both whole class working, individual and small group targeted work. We will monitor and assess every stage of learning to make sure individuals are given additional support where necessary and a higher level of challenge where appropriate. Parents will be involved in classes through regular class newsletters and opportunities to participate in class learning. Parents' will be informed of their child's progress through consultation weeks, annual reports and informal meetings.

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

School Calendar Year

In planning the school year and term dates, we have been mindful of the needs of the local community which Nanaksar School will serve. It is important for the school to match with the local schools' term dates, which siblings may attend. The term dates will also match those recommended by nearby Local Authorities.

The year will be divided into three terms, Autumn, Spring and Summer. Each term will be divided into two half terms of approximately 6 week periods with a half term holiday of 1 week. In addition, pupils will have 2 weeks holiday at the end of the Autumn term (Christmas) and the Spring term (Easter) with a further 6 weeks holiday at the end of the Summer term. There will be an additional five occasional days when the school will be closed to pupils, and staff will take part in professional development. There will be at least 190 school days per year for pupils.

Nanaksar school term and holidays for the school year 2013-14

Autumn Term 2013

		School Days
Term Starts	Monday 2nd September 2013	75
<i>Half-Term Holiday</i>	<i>28th October – 1st November 2013</i>	
Term Ends	Friday 20th December 2013	

Spring Term 2014

Term Starts	Monday 6 th January 2014	60
<i>Half-Term Holiday</i>	<i>17th February – 21st February 2014</i>	
Term Ends	Friday 4 th April 2014	

Summer Term 2014

Term Starts	Monday 22 th April 2014	60
	<i>May 6th Bank holiday school closed</i>	
<i>Half-Term Holiday</i>	<i>Friday 26th May – 30th May 2014</i>	
Term Ends	Wednesday 22 th July 2014	Total Days 195

(subtract 5 Staff development days) = 190

Nanaksar school timetable

As the school will be located adjacent to Guru Nanak Primary (two form entry) and Guru Nanak Academy (six form entry), the school day has been planned to avoid excessive traffic congestion but still allow parents the possibility of collecting pupils from either schools.

The school plans to offer parents the opportunity to opt for provision of a before school Breakfast activity club between 8 am and 9 am, serviced by external providers and funded by parents.

Nanaksar's main primary school day will start at 9.00 am and finish at 3.30 pm. The main structure of the timetable will replicate the successful timetable in use at Guru Nanak Primary School. In the EYFS and each of the key stages, there will be 4 main 1 hour lessons in a day. With the EAL literacy needs of our target pupils in mind, the morning Literacy lessons for Key Stage 2 will be longer at 1 hour 10 minutes and there will be an additional 20 minute Guided Reading lesson, four times per week. This will give pupils an additional 2 hours 10 minutes focused Literacy learning a week in Key stage 2. Key stage 1, will have daily Guided Reading lessons of 20 minutes representing 1 hour and 40 minutes of additional Literacy Learning per

week. This reflects the school commitment to support pupil achievement in Literacy.

See previous school timetable for EYFS and each Key Stage.

The main after school extra-curricular programme (see D1) will take place between 3.45 and 4.45. Some extra-curricular activities e.g. football and specialised musical instrument tuition will be offered to pupils during lunch breaks.

Organisation of pupils

Nanaksar School, (with allocated funding from the Local Authority) plans to offer Nursery provision of 60 places (30 am and 30 pm) with a Nursery Teacher and support staff. Experience at Guru Nanak Primary School has shown, that where pupils have taken part in quality Nursery provision, both their language and communication skills as well as their social skills, are more advanced. Pupils are subsequently more able to make rapid progress in Reception. The Nursery timetable will be organised so that parents can opt for up to 15 hours of Nursery provision for their child, mainly in the morning or the afternoon.

Nanaksar Primary school will be organised into three stages;

- EYFS - Reception
- KS1 - Year 1 and 2 (8 classes)
- KS2 - Year 3, Year 4 ,Year 5 and Year 6 (16 classes)

Classes and Year Groups

Teaching and learning throughout the school will be organised to best support the whole school vision for pupils to develop a willingness to share and collaborate, become self-confident, gain independent learning skills and reach their full academic potential. The class size (30 pupils) will facilitate the use of targeted small group work, both within and outside of the main class. Small group work (6 pupils), will support those pupil identified as in danger of underperforming, through a rigorous system of pupil progress monitoring. For the teaching and learning of the main curriculum, each class will have a maximum of 30 pupils with a good balance of gender and representation of the school's ethnic communities. This will facilitate the sharing of different viewpoints and differentiated/targeted learning to take place, as well as the use of other collaborative learning groupings e.g. pairs work, talk partners, debating teams. Each class will have a class teacher and a dedicated LSA (Learning Support Assistant). In each year group there will be four classes. One of the teachers will be the year group leader with an overall Key Stage Manager.

Whilst the norm will be that pupils will stay in the same year groups, class groups, friendship groups exceptions will be made :

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

Organisation of enrichment activities

After school extra curricular provision

We will offer an extensive extra-curricular programme for pupils from year 1 to year 6 to develop each pupil's self esteem, confidence and independence and to give pupils the opportunity to excel in non academic subjects that may not be covered in the main curriculum. We will also develop after school provision of particular interest to the local community e.g. community languages, African drumming. Furthermore, to enable all pupils to achieve their full potential, we will offer targeted booster clubs in the core subjects to support any under performance.

Most clubs will take place after school between 3.45 and 4.45 or during lunch breaks. Where clubs are non- academic and do not require a high level of skill , pupils will be organised into mixed year clubs e.g. year 1 and 2, year 2 and 3 or year 4 to 6 including mixed ability clubs.

Pupil will be able to build friendship groups outside their normal class and share and learn with pupils from different year groups. The size of the groups will depend on the demand for each activity, but experience has shown that pupils enjoy the benefits of learning in smaller groups of no more than 15 pupils. For academic booster clubs and skills clubs e.g. cricket, pupils will be grouped according to their needs and abilities.

'Pupils get plenty of opportunities to enrich their learning in a large number of after-school clubs. For example, pupils throughout the school participate in sports, arts and crafts, cooking, Bhangra dancing, literacy and numeracy clubs.' OfSTED 2011

School Council

To develop pupil's self esteem, confidence, sense of responsibility, consideration and service for others, we will run a whole School Council. The council will be organised across the school with one representative from each class. Upper key stage pupils will support the development of school councillors in the lower key stages.

Assemblies

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

Pastoral Care

All pupils first port of call for pastoral care will, in the first instance be their class teacher or their class learning support assistant. Within the class there will also be systems built in to facilitate pupil access to pastoral care through regular circle time, weekly PSCHE lessons or specific class systems such as a 'Problem box'. Pupils will be encouraged to seek support, help or advice from any teacher or LSA. There will also be specific members of staff who will be able to further support and advise on pastoral care; the Child Protection Officer, the Welfare Officer and the Inclusion Manager. Pupils will be supported through the consistent implementation of school policies and procedures e.g. the Behaviour Policy detailing rewards and sanctions. These procedures will also include peer group pupil support networks such as playground buddies. See Section D6.

'Pupils know that teachers are always there to help them. They have a very clear understanding of what constitutes an unsafe situation and feel safe in school at all times. Bullying is not an issue but pupils know that teachers would listen if they had any concerns.' OfSTED 2011

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

D3 Strategy for ensuring that the needs of pupils with differing abilities are met.

Nanaksar Primary will ensure that the necessary provision is made for each and every pupil and will use its best endeavours to work towards being an inclusive school. Dependent on the specific needs of our first cohort of pupils entering the school, we will have provisions in place to provide the necessary support to those who are experiencing any type of difficulties or barriers to learning as and when appropriate.

Having analysed data from the school census, we recognise that the average number of pupils with special educational needs in the borough of Hillingdon is 22.7%, of which 2.7% of pupils have a Statement of special educational need. Having further analysed the data of six adjoining schools in the south of the borough (the area surrounding where the new Nanaksar school would be located), it is evident that the number of pupils with special educational needs averages 28%, of which 1.3% of pupils have a Statement of special educational need. Therefore at Nanaksar Primary we expect to follow this trend with our intake of pupils, where a higher proportion of pupils in our school will experience some type of special educational need in comparison to the average data for schools in our borough. Although the number of Statemented pupils appear lower than the average, we at Nanaksar Primary will put a range of strategies into place to remove any barriers to learning and support pupils with their specific needs in the most effective way possible.

Nanaksar Primary's objectives to meet the differing needs of pupils include:

- Identifying pupils who experience learning difficulties/disabilities (including SEN, G&T, EAL and disadvantaged pupils).
- Ensuring that such pupils participate in all activities within the school.
- Ensuring that all pupils fulfil their potential.
- Including parents in reviews of progress and support strategies.
- Encouraging the active participation of pupils in their education and review of progress.
- Promoting an effective partnership and involving outside agencies
- Supporting staff in identifying barriers to learning quickly and accurately.

Pupil's with special educational needs at Nanaksar Primary

We acknowledge the range of special educational needs that pupils may already have or may later develop whilst at Nanaksar Primary, and are aware of the impact they may have upon barriers to learning. The table below highlights our awareness of the wide range of differing needs that pupils in our school may face and examples of their type of need.

<i>Cognition & learning needs</i>	Dyslexia, Dyspraxia, Mild/Moderate/Profound learning difficulty
<i>Behaviour, emotional & social development need</i>	Attention Deficit Disorder, Attention Deficit Hyperactive Disorder
<i>Communication & interaction needs</i>	Speech & language difficulties, Autism, Asperges
<i>Sensory & physical needs</i>	Mild/moderate/profound hearing loss, partially sighted, muscular dystrophy, Spina bifida

Nanaksar Primary will identify pupils as having special educational needs through:

- Ongoing observation and assessment by the class teacher and liaison with the Inclusion Manager.
- Individual assessments highlighting little or no academic progress made within a term.
- The monitoring of pupils working at a level significantly below those expected for pupils of a similar age.
- The 'graduated approach' outlined in the Code of Practice.

In accordance with The SEN Code of Practice, which describes a 'graduated response' to the identification of special educational needs, the school will employ the following measures

thorough the implementation of its Inclusion Policy.

The Class Teacher: The class teacher will use differentiation, guided support and interventions to address temporary difficulties. This approach is likely to meet the needs of the majority of pupils.

School Action: When a class teacher and the Inclusion Manager identifies that a pupil has a specific special educational need, the class teacher will provide interventions that are additional to those provided through everyday differentiation within the curriculum. All pupils at this stage will be required to have an Individual Education Plan.

School Action Plus: If a pupil continues to make little or no progress in specific areas over a period of time, a request will be made to an outside service or specialist for support in meeting the pupil's needs. External support services will see the pupil so that they can advise on new targets and strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, advise on the use of new or specialist strategies or materials, and provide support for particular activities. All pupils at this stage will be required to have an Individual Education Plan.

Statutory Assessment: Where it is felt a pupil still has specific needs which cannot be met by the actions of the previous stages, we will request for a statutory assessment to be carried out. This could lead to a Statement of Special Educational Needs. This process will involve the pupil, the parents, the school and all other appropriate agencies in a full assessment of the pupil's needs.

If a Statement is issued, the progress made by the pupil will continue to be monitored and reviewed each term. The pupil will have short-term targets set that have been established after consultation with the pupil, parents and outside agencies as appropriate, and will include targets identified in the statement. These targets will be set out in an IEP and will be implemented, as far as possible, within the normal classroom setting.

The Statement of Special Education Needs will be maintained and reviewed on an annual basis. An Annual Review meeting will be held once a year, for all those directly involved with the pupil. The Annual Review meeting will consider future placement at Secondary School. The needs of the pupils and the possible schools will be discussed. The parents will be invited to visit the schools of their preferences so that they can make an informed decision. This process will be arranged and organised by the Inclusion Manager.

Individual Educational Plans: An Individual Education Plan (IEP) will be prepared for all pupils at Nanaksar Primary who are at the School Action and School Action plus stage of the graduated model and for those pupils who have a Statement of Special Educational Needs.

The plan will set out the nature of the difficulty and specify the strategies to be employed to enable the pupil to progress. The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the pupil will also take part in the review process and will be involved in the setting of targets.

The Individual Education Plan (IEP) will set learning targets that are:

- Specific (precise targets)
- Measurable (it can be seen if a target has been achieved)
- Agreed by all (parents, pupil and the school)
- Realistic (can be achieved by the pupil)
- Time related (that the targets will be met in a set time)

The IEP will include the following:

- A description of the pupil's learning difficulties.
- Targets to be achieved, in a given time, with success criteria.
- The special educational provision (staff involvement, frequency of support, specific

programmes, activities, materials/equipment).

- Parental contribution to programme.
- Expected input from the pupil.
- Any other support needs (e.g. medical or counselling).
- Monitoring and assessment arrangements.
- Review date and arrangements.

Individual Care Plans: An Individual Care Plan (ICP) will be required for those pupils at Nanaksar Primary with specific medical needs, who require specialist provision to be put into place to meet their needs on a daily basis. Plans will be reviewed each term with parents and other relevant professionals.

Nanaksar Primary, in carrying out their responsibilities to identify, assess and make provision for pupils' special educational need, will follow the advice and have regard to the Special Educational Needs Code of Practice (2002), when carrying out its duties toward all pupils. Furthermore, we will have regard to the proposals in the consultation paper of March 2011 to achieve the following:

- The early identification of pupils with special needs and a reformed assessment process that benefits the pupil.
- For parents to be at the heart of decisions made about their child and feel confident about the support that is being provided.
- Ensure all pupils receive a high quality education, where their learning and achievement are of utmost importance.
- Prepare pupils for the next stages of their school career.
- Work together with the pupils, their families and outside services.

Pupils with disabilities at Nanaksar Primary

Our aim will be to adopt a proactive approach to promoting disability equality and eliminating discrimination. Whilst there will always be a focus on the needs of individuals, we will aim to develop an approach that builds disability equality considerations in from the start and at every level of the school: at strategic, policy, management and classroom level. The aim is to create an appropriate environment and curriculum that can meet the needs of disabled pupils, parents and staff, before the need arises.

Nanaksar Primary acknowledges three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to ensure access to education for disabled pupils.

We aim to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment and bullying
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs and this may require more favourable treatment.

Pupils with disabilities will be encouraged to take an active role in extra-curricular activities of their choice. Staff organising school visits and trips will give due consideration to the needs of pupils and give all pupils the opportunity to participate. Mobility and medical concerns will be considered when any visit or trip is planned and appropriate provision made.

The promotion of a positive attitude towards people with disabilities will be central to the schools inclusive ethos. Wherever possible Nanaksar Primary will promote this attitude in all its stakeholders.

All pupils with disabilities will be members of a class and share lessons with non-disabled pupils. This inclusive ethos will not only enhance the school experience for the disabled pupil, but also helps challenge discrimination and prejudice towards disabled pupils from their peers, creating a community that is caring and respectful towards all its members.

Pupils will engage in activities and discussions to enhance their understanding and consideration of those in society with disabilities and prolonged illnesses, and the discrimination they may face.

Staff working directly with pupils with disabilities, will be given information and training on how best to support the pupils. For the more unusual or profound disabilities external specialists will be asked to advise and guide staff.

Strategies to support pupils with special educational needs & disabilities

Examples of specific strategies that will be used at Nanaksar Primary to support pupils with some of the wide ranging needs stated above are referred to in the table below. These strategies will be implemented where appropriate, ensuring that the needs of pupil in our school with and without a Statement are met effectively.

<i>Cognition & learning needs</i>	<ul style="list-style-type: none"> -A personalised teaching style to meet the needs of the pupils (visual, auditory, kinaesthetic). -Intervention programs led by an LSA to develop specific areas of difficulty (Wave 3, etc). -Additional support in class, in a small group or individually where short term targets are set based upon a certain area of need.
<i>Behaviour, emotional & social development need</i>	<ul style="list-style-type: none"> -Peer monitoring or a peer-oriented intervention (buddy system). -Set up individual incentive charts to encourage and monitor positive behaviour, anger management, etc. -Participation in 'seasons for growth' program to work on feeling included and dealing with emotion (for those who have suffered bereavement).
<i>Communication & interaction needs</i>	<ul style="list-style-type: none"> -Social groups, encouraging interaction and communication through play. -Sessions provided by the speech & language therapist. -Providing pupils with an in-school responsibility which involves communicating with adults and peers daily (monitors, helpers, etc).
<i>Sensory & physical needs</i>	<ul style="list-style-type: none"> -Adaptation by the class teacher (with support from the SENCO): changing the organization of a classroom to ensure full accessibility for a disabled pupil, adapting font sizes and using a line guide to strengthen visibility for a pupil, etc. -Support from the visual impairment team: advice on specialist equipment to support pupils and potentially remove barriers to learning. -Use of a laptop to enable a pupil with a physical weakness to access the curriculum and present their work, use of computer software to support pupils with visual impairment.

The following strategies will also impact upon how Nanaksar Primary will best meet the differing needs of our pupils:

Teaching styles: Teachers will be expected to use varied styles of teaching to respond to the personal learning styles and preferences of the pupils in their class. Such variation will meet the needs of the visual, auditory and kinaesthetic learners. We believe that this personalised approach allows for pupils to obtain individualised support as required. Teachers will work towards creating a fully inclusive ethos in the classroom. Pupils with specific needs will be integrated within the class, with opportunities to work in a mixture of ability, peer and friendship groups. Learning tasks will be carried out independently, collaboratively and with support, as appropriate.

Targeted support: Pupils with a Statement of special education need will receive the allocated number of hours of support, to meet the targets that will have been set out in their written

Statement. Nanaksar Primary will work alongside the local authority in putting interventions and strategies into place that have been advised to us in order to meet the pupil's needs in the best way possible. Such support will be reviewed periodically. Targeted individual and group support will also be implemented for pupils without a Statement, where their need is greater than that of other pupils within the class or in the case that no progress is being made. These pupils will be identified during pupil progress meetings involving the assessment co-ordinator and class teachers, whereby support will be allocated according to need. Targeted groups will also be set up to support pupils experiencing difficulties in their Numeracy & Literacy, where intervention programmes such as Springboard, Wave 3 and 'reading recovery' sessions will be adopted to enable pupils to make progress. Support groups will also be targeted to develop skills such as social communication and interaction.

ICT and technology: The effective use of technology will play an important role in meeting the needs of pupils and Nanaksar Primary will use such measures to remove the barriers to learning mentioned above, where possible. Examples of such measures include the use of a laptop to enable a pupil with a physical disability to access the curriculum and present their work to others, the use of computer software to support pupils with visual impairments and online intervention programmes to develop specific areas of skill.

Support from outside agencies: Nanaksar Primary will work closely with outside agencies to meet the varying needs of pupils and staff members within the school. Specialist support and advice will be sought from various services within the borough, including the visual impairment team, behaviour management team, educational psychologists, occupational therapy team and speech and language services; however this will be dependent on the varying needs of the pupils. These outside agencies will also be effective in training and advising staff members in effective strategies to use to meet the needs of our pupils. The Inclusion Manager will be responsible for liaising with outside agencies and organising training where appropriate.

Role of staff: We recognise the pivotal role that members of staff play in supporting pupils with differing needs and abilities.

The class teacher will be made aware of any pupils who are already on the SEN register on entrance to the school. The class teacher will ultimately be responsible for meeting the needs of pupils in their class through everyday differentiation and using a range of teaching styles. A system will be implemented whereby class teachers meet with the Inclusion Manager on a half termly basis to raise any pupil concerns. Actions will then be put into place to enable the pupil to progress which may include; using different learning materials or special equipment, further group or individual support, a planned intervention program, staff development and training to introduce more effective strategies and access to support services for one-off or occasional advice on strategies or equipment. Class teachers that have pupils with a Statement or other specific needs will be supported by the Inclusion Manager and additional support and interventions will be put into place where appropriate.

'By receiving high quality help from learning support assistants, pupils with special educational needs and/or disabilities and the high number for whom English is an additional language, achieve as well as their peers.' OfSTED 2011.

We recognise the important role that Learning Support Assistants (LSA's) will play in supporting pupils with specific needs on a daily basis within the classroom setting. We will ensure that they are aware of the specific needs that the pupils they are working may be facing and will provide training and advice on strategies to best meet their needs. LSA's will also work with targeted groups of pupils within the classroom to develop a specific area of need or skill; however this will be under the guidance of the class teacher.

Nanaksar Primary will appoint an Inclusion Manager who will be responsible for overseeing the day to day operation of the school's Inclusion Policy. They will be responsible for co-ordinating provision for pupils with specific needs and communicating regularly with staff, parents and outside agencies. They will also be responsible for all record keeping, ensuring Individual

Education Plan's, Care Plans and Annual Reviews are carried out within specific timescales. The Inclusion Manager (when appointed) and the relevant class teacher will meet every half term to discuss any pupil concerns and decide on the action needed to enable the pupil to progress.

Gifted and Talented at Nanaksar Primary

Nanaksar Primary endeavours to ensure that all pupils achieve their full potential. As part of this process we will provide our pupils with an education that challenges, stimulates and enables them to develop. An Inclusion Manager will be appointed to oversee the identification, monitoring and provision for the more able pupils in the school.

Identification of gifted and talented pupils

A sound system will be implemented to identify Gifted & Talented (G&T) pupils within the Nanaksar Primary. A shared and agreed definition for such pupils will be made aware amongst all members of staff, to enable them to identify their G&T pupils and to ensure consistency across the school. A system will be implemented as shown below:

A shared & agreed definition for G&T pupils is made in discussion with all staff.
Inclusion meetings are held every half term where class teachers will identify 10% of their more able pupils within their cohort of pupils, in the core areas of the curriculum. Teachers will use progress and attainment data together with teacher assessment to identify such pupils.
The Inclusion manager will be responsible for recording the pupils identified on a G&T register.
Pupil progress for all pupils on the register will be tracked each term with the assessment co-ordinator through the use of SIMS and actions will be put into place accordingly, where pupils are not making expected levels of progress.
Provisions will be put into place to challenge all pupils and ensure they maximise their full potential.

Strategies to support our Gifted & Talented pupils

Nanaksar Primary will use the strategies outlined below to ensure that effective provision is in place to meet the needs of its Gifted and Talented pupils:

Teaching & learning: All teachers will aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. Activities will be differentiated to meet the individual needs of the class and ensure that the more able pupils are provided with a sufficient challenge. Our effective learning environments will include: open ended questioning, structured group work and debate, investigative work, challenging activities, accelerated learning techniques. Individual target setting and opportunities for presentation and awards to promote independence.

Enrichment: We will seek to offer a range of enrichment activities outside the classroom to enable our Gifted & Talented pupils to develop specific skills. This horizontal extension of provision will act as a key component for effective provision for such pupils at Nanaksar Primary. We aim to offer a regular, varied and on-going programme of enrichment activities. These will include competitions, visits, productions, field trips, etc. We feel that after school and extra-curricular clubs will enable pupils to develop their skill, interest and enjoyment in specific areas and therefore aim to set up activities and clubs which will capture interests such as chess, dance, sports, reading (book club), art and crafts, etc. To support enrichment even further we would seek to have activity or master class days every term, focusing on certain areas of interest, such as photography and gardening. This will promote the building of relationships between the school and the local community, enabling their expertise to be shared with pupils. Whilst all pupils will be encouraged to participate in after school and extra-curricular activities, G&T pupils will be encouraged to represent the school in sporting challenges, subject quizzes

and competitions.

Extension: We will also provide opportunities to enable pupils to move through the curriculum at a faster rate than normal, where appropriate. Staff will be trained to encourage and promote the use of higher order thinking skills. Examples of how we aim to develop interest and motivate students to become actively involved in lessons include; developing critical thinking skills and inquiring attitudes, reviewing and summarizing previous lessons, assessing achievement of instructional goals and objectives and stimulating students to pursue knowledge on their own. This may be in the form additional homework, where pupils are encouraged to research topics to broaden or deepen their knowledge surrounding a topic. Nanaksar Primary will also promote independent and self-directed learning when working with Gifted & Talented pupils.

Acceleration: This approach will be used in consultation with teachers in the next year group to ensure that transition the following year will be seamless, as it enables pupils to progress at a faster rate than others in their year group. Pupils will be encouraged to work with a group of older children on specific areas, if the teacher feels this is appropriate and would enable the pupil to achieve his/her potential. Older pupils will be encouraged to show their work to younger pupils in the school and share their knowledge and understanding with the rest of their peers.

Pupils with English as an Additional Language (EAL)

Nanaksar Primary values the contribution that ethnic minority pupils will make through bringing their culture and language to enrich the school environment. The school shall provide the means for ethnic minority children to achieve their full academic potential. We endeavour to enable pupils to adapt, if necessary, to interact socially and to have access to a broad and balanced curriculum.

Having analysed the data from the school census, we recognise that the average number of pupils with English as an Additional Language in the borough of Hillingdon is 41.7%. Having further analysed the data of six adjoining schools in the south of the borough (surrounding the area in which the new school would be located); it is evident that the number of EAL pupils averages at 63.9%. Therefore at Nanaksar Primary we expect to follow this trend with our intake of pupils, where a high proportion of our pupils will have English as an Additional Language.

As a result of this, we will promote Literacy as a key developmental area in our School Development Plan. This will be further reflected in our curriculum provision and teaching and learning strategies, to support EAL pupils to reach whole school Literacy based attainment targets.

Our aims to raise the attainment of minority ethnic pupils include:

- Providing pupils with EAL access to the curriculum as quickly as possible
- Providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English
- Providing additional support to targeted pupils
- Developing an understanding of and valuing pupils' home languages
- Using visual and auditory resources
- Assessing pupils with EAL to establish their needs and progress

Tracking of progress made by EAL pupils

In accordance with our whole school assessment policy, all pupils including EAL groups will be assessed and tracked in the core areas of the curriculum. Progress will be tracked through SIMS each term, which will identify whether or not EAL pupils are meeting expected targets and achieving as well as their peers groups.

We will also track pupils' progress using the 'common scale for assessing EAL' as recommended by the QCA. This system will enable speaking, listening and writing levels to be recorded for all pupils, and will act as a tracking system for individual pupils according to their mother tongue.

On entry into Reception, staff at Nanaksar Primary will conduct the 'language link' screening assessment introduced by Hillingdon. This screening will identify pupils who require additional support at an early age, and further track the progress that pupils make as they enter Key Stage 1.

The class teacher and assessment co-ordinator will be responsible for monitoring the above systems, through pupil progress meetings. This will enable us to identify any underachieving EAL groups or individuals, thus putting effective provisions and support in place as described below.

Provision for EAL pupils at Nanaksar Primary

We aim to put the following provision into place to support our EAL pupils:

- Allocating a high level of resourcing through the employment of an LSA in every classroom.
- Providing bilingual support (in a variety of different languages according to the need of pupils in our school), to enable pupils to access the curriculum, learn basic classroom routines and to continue pupils' language development in their first language.
- Targeted language support groups which allows pupils to work in smaller groups and increases opportunities for modelling language structures.

Teachers will be responsible for using a range of strategies to meet the needs of EAL pupils in their class. This will involve:

- Daily differentiation to cater to the needs of the EAL learners.
- Being responsible for using a variety of teaching and learning styles; visual, auditory and kinaesthetic.
- Using teaching and learning strategies that are oral and interactive, such as role-play.
- Using subject-specific language skills and conventions of particular forms of writing, which are made explicit and demonstrated by the teacher.
- Planning appropriate EAL strategies, such as scaffolding learning, using key visuals, oral rehearsals, and collaborative activities, writing frames and modelling.
- Using collaborative group work, to enhance opportunities for speaking and listening and enable pupils to learn from the peers.
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures,
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.

Nanaksar Primary will develop programmes of training for staff to support and meet the needs of our EAL pupils, through a comprehensive CPD system. We will liaise with the language advisory team for staff development sessions.

Disadvantaged Pupils

Nanaksar Primary will be inclusive and meet the needs of disadvantaged pupils to ensure that such pupils are successfully integrated into all aspects of school life, regardless of their background. These pupils may include Looked After Children, those who are socially underdeveloped, receive Free School Meals, face barriers to learning in their home life, at risk of abuse or neglect in their home life or pupils who are allocated Pupil Premium Funding. Such pupils will be identified through the Free School Meals register and from class teacher observations.

The following provisions will be put in place to identified pupil's:

- Additional support regardless of their background to enable them to have access to the full curriculum, affording them the opportunity to achieve their maximum potential.

- Priority to attend one to one Tuition Sessions, subject specific Booster Clubs and Homework Clubs.
- Priority to take part in a range of After School Clubs, encouraging their participation in the wider aspects of school life (through extra-curricular activities).
- Subsidised educational trips and outings as appropriate.

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

Nanaksar Primary will be an inclusive school composed of those of the Sikh faith, other faiths or no faith, where all pupils are valued, expected to give of their best at all times and ultimately make a significant contribution to society.

Whole School Success for Nanaksar Primary School

- Nanaksar school is valued by the local community in that it is over subscribed from its initial opening in 2013 with all 60 Sikh places filled and the 60 places for those of other faith or no faith filled.
- Nanaksar school receives at least a 'good' pre-opening OfSTED Inspection Report and is seen as 'fit for purpose.'
- At the subsequent inspection Nanaksar is judged by OfSTED to be an outstanding school.
- At the end of the Foundation Stage, (July 2014) 100% of pupils achieve 6+ points.
- At the end of Key Stage 1 (2016 SATs) Nanaksar achieves 100% level 2 in reading, writing and mathematics and above the local and national average at level 3 in these areas.
- At the end of Key Stage 2 (2020 SATs) Nanaksar achieves 100% level 4 in English and mathematics and is above the local and national average for level 5 in these subjects.
- All pupils make at least two levels of progress in English and mathematics from Key Stage 1 to Key Stage 2 (Pupil Performance data 2020).
- There are no identified groups of underperforming pupils and there are no discernable gaps in the performance of groups of children. FSM, LAC, boys, particular ethnic groups all perform as well if not better than their peers.
- All pupils, including those who are disadvantaged, LAC, SEN, FSM are able to participate in before and after school clubs and educational visits.
- At the end of the first year July 2014, 80% of teaching will be graded as 'good' or better judged against the OfSTED criteria.
- Attendance is at least 96% each year.
- There are no fixed-term or permanent exclusions.
- Over 90% of Nanaksar pupils state that they enjoy coming to school and 'learn a lot in lessons,' as revealed through annual Pupil Survey.
- Over 90% of parents agree that their child is happy at school and they feel welcome in the school, as revealed through the annual Parent Survey.

Measuring the Success of Nanaksar

The success of Nanaksar will be externally measured through OfSTED Inspection Reports and the annual Performance Tables published by the DfE. Useful as these 'external' measures are they will be supplemented by a rigorous process of school self evaluation to track individual, group and whole school performance against set targets. Self evaluation will support school improvement of Nanaksar and be part of the routine management systems whereby senior leaders will gain an accurate understanding of the strengths and weaknesses of the school.

Senior leaders such as the Foundation Stage Manager, Key Stage Managers, Assessment Manager, Assistant Head Teachers, Deputy Head Teacher will monitor and evaluate and regularly report in the first instance to the Head Teacher and then disseminate and discuss their findings with the Senior Leadership Team. Middle leaders who have subject responsibility will also be responsible for monitoring and evaluating their subject areas. Outcomes of monitoring and evaluation will be communicated to all relevant staff. The Governing Body will receive both written reports and presentations, on an annual monitoring and evaluation cycle, from senior and middle leaders, at Governing Body meetings. The outcomes of monitoring and evaluation will be

used to inform the strategic direction, priorities, performance targets and strategies for improvement that will be detailed in the School Development Plan.

Monitoring activities will include:

- Targeted and focused lesson observations.
- Pupil work scrutiny
- Pupil interviews
- Pupil survey/questionnaires
- Parent survey/questionnaires
- Feedback from School Council and Parent Meetings
- Comparison of Nanaksar with local and national data on schools.

In particular Nanaksar will rigorously analyse the strengths and weaknesses of teaching and learning and behaviour and attendance. Standard grade criteria, based on OfSTED descriptors will be utilised and all staff will receive the necessary training to ensure that they know and understand what is required and their evaluations are made against high standards.

Performance Management

Performance Management of all staff will be a key tool for school improvement at Nanaksar Primary. Every member of staff will be subject to Performance Management arising from the priorities identified in the School Development Plan. An integral component of Performance Management will be an evaluation of the individual engaged in their main activity, e.g. teaching a class or for an LSA to be evaluated working with a group of identified pupils. Challenging yet achievable objectives will be set and a plan of action drawn up to identify the steps/strategies to be taken, in order to realise the objectives. Continuing Professional Development Opportunities (CPD) will be provided to meet individual, team, e.g. Year Group and Key Stage, and whole school priorities.

Accountability

Effective line management is fundamentally about accountability and will be critical to achieving the success of Nanaksar Primary. As well as providing drive and vision, all members of the Senior Leadership Team will ensure that staff at all levels are supported and guided to work as effectively and efficiently as possible and in so doing reduce any under performance and eliminate inconsistency in standards. Clear Job Descriptions will be agreed with staff and allocate specific responsibilities for achieving each of Nanaksars priorities to specific members of staff. The Head Teacher of Nanaksar will line manage the Senior Leadership Team. Each member of the Senior Leadership Team will in turn manage a number of subject leaders and teachers in a particular Key Stage including the Foundation Stage.

There will be a regular calendar of meetings such as Key Stage meetings each month, led by the relevant Key Stage Manager that have an agenda, to which each party contributes and actions recorded. There will also be formal performance management review meetings at least twice a year that are informed by the outcomes of monitoring by the line manager and self-evaluation by the reviewee.

Line managers will support staff to see the challenges in their role as problems that can be resolved rather than threats to their competency. However, if the performance of a member of staff is not satisfactory, a clearly defined, well communicated process of escalation will be put in place to support the member of staff to improve as well as providing the consequences if they do not.

Assessment

At Guru Nanak Primary School we enable all pupils to reach their full academic potential in all areas of the curriculum.

'Pupils really enjoy learning. Achievement is outstanding from starting points that are well below the expectation, especially in English. School tracking data show that progress is outstanding throughout the school. Attainment and progress in mathematics are especially high, with almost three quarters of pupils attaining higher levels by Year 6. The school's unvalidated results in 2011 were high in all areas, as they were in 2010, after a slight decline in 2009 in English.' OfSTED 2011

Having achieved such academic excellence at Guru Nanak Primary, we will draw on the school's good leadership skills and expertise, excellent models for outstanding teaching and learning, to achieve the same high levels of attainment at Nanaksar Primary School. We will set similar whole school targets in the core subjects of English, mathematics and science based on similar expectations of pupils' performance. We will closely monitor and accurately track the progress of individual pupils, groups of specific learners, e.g. boys, classes, year groups and progress across key stages.

Attainment Targets

Guru Nanak Sikh Primary is a top performing school. At the end of Foundation Stage, 100% of all our pupils achieve 6 points and above which is above the national average and a very good level of achievement considering that most of the children enter the school with little or no English. At Nanaksar Primary School we aim to achieve similar standards, through early identification of under achievement and targeted support being implemented at an early stage in the school.

At the end of KS1, we aim for 100% of pupils to achieve level 2b and above in reading, writing and maths. At the end of KS1, results at Guru Nanak Primary School were above local and national averages at level 3, in reading, writing and mathematics. At the end of KS2, 100% of pupils achieved level 4 in English and 97% level 4 in Maths. 44% of pupils achieved level 5 English and 72% level 5 in Maths which are both well above local and national averages. These are outstanding results considering 100% of pupils have English as an Additional Language. Recent performance tables, January 2012, show Guru Nanak to be the top performing primary school in Hillingdon.

We expect similar high standards at Nanaksar Primary School where we look forward to 100% of our pupils achieving a level 4 in English and Maths by the end of Key Stage 2 and exceeding 50% level 5 in English and 70% level 5 in Maths.

As a fully inclusive school, Nanaksar Primary School will support all groups of learners to reach both their academic and social potential. We will identify vulnerable groups of pupils such as, pupils entitled to free school meals, disadvantaged pupils and Looked After Children to track and ensure inclusion of these pupils in all school activities such as, after school clubs, whole school charitable events e.g. Jump Rope for Heart, Children in Need events etc. At Guru Nanak Primary School any pupil within any of these groups is given the choice to participate in an after school club of their choice at least one a week. Homework clubs or lunchtime internet access clubs will also be organised to support those pupils that require extra support or do not have the support systems at home.

We believe assessment is about both the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning in our school. It is this view of assessment that we will carry through to Nanaksar Primary School to ensure that pupils are making outstanding progress and are constantly challenged to work to their full potential.

The two essential types of assessment that we will use to monitor and track progress are-

Assessment for learning (AfL)

Assessment for learning at Nanaksar Primary will help to identify the next steps needed for our pupils to make progress. We will ensure that this can be effectively achieved through identifying and explaining objectives and success criteria, questioning, reviewing pupils' progress and providing feedback with precision and skill. As a result, pupils will have a detailed understanding

about what they need to do to improve and how they will achieve their targets. Teachers will review learning effectively during lessons; opportunities for pupils to assess their own work or that of their peers will be frequent. Procedures will also be in place to monitor performance and evaluate progress which will be led through sustained training and support from senior staff to ensure that key approaches are embedded effectively.

'The school has very clear knowledge of how well pupils are doing and teachers use assessment data effectively to plan lessons thoroughly with tasks that are suitable for different groups.'
OfSTED 2011

This is the practice that will be mirrored in Nanaksar Primary School.

Assessment of learning-

Assessment of learning is associated with judgments based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning. We will implement many of our highly successful existing assessment models used in Guru Nanak Primary School, one of which is the [REDACTED] Big Write criterion to assess pupils writing. This assessment criterion has had a significant impact on pupil progress in Guru Nanak Primary school. Levels in English have increased significantly from 87% of pupils achieving level 4 in 2009 to 100% pupils achieving level 4 in 2011.

Assessment for learning and assessment of learning are equally important in raising standards and will be equally valued in all classes.

Regular internal and external moderation meetings will be conducted to foster the three key objectives for quality in pupil assessment-

- 1) guide and encourage effective approaches to assessment and learning;
- 2) reliably measure achievement of expected learning outcomes
- 3) define and protect academic standards.

The Assessment Manager will ensure that a comprehensive assessment calendar is in place for all staff to access so that all staff will be clear about various assessment responsibilities, pupil progress meetings and parent consultation meetings.

Parent consultation meetings will be held twice during the academic year and will be an opportunity for class teachers to share information regarding progress and individual targets so that parents are actively involved in their child's learning. The end of year parents report will indicate at what rate the child is progressing in a parent-friendly format, so that they know how their child is doing and what they need to do to improve, and are involved in supporting their child's learning in and outside school.

Pupil Progress

Targets and provision will match learning needs to enable all learners to catch up and maximize their achievement. Most pupils are expected to make at least 1 level of progress by the end of Key Stage 1 and 2 levels of progress by the time they reach the end of Key Stage 2. Over one year most pupils are expected to make 2 sublevels of progress.

Those pupils that have been identified as having SEND, will also have clear expectation for Pupil Progress. All pupils of all abilities including children with SEN should achieve, 2 national curriculum levels of progress from Key Stage 1 to Key Stage 2. They should also make 2 sublevels of progress over a year; however targets will be set according to their prior attainment, age and more importantly the nature of the learner's SEN. Existing and past intervention programmes will be evaluated to determine how effective the provision has been when setting targets and what adjustments could be made.

At Guru Nanak Primary School we have used RAISEonline in developing improved capacity to support the analysis of performance data of learners with SEN who are working below age-related expectations at each Key Stage. Their individual set targets will be detailed in their

Individual Educational Plan.

Monitoring of pupil progress at Nanaksar Primary will be efficient and robust where teachers and subject leaders are skilled in setting individual targets with pupils, which supports rapid pupil progress and enables monitoring of standards across the school. This practice is apparent at Guru Nanak Sikh Primary. Approximately half of the pupils enter the school with little or no knowledge of English and make outstanding progress in the Early Years Foundation Stage so that attainment in most areas is well above national expectations by the end of Reception. This excellent start is built on through accurate analysis of results, assessment and individual target setting so that, by the end of Year 2, attainment in all areas is high and consequently pupils' achievement by the end of Year 6 is above local and national averages in reading, writing and mathematics.

Due to the high proportion of ethnic minority children with EAL, systems such as speech link, are used diagnostically to set individual targets for these pupils, so that measures are in place to tackle language and communication issues from the onset of school life.

For any learner who does fall below expectations, appropriate provision and interventions will be put in place to reduce gaps in their learning and they will be monitored through pupil progress meetings and reviews. Pupil progress meetings will be held at different points in the year where the Assessment Manager will meet with class teachers to have an open discussion about the progress of the class, groups of pupils and individual pupils. It will be an opportunity to discuss and identify the progress of groups within the cohort such as gender, SEN and ethnicity. For example, boys writing will be tracked very closely so that the attainment gap between boys and girls is narrowed and will be less than the national average.

Roles and Responsibilities in Assessment

The Assessment Manager will ultimately be responsible for all areas of assessment although other members of staff such as teachers and subject leaders will be accountable for the delivery and monitoring of targets. Targets will be analysed on a regular basis by subject leaders through the monitoring of standards achieved across the school in their subject areas. This will be carried out through scrutiny of work, class or year group assessments on SIMS and lesson observations. The subject leaders will also develop a portfolio of examples of children's leveled work alongside exemplary material from the QCA Standards site to ensure there is standardization, especially in reading, writing and mathematics.

The Assessment Manager and Subject Leaders will regularly monitor and evaluate to ensure that standards continue to rise and pupils make expected, or better, progress. They will also use monitoring and assessment to inform the subject action plan and School Development Plan. Key points arising from monitoring of performance and targets will be discussed during INSET.

Targets will be set and monitored for specific groups or individual pupils through the close liaison between the Assessment Manager, class teacher and learning support assistant which will then feed into the termly pupil progress meetings. Every term the school data will be analysed by the Assessment Manager, Head Teacher and Senior Leadership Team to track trends and pupil progress through data analysis. The arising data outcomes will be presented by the Assessment Manager to staff and the Governing Body. Data analysis will assist to identify key school targets and will be used to inform future school planning including the School Development Plan (SDP) and teachers' performance management targets.

All teachers will have access to assessment tracking for their year group on SIMS. They will be responsible to record and monitor progress using SIMS tracking grids and produce reports for the twice termly pupil progress meetings with the Assessment Manager.

Assessment System

The system for tracking pupil progress at Guru Nanak Primary, which is installed in each classroom for all teachers to access, will be replicated and adapted to suit the needs of Nanaksar Primary. SIMS Assessment will provide the schools Assessment Manager, subject leaders and teachers with a means of recording and viewing the full range of pupils' assessment

data. It will meet the school's day-to-day assessment, recording, reporting and target setting requirements including the statutory requirements of the National Curriculum. At Guru Nanak we have adapted the SIMS system to analyse the progress and attainment of specific ethnic groups and we will use this expertise to benefit Nanaksar Primary. Using SIMS the Assessment Manager will look at pupil achievement based on 2 levels of progress across a Key Stage, equivalent to 3 points progress per year and utilise Traffic Lighting on the system, to monitor progress against previous achievement and nationally expected results. In additional SIMS data fields will also be used to provide further analysis such as breakdown of information for Special Educational Needs, Free School Meals and Looked After Children which will feed into further analysis and preparation work for teachers and middle leaders for pupil progress meeting.

At Nanaksar Primary School, we will aim to 'narrow the gap' between different groups of pupils through early and precise intervention support that will leave no substantial gaps between the attainment of different groups of pupils by the time they reach year 6.

All pupils currently at Guru Nanak Primary school achieve above local and national expectations by the end of year 6. We aim to achieve similar standards at Nanaksar Primary through the expertise and guidance of Guru Nanak Primary.

D5 Admissions policy confirming commitment to fair and transparent admissions practices

Admissions September 2013

Nanaksar Primary School will consult on their admission arrangements within the Local Authority area as determined by the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999. Nanaksar Primary School will be an inclusive school with 50% of places allocated to children with parents committed to the Sikh faith and 50% allocated to those of another faith or no faith, living nearest to the school.

Admissions Policy 2013

The Governing Body of Nanaksar Primary School will determine their admissions criteria. The Local Authority will administer the offer of places on its behalf. Up to 120 pupils will be admitted into the Reception year of Nanaksar Primary School.

Nanaksar Primary School Admission Criteria 2013 Admissions Criteria

Governors will admit up to 120 pupils to Reception, 60 places will be allocated to those committed to the Sikh faith and 60 places to those of another faith or no faith.

In the event of more than 60 applications being received from those committed to the Sikh faith, the following criteria will apply:

1. Sikh children in public care (Looked After Children) as per section 22 of the Children Act 1989, previously Looked After Children, and children with a statement of Special Educational Needs that names Nanaksar Primary School.
2. Sikh Faith. Up to 60 places will be allocated to children with parents, **who demonstrate a commitment to the Sikh faith**. Evidence of this will be required through the completion of a self-evaluation religious questionnaire (RQ) and a statement from the Priest of their Gurdwara.
Priority order is 'outstanding' applications with sibling, 'outstanding' applications no siblings, followed by 'good' applications with siblings, and finally 'good' applications without sibling.
3. Distance. Places will be allocated to children whose parents have applied to the Nanaksar Primary School and live nearest the school (as measured in a straight line from the point set by Ordnance Survey at the child's home address to the main entrance of the school).

In the event of more than 60 applications being received from those of another faith (not the Sikh faith) or no faith, the following criteria will apply:

1. Children in public care (Looked After Children) as per section 22 of the Children Act 1989, previously Looked After Children, and children with a statement of Special Educational Needs that names Nanaksar Primary School.
2. Distance. Places will be allocated to children whose parents have applied to the Nanaksar Primary School and live nearest the school (as measured in a straight line from the point set by Ordnance Survey at the child's home address to the main entrance of the school).

For all applicants, within each criteria, priority will be given to:

- a) Children with **brothers or sisters in the school who were admitted prior to Year 6**. They should have a brother or sister attending the school at the time of the admission.
- b) Distance from home to school is measured in a straight line from the point set by Ordnance Survey at the child's home address (including flats) to a fixed point in the

school set by Ordnance Survey (co-ordinates xxxxxxxx) using the computerised Geographical Information System (GIS).

For Sikh applicants, the self evaluation religious questionnaire (RQ) and Granthi's statement form will be submitted to the Nanaksar Thath Isher Darbar Trust. The places will be allocated to the highest scoring applicants using the above criteria. The Nanaksar Thath Isher Darbar Trust is located in Wolverhampton, some distance from the school so that the assessment of the Religious Questionnaire is objectively carried out by religious leaders who will not know the respondents. It should be noted that the Religious Questionnaire has been subject to scrutiny by the School Adjudicator and deemed to meet the Admissions Code of Practice.

For Sikh parents who submit insufficient evidence of their commitment to the Sikh faith (score too low) or who do not support their application with a Religious Questionnaire in respect of their child's place, the application will be considered under criteria 3 Distance.

There are two parts to the application process for Sikh parents, they have to complete the **Common Application Form** from their 'home' Local Authority naming Nanaksar Primary (returnable to the LA) and a **Religious Questionnaire (RQ)**. All other parents have only to complete the Common Application Form from their 'home' Local Authority, naming Nanaksar Primary.

The qualifying relationship is brother or sister; this means children sharing one or both common parents, step brother or step sister, or legally adopted children, who are living as permanent members of the household. Other extended family relationships (e.g. brother-cousin or sister-cousin) will not qualify for sibling consideration. Where necessary, preference will be given to multi-birth children to avoid them being split into separate schools.

Application to Nanaksar Primary School for Reception places is a requirement for all parents wishing to have a school place. The allocation of a Nanaksar Nursery place is **not** a guarantee of a place in Reception, separate application is required.

Criterion 1

The term 'Looked After Children' (LAC) refers to children in public care, who are placed with foster carers, in residential homes or with parents or other relatives. Looked After Children also includes children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). These children have the first priority in the allocation of school places.

Special Educational Needs

Where Nanaksar Primary School is the named school on a child's statement of Special Educational Needs, and the school can meet their educational needs, the school will admit the child as directed by the Local Authority. The school will, if necessary, exceed their planned admission number to accommodate a child with a statement of Special Educational Needs..

Criterion 2 Sikh Applicants. Assessed by the Nanaksar Thath Isher Darbar Trust

The Nanaksar Thath Isher Darbar Trust will make objective decisions when assessing the Religious Questionnaire. They will:

- Score and categorise the Religious Questionnaire and assess the validation statement from the Granthi.
- Not share any information about religious belief with the school. It only scores and categorises the information in the format Outstanding, Good and Insufficient Evidence.

Criterion 3 Sikh Faith Applicants

Any remaining places, after places under criteria 1 and 2 have been allocated, will be allocated to those children whose parents have applied to the school and live nearest to the school, (as measured from the entrance of the School Office to the address point as set by the Ordnance Survey for the home address).

Criteria 2 Those of another faith or no faith

Up to 60 places will be allocated to those children whose parents have applied to the school and live nearest to the school (as measured from the entrance of the School Office to the address point as set by the Ordnance Survey for the home address).

Children with brothers or sisters in the school, 'siblings.'

A sibling means a natural brother or sister or half brother or sister, or a legally adopted brother or sister or half brother or sister; who will be living with them at the same address at the date of their entry to Nanaksar School.

Parents who are seeking a school place for a child because he/she has a brother or sister who is a pupil at Nanaksar Primary School, admitted prior to year 6, must claim priority by filling in the correct details on the Local Authority Common Application Form.

Failure to bring the details of the sibling relationship to the attention of the Admissions Panel by this means will remove entitlement to priority consideration.

Distance

Where two or more addresses produce identical measurements the children will be treated equally. They will both receive offers. The Admissions Panel will take all reasonable steps to ensure that the child's address is their true permanent address.

Where only one place is available and two or more addresses produce identical distance measurements the names of the applicants will be written on separate pieces of paper and one of them randomly drawn to allocate the place.

Multiple Births

Where applications are received in respect of twins, triplets or children of other multiple births and the school is able to offer one child a place in accordance with the Admissions criteria, the school will offer a place to the other child (children) admitting above the published admission number where necessary.

In Year Admissions

Applications for In Year Admission are made in the same way as those made during the normal admissions round. Parents are required to complete an In Year Application Form from their Local Authority and Nanaksar Primary School, Religious Questionnaire where appropriate.

If a place becomes available and there is no waiting list the school will communicate the Governors offer of a school place to the family. If there are no places available the school will communicate this to the parent. The parent can ask the school why no place is available and has the right to appeal if they think they have been unfairly treated. They will be offered the opportunity to be placed on a waiting list.

Waiting List

A waiting list will be maintained by the Governors in the order of the over subscription criteria and not in the order in which applications are received. Every year in June we will write to the parent asking them to confirm that the child's name should remain on the waiting list. When a place becomes available the school will advise the parent of the child who is top of the list so that an offer can be made on behalf of the Governors. The awarding of the place will depend on whether the vacant place is Sikh or from another faith or no faith, and will be awarded to the child in the relevant age group who most closely matches the over subscription criteria.

Acceptance of the Offer of a Place in Year Reception

Parents will be informed in writing of the offer of a school place and will be required to return an Acceptance Form including documents to verify their address (e.g. Council Tax reference number, a copy of the Child Benefit Entitlement)

Right of Appeal

Parents who are refused a school place will have the right to appeal to an Independent Appeal Panel that is independent of the school and Governors. The Independent Appeal Panel members will be trained in accordance with all relevant provisions of the School Admissions Code and the School Admissions Appeals Code published by the Department for Education, as they apply at any given time to maintained schools and equalities law. The determination of the Appeal Panel will be binding on all parties.

Directive of the Secretary of State

The Nanaksar Trust will admit a named pupil where the Secretary of State directs the Trust to do so;

-on application from a Local Authority

-where the Trust has failed to comply with admissions and equalities legislation or the provisions of the Admissions and Appeals Codes.

The Nanaksar Trust will amend its admission arrangements where they fail to comply with the School Admissions Code or the Admissions Appeals Code.

Admissions Forum

The Nanaksar Trustees will take part in any mandatory Admissions Forum as set up by the relevant Local Authority.

Future possibilities for Admissions

In consultation with the Governing Body of the Guru Nanak Sikh Academy, by September 2020 it may be possible that their admissions criteria could be amended. Any Nanaksar pupil would have a priority to a Year 7 school place at Guru Nanak Sikh Academy, should the parent wish to apply.

D6 Approach to behaviour management, pupil well being and attendance to improve pupil outcomes

Nanaksar Primary will have a central role to play in pupils' social and moral development just as

in their academic development. Our approach towards behaviour and attendance is shaped by our vision of becoming a high performing school, where pupils move on to achieve well in secondary and there-after make a positive contribution to society. In order to make this significant contribution to society, it is essential that expectations for good behaviour and high levels of attendance are embedded at an early stage.

Nanaksar Primary will be committed to providing an environment where all pupils can feel safe, happy, accepted and included. An orderly framework will exist within which effective teaching and learning can take place. The school will hold an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community. Pupils will be encouraged to develop:

- respect for themselves and others: their feelings, opinions, cultures, limitations and the right to individuality
- pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times
- respect for the environment: their own, the schools and other people's property and the community in which we all live

Overall our Behaviour Policy will:

- provide opportunities for pupil's to take responsibility and be involved in decision making
- establish and promote consistent expectations of both staff and pupils
- promote self- discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others and prevent all forms of bullying among pupils
- foster a culture in which pupils' achievements are recognised and celebrated
- ensure that all staff are seen to be fair and consistent
- ensure that all staff take appropriate action if pupils behave inappropriately
- promote working in partnership with home and external agencies

Please see an example of a draft Behaviour Policy in Appendix 4. This draft policy will be adapted for Nanaksar Primary and would be subject to consultation from staff and the governing body. Whilst we are fully aware that strategies and techniques for dealing with behaviour management will vary significantly between schools, we feel that the systems outlined below are applicable for all pupils across the board and we will further strive to ensure consistency in applying them in our new school.

In order to achieve the aims stated above, the following strategies will be implemented at Nanaksar Primary through a graduated response to promote good behaviour and discourage poor behaviour.

School Rules

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

Classroom Management & Teaching methods

Relationships between the teacher and pupils, as well as strategies for encouraging good behaviour and classroom displays will all have a bearing on the way in which pupils behave. Every classroom will work towards developing self-esteem through demonstrating the value of every individual's contribution. Teachers and support staff will be consistent and fair in the application of rewards and sanctions (as outlined below) and set high standards for behaviour from the start. Staff will work towards identifying any underlying causes, since poor behaviour may be linked to a pupil's lack of understanding of their work or situations at home. Teaching

methods will aim to promote active participation for all within a challenging and supportive environment.

Parental Involvement

We are very conscious of the importance of having strong links with parents and good communication between home and school. Nanaksar Primary will work collaboratively with parents, so that pupils receive consistent messages about behaviour.

Parents will be encouraged to support good attendance and behaviour through a written Home School Agreement, parent's meetings and newsletters.

Pupil Involvement

Pupils will be encouraged to have a voice in the decision making process to promote good behaviour and we will hold their views in high regard. Pupils from across the school will be represented at the School Council, generating new ideas and proposals, as well as feeding back on how effective the behavioural systems are within the school.

A system of rewards and incentives

A system of rewards and incentives will be established at Nanaksar Primary, to motivate and encourage pupils to make the 'right choices' and promote good behaviour as well as academic achievement. This system will be based upon successful strategies that have been used at Guru Nanak Sikh Primary and will include:

Daily classroom incentives <i>Ongoing</i>	Regular positive reinforcement of acceptable behaviour and effort will be displayed through stickers, smiley faces, verbal praise, table points and through daily communication with parents.
Star Chart System <i>Daily</i>	Pupils will be provided with an opportunity to earn stars on a daily basis for following the school rules. Pupils will have three mileposts to reach (silver, bronze and gold) providing them with ongoing goals as well as a sense of achievement.
Lunchtime Award <i>Daily</i>	Reward for following rules and displaying good behaviour in the dinner hall and in the playground. Lunchtime supervisors identify pupils and reward them with a mini certificate. More than 2 certificates in a week can earn the pupil a star on the star chart.
VIP of the Week <i>Weekly</i>	Pupils will work towards being chosen as the 'very important person' of the week, gaining privileges such as having a special chair to sit on and getting general special treatment. VIP pupils will be awarded with a badge so that they are recognised across the school and will change on a weekly basis.
Writer of the Week <i>Weekly</i>	Individual pupils will be rewarded for excellent effort in writing during each week. A certificate and incentive will be given out during assembly.
Teacher's Award <i>Termly</i>	Each half term a pupil from each class across the school will be recognised in assembly by their teachers, for their all round efforts in behaviour and learning. They will receive a trophy and a prize and their efforts will be celebrated in the school newsletter.
Attendance Reward <i>Each term</i> <i>End of the Year</i>	Pupils will be rewarded for 100% attendance during the academic year. Pupils will be identified and rewarded with a medal in assembly.

A clear and graduated system will be set up in response to poor behaviour. The use of a graduated system at Nanaksar Primary will set boundaries for pupils and teach them the consequences that are associated with poor behaviour. By making pupils aware of this graduated approach from the very first day, we aim to set high expectations for behaviour.

Stage 1 Reminder	Inappropriate calling out or distracting others in a lesson.	Reminder of class rules and verbal encouragement of positive behaviour.
Stage 2 Warning	Persistent in the actions above and clearly not following the class rules.	Verbal warning and name written on the board.
Stage 3 Yellow	Fighting, taking things that do not belong to them, using inappropriate language or confrontational behaviour.	Withdrawal of school privileges and formal contact made with parents. Maintaining a behaviour log to keep parents informed on a weekly basis.
Stage 4 Red	Repetitive behaviours from previous stages, physical violence and serious incidents.	Discussion with Head Teacher which may lead to exclusion. Immediate contact made with parents.

Where a pupil is on a red card, an 'individual behavioural plan' will be put into place and specific targets will be made in agreement with the pupil, parents, class teacher and the Head Teacher. Parents will be informed of their child's behaviour on a daily basis, to monitor progress made. Support from other professionals and outside agencies will be requested to provide further guidance and advice where appropriate (Educational Psychologist, Behaviour Support Team, etc).

Exclusions are at the discretion of the Head Teacher. If a pupil is sanctioned with a red card, their misdemeanour will be considered and exclusion will depend on its severity and frequency.

The decision to exclude a pupil will be taken in the following circumstances;

- In response to a serious breach of the Nanaksar Primary School's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the behaviour policy;

- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Verbal or physical abuse of other pupils or school staff
- Aggression towards other pupils leading to the possibility of physical or emotional harm
- Indecent behaviour

Parents will be notified of the reason for the exclusion. Before the pupil is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

This graduated system will be made clear to all involved, including staff, pupils, governors and parents. Staff training will take place to ensure such systems are adopted and consistently used across the school and amongst all members of staff. All staff (including learning support assistants and lunch time supervisors) will require training on strategies to deal with behaviour management issues as well as strategies that work to reduce behaviour, and actions to avoid. Such systems will be reviewed by staff and the SLT each term. Parents will be informed of such systems on entry to the school, through school policies and newsletters.

The Head Teacher will be responsible for ensuring that the Behaviour Policy is implemented and report back to the Governing Body on its impact. Pupils will be consulted through the School

Council and impact will be evaluated through Pupil Survey.

Dealing with Bullying at Nanaksar Primary

Bullying of any kind will be unacceptable at Nanaksar Primary. Any incidents will be dealt with promptly and effectively. We will seek to be a 'telling' school where those who are aware that bullying is happening are expected and encouraged to tell an adult. We will create a culture and system that enables pupils to freely report bullying incidents and ensure that a thorough and systematic recording procedure is in place.

If a form of bullying arises in the school, the following procedures will be followed:

- When an incident is reported, it will be immediately recorded on a 'bullying record form' which will be kept in a confidential folder by a member of the leadership team.
- A member of staff will speak with the victim, any witnesses and the alleged bully regarding the extent and severity of the incident (finding out underlying causes for such behaviour).
- If the bully admits to the incident taking place, the member of staff responsible is to inform parents and follow sanctions in the behaviour policy. The consequences of bullying should reflect the seriousness of the incident so that others see that bullying is unacceptable.
- If the bully does not admit to the incident, investigate further and monitor their behaviour.
- The incident and all pupils involved will be made aware to staff across the school, and they will be monitored over the next two weeks to ensure that it has been eradicated.
- Any serious cases of bullying (including racial, sexual, physical, cyber, etc) will be made known to the head teacher immediately.

The outcome of the procedure above will result in:

- The bully (bullies) may be asked to apologise and will face sanctions stated above.
- In serious cases, suspension or even exclusion will be considered following school policy.
- If possible, the pupils will be reconciled.
- Arranging and ensuring, as far as possible some victim support (through counselling, etc).
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Where sanctions are necessary, this needs to be done with care and consistency. There must be no repercussions for the victim. Allegations do need to be substantiated and the bully may require subsequent support too.

Preventative measures: In order to prevent an incident of bullying from recurring, the victim and alleged bully would be monitored by staff across the school in the playground, dinner hall and in the classroom to identify any further signs, for a period of 2 weeks (or longer if felt required). The member of staff involved will have the duty of checking the bullying records to ensure no other incidents have been reported. The alleged bully will continue to face the consequences of their behaviour through the sanction awarded, until he/she is able to demonstrate positive behaviour.

School staff at Nanaksar Primary will be encouraged to proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues.

Additional preventative measures include:

- writing a set of class rules agreed by the whole class
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying making up role-plays

- having discussions about bullying and why it matters
- having an anti bullying week once a year
- having regular anti bullying lessons as part of our PCSHE programme

Promoting pupil wellbeing

At Nanaksar Primary, such preventative measures will be essential in promoting the well being of each and every pupil. It is of utmost importance that pupils feel safe in their school environment, in order for them to achieve their full potential. We fully recognise our responsibility of safeguarding the health and well-being of our pupils, and therefore will respond to every incident of bullying as a matter of priority.

We will promote well being through ensuring all pupils achieve to their full potential. Whilst the school would work towards high educational outcomes and achievements, we are fully aware of how all five of the 'Every Child Matters' outcomes are intrinsic to an individual child's development. They are all important in their own right and mutually reinforcing: children in poor health or who do not feel safe will not be able to learn effectively; conversely doing well in class can boost children's self-esteem and their emotional resilience. Knowing each child and how his or her family circumstances impact on the ECM outcomes is crucial to promoting well-being.

Strategies for promoting pupil wellbeing in a Nanaksar Primary will include:

- Providing a personalised education, helping all pupils to achieve, with effective strategies for narrowing gaps in attainment and removing barriers to learning.
- Tackling the impact of disadvantage on pupils' ability to learn and progress, while also ensuring that Gifted and Talented children have opportunities to realise their full potential.
- Ensuring that every child has someone in the school who knows them well; monitors their progress and responds quickly if problems emerge; guides them through the range of options open to them and helps them set ambitious goals for their future development.
- Working with other agencies to monitor and nurture all aspects of pupils' well-being, such as the protection from harm, health, social and emotional development, with a focus on early identification and prevention, because these outcomes support educational achievement and they are important in their own right.

Nanaksar Primary will focus on the five outcomes of ECM document, to promote pupil wellbeing across the school by:

Enjoy and achieve

- Delivering effective personalised learning; implementing one-to-one interventions when needed with the aim of narrowing attainment gaps and removing barriers to learning.
- Ensuring curriculum and teaching are culturally sensitive, lively and engaging, tailored to pupils' interests and stretching the most able to achieve their best.
- Intervening early when pupils present social and behavioural problems and providing timely additional support where appropriate.
- Offering a wide range of out of school activities, including educationally focused activities such as homework clubs, arts and creative activities, sport and other recreational activities, including play.

Being healthy

- Ensuring that pupils and parents are aware of what support and services are available and how to access them.
- Creating an environment in the school which promotes good physical health, including healthy weight, for example by ensuring that school meals are healthy and appetising and there is a policy agreed with parents on healthy packed lunches. By promoting physical activity through sport, dance, active play for young children, and encouraging walking to school.

- Having a supportive school ethos characterised by staff modelling positive behaviour, valuing each child as an individual and systematically promoting children's social and emotional development, including children's self respect and respect for others, through the SEAL programme.

Staying Safe

- Looking out for any signs of abuse or neglect and referring any grounds for concern to the school's nominated Child Protection Officer and safeguarding services at the earliest stage.
- Following the clear standards and advice on helping ensure children are safe in the early years.
- Maintaining good order and discipline with high standards of behaviour and a culture of mutual respect to help children feel safe, as well as being well-informed to keep safe.
- Ensuring that there are arrangements for listening to and dealing swiftly with any complaints about bullying, and monitoring whether particular groups are suffering disproportionate bullying.
- Adopt a proactive approach to managing absence, following up on children who are developing patterns of missing school sessions, engaging with the child and his/her parents to improve school attendance or investigate and assess risk.

Making a positive contribution

- Offering a range of after school clubs and activities both within and outside the normal school day.
- Delivering high quality PSHE and citizenship, to help pupils understand how society works; to prepare them for playing their part as adult citizens; and to help them understand other faiths and cultures while developing a sense of shared identity.
- Providing opportunities for pupils to interact learn and work together with children from different backgrounds.

Attendance

Nanaksar Primary will be fully aware of the link between attendance and high attainment. We recognise that the curriculum offers continuity and progression in pupils' learning and any absence from school will adversely affect the pupils' ability to participate and benefit from high quality teaching. We therefore aim to set high expectations for attendance and punctuality early in the primary school, including Nursery and Reception. A whole school approach will be established; outlining and reinforcing clear policies with daily routines, providing consistency in registration procedure, clearly explained to all staff and where all absences are vigorously followed up resulting in an attendance culture that supports and challenges pupils and parents.

Guru Nanak Sikh Primary worked with parents and pupils to achieve 96.6% attendance 2010/11. This was achieved by creating a positive school ethos where pupils enjoy coming to school and taking a proactive stance to any absence and refusing to sanction holidays in term time. As many of the local parents work at nearby Heathrow Airport, where low cost fares are available to them out of high season, the governors and staff have to be particularly vigilant in endorsing the Attendance Policy.

Nanaksar Primary will follow a similar approach and will be committed to achieving high levels of attendance. We clearly recognize the importance of supporting and enabling pupils to access all opportunities available to them and to maximise their achievements through consistent high quality teaching. Our target for attendance will be 97% and we expect to maintain at least 96% attendance through the principles outlined below:

- A firm belief that good attendance and punctuality are vital factors in all pupils being successful at school.

- Good attendance and punctuality are part of the process of encouraging young people to develop positive and responsible attitudes. In Nanaksar Primary, all would be made fully aware of the clear link between attendance and achievement, since if pupils are not attending school they will be unable to access the opportunities being made available to them.
- Good attendance and punctuality is a shared responsibility a partnership between home, school, and the EWO Service.
- Good attendance at school ensures that children are able to Enjoy and Achieve, but it also has a significant welfare role in making children Safe. Attending well and making progress in learning are key elements in achieving Economic Well Being.

The Attendance Policy will form part of the school strategies for managing pupil welfare and will relate to policies on behaviour, pastoral care and inclusion. Sensitive awareness of pupils' home backgrounds and community values, good communication with parents, coupled with high expectations of pupils; will be considered when developing a school policy on attendance. The implementation of an effective policy and the strategies outlined below will strive to enable children to learn whilst staying healthy and safe.

Strategies for promoting good attendance at Nanaksar Primary will include:

- 100% attendance certificates/medals presented in assembly to pupils at the end of each term and each academic year.
- Rewards and praise for good attendance.
- Positive relationships and communication with parents regarding their children's attendance and the impact it has upon their learning.
- The implementation of a comprehensive and thorough system to account for authorised and unauthorised absence.

Regular attendance will also be encouraged:

- By providing a caring and welcoming learning environment.
- By responding promptly to a pupil's or parent's concerns about school or other pupils.
- By marking registers accurately and punctually during morning and afternoon registration.
- If pupils arrive at school after the close of the register without an explanation, the lateness will be recorded as an unauthorised absence and the pupil's name recorded in the late book in case of a fire drill.
- By publishing and displaying attendance and punctuality statistics.
- By celebrating good and improved attendance and punctuality.
- By monitoring pupils, informing parents / carers in writing of irregular attendance, arranging meetings with them if necessary and referring the family to the Education Welfare Service if the irregular attendance continues.

All unauthorised absences will be recorded daily on the attendance register and be monitored by the Welfare Officer and the Education Welfare Officer (EWO). The following procedure will be implemented at Nanaksar Primary, demonstrating our response to unauthorised leave:

- All leave will be refused apart from exceptional circumstances where parents will need to make a request and receive authorisation from the head teacher.
- If a pupil does not attend school on a day where leave has been refused, a phone call will be made to parents straight away.
- On the second day a follow up call will be made requesting reasons for their pupil's absence.
- On the third day a standard letter will be issued, stating that parents need to contact the school and that a reason for absence is required. In this letter parents will also be told that the EWO will be informed and that their child's absence will be recorded as unauthorised if no contact is made. Parents or guardians will be asked to visit the school to discuss the

situation.

- The Welfare Officer will make contact with the EWO for unauthorised absences beyond this period. Referral to the EWO may lead to a home visit to ensure that the parents or guardians understand the seriousness of the situation. The governors, supported by the LEA, reserve the right to consider taking legal action against any parents or guardians who repeatedly fail to accept their responsibility for sending their children to school on a regular basis.
- The ultimate sanction for a sustained period of unauthorised absence will result in a prosecution and a fine.

We are fully aware of Nanaksar Primary's statutory responsibility to maintain an attendance register and will ensure that they are maintained to a high standard. The members of staff responsible for maintaining high levels of attendance will primarily involve the class teacher who will be vigilant on a daily basis and will communicate with the Welfare Officer regarding any concerns. The Welfare Officer will be responsible for overseeing the attendance registers across the school and checking them daily (after morning and afternoon registration) and making follow up calls as necessary. Any further concerns with regards to pupil absences and punctuality will be taken up by the EWO.

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

Local Community The school population in Hillingdon is rising year on year with 58.5% of

primary age pupils from backgrounds other than White British. The Primary sector pupils make up 57.2% of the total school population with 5% increase in Reception and 6.2% increase in Year 1 numbers, from 2010 to 2011. Guru Nanak Sikh Primary and neighbouring schools show a high level of pupils with English as an Additional Language, Guru Nanak Academy 100%, Guru Nanak Primary 100%, Minet Infants 82%, Minet Junior 80%, Brookside Primary 67% and Dr Triplett's Primary 46%. We see the promotion of literacy and EAL support as a key aspect of raising achievement in our school. Our additional adult provision at Nanaksar, of ESOL classes and ICT classes will contribute to making a more literate community and suit the needs of the many small businesses and family shops that operate in the immediate area.

Disadvantage As a collaborative of schools in Townfield and Yeading, Guru Nanak was successful in bidding for Disadvantage Funding from the LA. We used this funding fairly, across the schools and set up a Community worker to broaden the experience of our parents and children. Simple initiatives like a Saturday Teddy Bears picnic in the local park enabled parents from different backgrounds and cultures to meet and share experiences. Family visits to art galleries and museums also featured in the programme. At Nanaksar we would seek to further develop joint collaborative work with neighbouring schools, in a deprived area, to enrich the learning experiences of our children and families.

As many of our current pupils enter primary education with below average skills and many speak little or no English, we concentrate upon early language acquisition with additional staff (a dedicated Literacy LSA to be appointed to Nanaksar from September 2014). Another area we have productively focused upon is boys writing, as without a deliberate focus to engage boys in writing, through use of ICT and interactive learning, we found the gap between boys and girls attainment in writing to be too great.

Facilities Our present response to the needs of our local area is that the Academy Trust has been instrumental in directing us, as an Academy and Primary School, to work very closely with the above named schools, along with The Willows Special School, to share our resources and facilities to benefit the whole community. We have worked with schools to promote racial harmony, celebrate cultural diversity and raise standards in our schools. We have shared our multi purpose hall for productions such as the Afro Bhangra Ceilidh evening, shared our Sports Hall and pitches for joint holiday Football Clubs, science laboratories for Science Fairs, food technology rooms for Cookery Clubs, to name but a few of the many activities that all our pupils and families across the area have enjoyed. Access to these facilities has broadened the experience of our own families and that of other ethnic groups in the community.

Curriculum We are currently working with the same schools on an Olympics theme that will bring all our pupils together in a managed curriculum event week. We have been proactive in obtaining funds to engage in activities to enrich the lives of our pupils and others. Where we have identified need such as Home School Support we joined together to fund a Parent Support Adviser to work across our schools. We jointly purchased a minibus to take pupils from school to school as there is a low incidence of car ownership in the area. We participated in the local Hayes Carnival with an art competition and float. Furthermore, having analysed all the CPD needs of our neighbouring schools and identified their strengths and areas to develop, we are looking to mount joint CPD days on areas of common interest such as promoting literacy and how to effectively meet the special needs of pupils.

All of the activities outlined have supported both parents and children coming together to promote learning. For example, the cookery events, held in the Academy technology rooms, were attended by a range of children and adults who cooked and shared food together. We are currently running maths classes for adults, ESOL English classes and ICT classes. We host a national Sikh Festival in July that is attended by 50,000 people from local, national and international communities. These examples have been quoted to demonstrate our commitment to supporting school improvement and community cohesion across an area and this will be replicated and further developed with inclusion of the proposed new school in the collaborative initiatives.

We will promote good community relations by welcoming our neighbouring pupils, parents and other adults to share our facilities and join together on common endeavours. These range from the pupil initiatives above to parent classes and meetings, staff and parent hosting conferences of common interest, Free Schools March 2012, Inter-Faith 2012, Special Needs 2012 to encouraging pupils, parents and governors to contribute/volunteer their specialist expertise at community events. Our Vice Chair, for example, runs free health checks for the local community at school events. We are about to take part in a seminar to disseminate good practice in the promotion of literacy for the Schools Network.

Faith We already have good links with local faith groups and have letters of support for Nanaksar from the leaders of the local Catholic Church and Hindu Temple. We currently participate in an initiative with four faith groups where we nominate articulate pupils to visit local primary schools. Each faith group takes a common theme, like 'Respect' and the pupils of a particular faith, then share with others what respect means in the context of their faith. We also take our pupils on visits to local places of worship so that they can experience the wide range of faith groups that are represented in our area.

Business The Academy has a specialism of Business and Enterprise and has therefore developed an extensive range of curriculum and learning connections to businesses in the local area. Older business students have worked with Guru Nanak primary pupils and other local schools on Business Enterprise days to promote learning about economic well being. Guru Nanak pupils have visited different local work places including the nearby Heathrow airport. We will tap into the business links and develop similar initiatives and business links to these at Nanaksar.

Charities We have a range of charities that we support and this benefits curriculum development and learning. We have links to the local Night Shelter, Skip for Heart and Children in Need as well as supporting a school in the slum area of Dheli. 'The school has a great appetite to seek out effective links with other schools and outside organisations to benefit pupils' learning.' OfSTED 2011.

D8 School designated as religious character / show how the needs of all children (whether of a particular faith or none) are fully provided for within the education plan.

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

As noted in Guru Nanak Sikh Primary, where the Sikh ideals underpin the school ethos,

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

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

All pupils, whether of a particular faith or none at Nanaksar, will be equally valued and provision made through a broad and balanced curriculum as described in Section D1. Some of the key provision which will support this, has been highlighted below; RE, Assemblies, IPC (International Primary Curriculum) and extra-curricular activities.

Key curriculum provision promoting inclusion	EYFS	KS1	KS2
RE	30 minutes per week	1 hour per week	1 hour per week
Assemblies			
Collective faith/ non-faith	2.00 hours per week		
Whole school multi-faith e.g. festivals	30 minutes per week		
Class-pupils and parents	Attend x 4 year class assemblies 4 times a year give one class assembly a year = 40 mins		
IPC (International Primary Curriculum)		4.30 hours per week	5 hours per week
Extra-curricular opportunities Including community languages and interests	None	A minimum of 10 clubs will be run per night giving each pupil the opportunity to take part in at least x 1 club of 1 hour per week	

RE Lessons

All pupils in KS1 and KS2 will have a weekly 1 hour RE lesson following the multi-faith locally agreed, HSACRE (Hillingdon Standing Advisory Council for Religious Education) RE Syllabus. Pupils will be taught about faith and values and will, in addition, explore some of the key world religions. In EYFS pupils will learn about other religions through topic work and stories.

Whole school/Year group assemblies

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

The Curriculum Provision

Nanaksar Primary School is underpinned, not only by expectations of high academic success for all pupils, but also by a belief that all pupils need to understand the world around them to become 'worldly', see Section D1. Nanaksar School will support all pupils in this understanding through the use of the **International Primary Curriculum (IPC)** which has dedicated strands focusing on internationalism. Other aspects of school life will also promote this outward looking approach which values all pupils e.g. the provision of video conferencing facilities for pupils to make links with the world/community beyond the classroom, regular class visits out of school, inviting guests (parents, local community members, experts) into the school and the celebration of cultural differences and similarities within school through assemblies, wall displays, music /dance performance.

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

Nanaksar Primary School, as described above, will be an inclusive school valuing diversity and drawing on the excellent practice at Guru Nanak Primary.

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

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	120	163		136%	120	66*		55%
Year 1	120	179		149%	120	163		136%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

*This represents two weeks of marketing from 13th Jan-1st Feb 2012.

The above chart demonstrates that there is interest in taking in Year 1 pupils in 2013. If this gained approval we would:

- discuss this with the Admissions Department of the London Boroughs of Ealing and Hillingdon.
- consult with local schools.
- write to all parents concerned.

Section E: Evidence of demand and marketing – part 2

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

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

Survey forms were distributed to parents via 11 Libraries, 7 Gurdwaras, a number of Hindu Temples, 5 Primary Schools, 1 Children's Centres, 1 Nursery School and local shops. Some Libraries refused to make the survey available to the public and some local Governing Bodies refused permission to distribute the survey because they disagreed with the principal of developing Free Schools. We also surveyed parents who were on the waiting list of Guru Nanak Sikh Primary and had been unsuccessful in gaining a place in our school. A total of 949 parents responded to our survey, as at February 1st 2012.

New School Support Survey

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

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

We may share this information with the Department of Education as part of our application for a new school. We are proposing to set up a new Free School in the Southern area of the London Borough of Hillingdon, [redacted] from September 2013. This will be a four form entry new Primary school, 4 to 11 years that will be directly funded by the government. It will be led and managed initially by the very successful, oversubscribed Guru Nanak Sikh Primary School (see Ofsted report 2011). The new school will have a Sikh ethos of achievement through hard work but will admit children of other faiths. In order to do this we need to demonstrate that there is parental support for a new school. Please register your interest in sending your child to this new school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

Name	Postcode	Child's date of birth	I would select Nanaksar Primary as first choice for my child (ren)	OR I am interested in finding out more information	Email address

Please complete and return by Wednesday 25th January 2012 to [redacted], Guru Nanak Sikh Primary School, [redacted], Hayes, Middlesex, [redacted]. We welcome your views.

Our analysis shows:

Number of pupils who will be using the Nursery September 2013 Age range 3-4, **66**.

Number of pupils who will be using the Nursery September 2014 Age range 3-4, **40**.
Those reaching five in the academic year 2013/14 (Reception classes 2013) **163**
Those reaching six in the academic year 2013/14 (Year 1 classes) **179**
Those reaching five in the academic year 2014/15 (Reception classes 2014) **66**

Parents were asked to state their name, postcode, date of birth of the child/children who would use Nanaksar Primary, and if they would specifically select the school as their first choice, or would like further information and give their email address for this purpose. The front of the survey was written in English, the reverse in Punjabi to reflect the most common language spoken. A map is supplied that shows the location of Nanaksar Primary School and the post code location of parents who have expressed a first preference for the school. (**Appendix 1**). It should be noted that the proposed new school is adjacent to the boundary between two London Boroughs, Hillingdon residents 42%, Ealing residents 40% Other 18%. (**Appendix 2**).

We had a meeting with local school Head Teachers and they expressed some reservations about the concept of Free Schools but wished us well in the proposal. The majority were not concerned about Nanaksar Primary detracting from their pupil numbers as they are full. However, the school that was recently deemed unsatisfactory by OfSTED January 2012, was most concerned that some parents would chose the new school over and above themselves.

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

The Parental Survey and letters of support demonstrate that the Sikh community whole heartedly supports the development of Nanaksar Primary and that there is sufficient demand to fill the additional 60 Sikh school places in the area. The survey also indicates that there is strong support to fill the remaining 60 places but to secure this we will liaise with the London Borough of Hillingdon and Ealing Admissions Departments and directly raise awareness of the Nanaksar Primary School to parents in the area through discussions with religious leaders, local groups and public meetings. After initial consultations we have received letters of support from

- our local [redacted] for Hayes and Harlington
- [redacted] for Ealing Southall
- [redacted] of Ealing Council
- [redacted] of the Immaculate Heart of Mary
- Representative of the Jewish Community
- [redacted] of the International Friendship Foundation
- [redacted] The Hindu Temple Trust
- [redacted] Vishwa Hindhu Kendra
- [redacted] of the India Association
- [redacted] of the The Council of Sikh Gurdwaras
- [redacted] of Wimbledon
- [redacted] Sikh Council UK
- [redacted] British Sikh Consultative Sikh Forum
- [redacted] Southall
- [redacted] of the Sikh Channel
- [redacted] of Sira Cash and Carry
- In addition staff of Guru Nanak visited the Christian, Hindu and Muslim local places of worship to discuss the proposed new school with Religious Leaders and their followers.

See Appendix 6

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

area served by the proposed new school. (Please note that the Director of Education is currently on sick leave and no further comment is available). The policy of the Hillingdon Local Authority is not to support individual applications but the Cabinet Member for Education has stated that he will endorse the development of Nanaksar Primary, if the DfE gives approval for the development of the school. Hillingdon states that they are 30 forms of entry short for 2013, Ealing 30 forms of entry short for 2013. Local Councillors from both the Labour and Conservative group have verbally given support to the development of a new Primary school in the area and acknowledge the experience we have in developing excellence.

We will further publicise the school through local council publications such as Hillingdon People and Around Ealing that are distributed to every household in the area served by the school and produce information leaflets for libraries and local theatres. We will also produce multi-lingual leaflets for the two main supermarkets in the area as they are well used by members of the community (more so than Libraries). We will use meetings and direct communication because of the number of languages spoken in the area and the need to communicate both in English and other languages. There will also be a web site created for the new school whereby parents can log in and receive up to date information about the new school and how to apply. We will also use Twitter and Facebook to promote and publicise the new school. We have very good links with local radio stations and will capitalise on these relationships to reach the local community. Given the deprivation factor of Townfield and Southall and the response to the survey that has come from these areas, (reference post codes) our indications are that deprived communities and families have been reached. In planning for Nanaksar Primary we will reflect their needs by ensuring that the uniform is commonly available at low cost and that facilities are available for family learning including the promotion of literacy, numeracy and ICT. We will ensure that Nanaksar has high standards of attainment and will set pupils up well to achieve at the next stage of their schooling, as well as producing contributing members of the local community. Parents will be welcomed into the school for both formal and informal events and be an integral part of their child's education.

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

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

'Guru Nanak Sikh Primary is an outstanding school. It is vastly oversubscribed because of its' excellent reputation in the area. Parents and carers are overwhelmingly positive about the

school, as reflected by comments from parents, for example: 'This is a great school and a credit to society as the school provides an excellent environment for both pupils and teachers to excel' and 'School has fantastic ethos. I feel extremely privileged to have received a place for my children.' OfSTED October 2011

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

All pupils will be united through wearing a common Nakansar school uniform with the school badge. Girls will wear Kameez (Tunic top) and Salwah (loose bottoms) or a trouser option. Boys will wear a school blazer with shirt and tie. In the Early Years, both boys and girls will wear joggers and sweat shirts, again with the school badge. The school will actively promote Hillingdon Healthy School values and policies. Vegetarian meals will be offered with the option for parents to provide their own healthy vegetarian packed lunches. As part of the school's Healthy Schools policy, pupils in the early years and KS1 will have daily fruit and parents will have the option for their child to have milk at school. Guru Nanak Sikh Primary has held Hillingdon Healthy School status since 2007.

Section F: Capacity and capability

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

F1 Show how you will access appropriate and sufficient educational expertise to deliver your vision

'Leadership and management of the school are outstanding. The Chair of the Governing Body and the Head Teacher provide inspirational leadership. They have played a pivotal role in the school's significant improvement over recent years. Senior and middle leaders and governors have pupils' interests at heart in all that the school does.' OfSTED 2011.

These are the very same people, Chair and Head Teacher, that will be leading and managing Nanaksar to get it established and become an outstanding school.

Senior Leadership Team-Pre Opening and First Year of Operation

The Trustees of Nanaksar Primary School have consulted with the governors of the Academy and Guru Nanak Sikh Primary and both Governing Bodies are unanimous in their support to develop a new Free School, Nanaksar Primary. The Trustees have also consulted with the Senior Leadership Team of both schools and they are absolutely supportive of the initiative. In setting up the new Free School, part of the start up funding will be used to buy in the educational expertise of the existing very experienced and successful [REDACTED], [REDACTED] (2 days per week) and [REDACTED], [REDACTED] (2 days per week, strong literacy and EAL) of Guru Nanak Primary along with their [REDACTED], [REDACTED], ([REDACTED]) (1 day per week). [REDACTED]

Nanaksar Primary will benefit from having a successful proven leadership team in place from the pre opening phase and first year of operation, that has the capacity to deliver the vision and make it a reality. The Leadership Teams of the Academy and Guru Nanak Primary have the capacity and the will, to step up and gain further professional development experience, by absorbing the days when their colleagues will be engaged in setting up the new school. The arrangement will be cost effective for Nanaksar Primary and the new school will gain from having a strong leadership team in place from the outset that has the experience to strategically develop a new school and create the climate in which effective teaching and pupil achievement flourishes.

'Leaders display high ambition, an unrelenting drive to improve pupils' academic and personal skills and clarity of vision.' OfSTED 2011.

Head Teacher of Nanaksar-Pre Opening and First Year of Operation

The very experienced Sikh Head Teacher of Guru Nanak Academy and Guru Nanak Primary (shortly to become one all age Academy from 1st September 2012) will become an Executive Head Teacher over the two schools (Guru Nanak Academy and Nanaksar Primary). Given the outstanding leadership of this individual, this will not only ensure the success of the two schools but allow more freedom in later appointing a Head Teacher to Nanaksar Primary since the

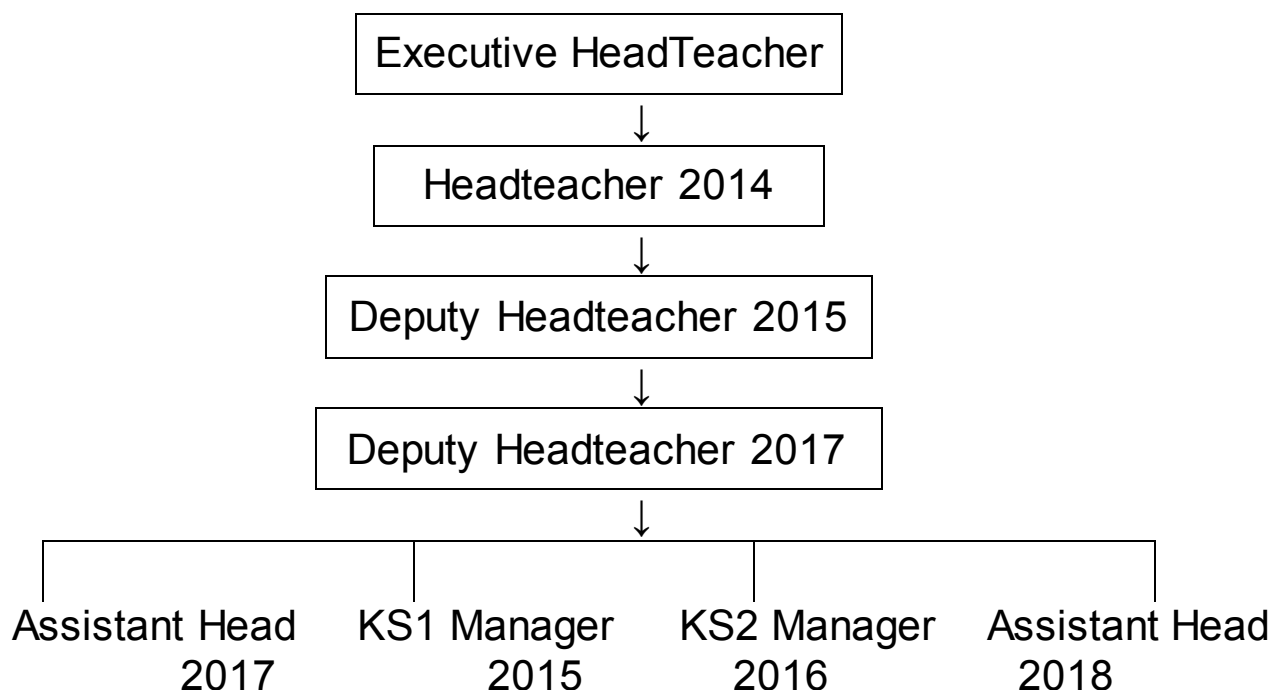
Governing Body would then not make ‘a practising Sikh,’ an essential criteria in the Person Specification. The Executive Head Teacher has an enviable reputation in the local community having successfully led the Academy and Primary schools through OfSTED, with both of them achieving grade 1 for every aspect of their work. If his name is associated with the development of Nanaksar, parents will have confidence in sending their child to the new Nanaksar School and the Local Authorities of Hillingdon and Ealing will have the confidence in the ability of the school to deliver high quality school places. See **Appendix 3** for CV of the Principal.

Roles and Responsibilities of the Senior Leadership Team 2013

The Executive Head Teacher RSS will be responsible for liaison with the community and directing the marketing strategy, developing the school vision and ethos, standards and achievement including assessment. He will be the responsible person for Child Protection and report on progress to the Governing Body, both in the setting up of Nanaksar and during the first year of operation. The Deputy Head Teacher CL will lead on the development of high standards of teaching and learning, curriculum, Literacy and EAL, CPD. The Consultant JLC, will be responsible for setting up the appointment of staff, ensuring that statutory requirements are met, admissions and governance development.

The Executive Head Teacher arrives in school very early and so each day will devote 4.30am-8.30am to the Academy. He will then work in Nanaksar, everyday from 8.30-11.30am, 3 hours each day x 5 = 15 hours. The Deputy Head Teacher will work in Nanaksar every day from 11.30am – 3.30pm, 4 hours each day x 5 = 20 hours. This way of working ensures that Nanaksar has leadership expertise each and every day prior to opening and during the first year. In their absence from Guru Nanak Academy, the Vice Principals and Assistant Head Teachers will cover all responsibilities between them. In addition, the Consultant will spend one day per week in Nanaksar.

Nanaksar Senior Leadership Team



Additional Teaching Staff

The interim leadership team will stay in place during the academic year 2013/14 along with a further appointment of a Foundation Stage Leader (who will be a class teacher) and LSA April

1st 2013 to strengthen Early Years and to ensure home visits are conducted prior to September 2013. Both the Deputy CL (Literacy, EAL) and Foundation Stage Leader will have teaching and learning responsibilities. Further teaching appointments will be made for September 2013 so that there is provision for 1 teacher, 1NNEB and 1 LSA allocated to the Nursery and 3 Reception Teachers and 4 Learning Support Assistants to the Reception Year. A desirable attribute of successful applicants will be their ability to speak one of the home languages of pupils. All teaching and LSA staff appointments will require applicants to demonstrate high levels of skill and ability in interacting with pupils in the classroom. The Assessment Manager of Guru Nanak Sikh Primary will provide expertise as is required, during the first two years, at low cost. An Inclusion Manager (SENCO) will be appointed for September 2013, so that pupils with learning difficulties, or disadvantaged pupils, will be identified early and with appropriate provision to support their progress. Any specialist support such as Speech and Language therapy will be bought in. See the following chart that details the Staffing increase year on year as pupils numbers increase.

PROPOSED STAFFING STRUCTURE FOR NANAKSAR PRIMARY

15th April 2013 (start of the Summer Term)

Interim Senior Leadership Team	Guru Nanak Headteacher (2 days)
	Guru Nanak Deputy Headteacher (2 days)
	Guru Nanak Education Consultant (1 day)
Reception	1 Teachers who is the Foundation Stage Manager, 1 LSAs (to conduct home visits)

September 2013

Interim Senior Leadership Team	Guru Nanak Headteacher (2 days)
	Guru Nanak Deputy Headteacher (2 days)
	Guru Nanak Education Consultant (1 day)
Nursery (LA will fund)	1 Teacher, 1 LSA, 1NNEB
Reception	4 Teachers including Foundation Stage Manager, 4 LSAs
1 Inclusion Manager	
1 Bursar, Admissions, Finance, Marketing	
1 Secretary/Receptionist	
1 Welfare Officer	
1 Finance Officer	
4 SMSAs	
1 Catering Manager	
1 Premises/Caretaker	
1 Assistant Premises	
1 Cleaner Supervisor	
Buy in: Pay Roll, HR, Insurance, Financial Support, Internet-London Grid for Learning. Catering from buy in of prepared meals.	

September 2014

Senior Leadership Team	Executive Headteacher Substantive Headteacher
Nursery (LA will fund)	1 Teacher, 1 LSA, 1NNEB
Reception	4 Teachers including Foundation Stage Manager, 4 LSAs
Year 1	4 Teachers, 4 LSAs
1 Inclusion Manager	

1 LSA to give Literacy and SEN support
1 Bursar, Admissions, Finance, Marketing
1 Secretary/Receptionist
1 Welfare Officer
1 Welfare Assistant
1 Admin Assistant
1 Finance Officer
2 ICT Technician
4 SMSAs
1 Catering Manager
1 Premises/Caretaker
1 Assistant Premises
1 Cleaner Supervisor
1 Assistant Cleaner
1 Ancillary Staff
Buy in: Pay Roll, HR, Insurance, Financial Support, Internet-London Grid for Learning. Catering from buy in of prepared meals.

September 2015

Senior Leadership Team	Executive Headteacher Substantive Headteacher Deputy Headteacher KS1 Manager
Nursery (LA will fund)	1 Teacher, 1 LSA, 1NNEB
Reception	4 Teachers including Foundation Stage Manager, 4 LSAs
Year 1	4 Teachers including KS1 Manager, 4 LSAs
Year 2	4 Teachers, 4 LSAs
1 Inclusion Manager	
1 Teacher Literacy Support across the school	
1 LSA to give Literacy and SEN support	
1 Bursar, Admissions, Finance, Marketing	
1 Secretary/Receptionist	
1 Finance Officer	
1 Welfare Officer	
1 Welfare Assistant	
1 Premises/Caretaker	
2 Premises Assistant	
1 Cleaner Supervisor	
1 Assistant Cleaner	
11 SMSA	
1 Catering Manager	
2 Catering Assistant	
1 Admin assistant	
2 ICT Technician	
1 Ancillary Staff	
Buy in: Pay Roll, HR, Insurance, Financial Support, Internet-London Grid for Learning, cleaning.	

September 2016

Senior Leadership Team	Executive Headteacher Substantive Headteacher Deputy Headteacher KS1 Manager KS2 Manager
Nursery (LA will fund)	1 Teacher, 1 LSA, 1NNEB
Reception	4 Teachers including Foundation Stage Manager, 4 LSAs
Year 1	4 Teachers including KS1 Manager, 4 LSAs
Year 2	4 Teachers, 4 LSAs
Year 3	4 Teachers including KS2 Manager, 4 LSAs
1 Inclusion Manager	
1 Teacher Literacy Support across the school	
1 Outstanding Teacher	
1 LSA to give Literacy and SEN support	
1 Bursar, Admissions, Finance, Marketing	
1 Secretary/Receptionist combined into one post	
1 Finance Officer	
1 Welfare Officer	
1 Welfare Assistant	
1 Premises/Caretaker	
2 Premises Assistant	
1 Cleaner Supervisor	
2 Assistant Cleaner	
11 SMSA	
1 Catering Manager	
2 Catering Assistant	
1 Admin Assistant	
1 IT Manager	
2 ICT Technician	
1 Ancillary Staff	
Buy in: Pay Roll, HR, Insurance, Financial Support, Internet-London Grid for Learning, cleaning.	

September 2017

Senior Leadership Team	Executive Headteacher Substantive Headteacher 2 Deputy Headteacher Assistant Headteacher/SEN KS1 Manager KS2 Manager
Nursery (LA will fund)	1 Teacher, 1 LSA, 1NNEB
Reception	4 Teachers including Foundation Stage Manager, 4 LSAs
Year 1	4 Teachers including KS1 Manager, 4 LSAs
Year 2	4 Teachers, 4 LSAs
Year 3	4 Teachers including KS2 Manager, 4 LSAs
Year 4	4 Teachers, 4 LSAs
1 Inclusion Manager	
1 Teacher Literacy Support across the school	

1 Outstanding Teacher
1 Teacher to cover staff absence and PPA
1 LSA to give Literacy and SEN support
1 Bursar, Admissions, Finance, Marketing
1 Secretary/Receptionist combined into one post
1 Welfare Officer
1 Welfare Assistant
1 Premises/Caretaker
2 Premises Assistant
1 Admin Assistant
1 IT Manager
2 ICT Technician
1 Cleaner Supervisor
2 Assistant Cleaner
11 SMSA
1 Catering Manager
4 Catering Assistant
1 Finance Officer
1 Finance Assistant
1 Ancillary Staff
Buy in: Pay Roll, HR, Insurance, Financial Support, Internet-London Grid for Learning, cleaning.

September 2018

Senior Leadership Team	Executive Headteacher Substantive Headteacher 2 Deputy Headteacher Assistant Headteacher Assistant Headteacher KS1 Manager KS2 Manager
Nursery (LA will fund)	1 Teacher, 1 LSA, 1NNEB
Reception	4 Teachers including Foundation Stage Manager, 4 LSAs
Year 1	4 Teachers including KS1 Manager, 4 LSAs
Year 2	4 Teachers, 4 LSAs
Year 3	4 Teachers including KS2 Manager, 4 LSAs
Year 4	4 Teachers, 4 LSAs
Year 5	4 Teachers, 4 LSAs
1 Inclusion Manager	
2 Teacher Literacy Support across the school	
1 Outstanding Teacher	
1 Teacher to cover staff absence and PPA	
1 LSA to give Literacy and SEN support	
1 Bursar, Admissions, Finance, Marketing	
1 Secretary/Receptionist combined into one post	
2 Welfare Officer	
2 Welfare Assistant	
1 Premises/Caretaker	
2 Premises Assistant	
1 Admin Assistant	
1 IT Manager	

2 ICT Technician
1 Cleaner Supervisor
2 Assistant Cleaner
11 SMSA
1 Catering Manager
4 Catering Assistant
1 Finance Officer
1 Finance Assistant
1 Ancillary Staff
Buy in: Pay Roll, HR, Insurance, Financial Support, Internet-London Grid for Learning, cleaning.

September 2019

Senior Leadership Team	Executive Headteacher Substantive Headteacher 2 Deputy Headteacher Assistant Headteacher Assistant Headteacher KS1 Manager KS2 Manager
Nursery (LA will fund)	1 Teacher, 1 LSA, 1NNEB
Reception	4 Teachers including Foundation Stage Manager, 4 LSAs
Year 1	4 Teachers including KS1 Manager, 4 LSAs
Year 2	4 Teachers, 4 LSAs
Year 3	4 Teachers including KS2 Manager, 4 LSAs
Year 4	4 Teachers, 4 LSAs
Year 5	4 Teachers, 4 LSAs
Year 6	4 Teachers, 4 LSAs
1 Inclusion Manager	
2 Teacher Literacy Support across the school	
1 Outstanding Teacher	
1 Teacher to cover staff absence and PPA	
1 LSA to give Literacy and SEN support	
1 Bursar, Admissions, Finance, Marketing	
1 Secretary/Receptionist combined into one post	
2 Welfare Officer	
2 Welfare Assistant	
1 Premises/Caretaker	
2 Premises Assistant	
4 Admin Assistant	
IT Manager	
2 ICT Technician	
1 Cleaner Supervisor	
3 Assistant Cleaner	
11 SMSA	
2 Catering Manager	
7 Catering Assistant	
1 Finance Officer	
1 Finance Assistant	

1 Ancillary Staff
Buy in: Pay Roll, HR, Insurance, Financial Support, Internet-London Grid for Learning, cleaning.

Support staff will be appointed from the 1st September 2013:

Bursar for administrating Finance, Admissions, Lettings and marketing. (Financial expertise)

Secretary for administration, attendance, reception duties and pupil welfare.

Premises/caretaker.

Nanaksar will buy in Pay Roll, Human Resources, Insurance, Financial Audit and IT from Londongrid for Learning. SEN expertise will be bought in from Guru Nanak Inclusion Manager. Initially when pupil numbers are smaller, catering will be bought in through prepared meals but as pupil numbers increase, school meals will be provided on the premises.

F2 Show how you will access appropriate and sufficient financial expertise to manage your school budget.

The Executive Head Teacher, [REDACTED], is already the Accounting Officer of Guru Nanak Academy and therefore is experienced in school finance and understands the role of Accounting Officer. In the first instance from the planning of Nanaksar to the appointment of the new Head Teacher he will be the Accounting Officer. He has the knowledge and understanding to:

- Ensure regularity and propriety
- Prudent and economical administration
- Avoidance of waste and extravagance
- Efficient and effective use of available resources
- Day to day organisation, staffing and management of Nanaksar.

Subsequently the Head Teacher of Nanaksar Primary will become the Accounting Officer. The Head Teacher will consult with the Governing Body, Senior Leadership Team and other staff in post to draw up a detailed 1 year School Development Plan and a related 1 year Financial Plan followed by a 3 year School Development Plan and a 3 year Financial Plan.

The Bursar when appointed September 2013 will be the Principal Finance Officer and responsible for:

- Day to day management of financial matters
- Management of Nanaksar's financial position
- Maintenance of effective systems of internal control
- Ensuring proper presentation of Nanaksar's annual accounts supported by the underlying books and records.

We will ensure that the financial knowledge and understanding of the above is the main component of the job and will look for someone who is a qualified CCAB accountant or equivalent.

The Bursar will be responsible for drawing up the detail of the 1 year and 3 year Financial Plans forecasting income, expenditure and reserves. Prior to the appointment of the Bursar the finance office of the Academy will provide start up supports in setting up financial systems and pre ordering resources and equipment so that the school can be fully functional from the 1st September 2013.

The Responsible Officer [REDACTED], a governor who already has experience in this role because he fulfils it for the Guru Nanak Academy will provide independent assurance that: The financial responsibilities of the Governing Body are effectively discharged.

- Resources are managed in an efficient, economical and effective manner.
- Sound systems of internal financial control are maintained
- Financial considerations are fully taken into account in reaching decisions.

[REDACTED] External Audit

[REDACTED] who specialises in School Finance will be Nanaksar External Auditor.

The Governing Body will set up a Finance Committee to monitor the work of the Executive Head Teacher and Bursar to ensure they are exercising proper controls over Nanaksar school finances. The Finance Committee will receive termly management accounts and be briefed by the Bursar. The Chair of the Governing Body will sign off the Annual Accounts and Audit Report.

Each term, accounts and reports will be submitted and scrutinised by a Finance Committee of the Governing Body. The Governors will also work alongside the Executive Head Teacher to strategically plan for the development of the Nanaksar School within the financial constraints of allocated funding. Day to day financial management will be within the remit of the Bursar

who will report directly to the Executive Head Teacher, who would retain overall accountability to the Governing Body for the financial management of Nanaksar Primary. This will leave the substantive Head Teacher, appointed from September 2014, time to devote to ensuring the quality of teaching and learning.

Pre Opening The interim Senior Leadership Team will agree the allocation of funding with the Trustees/Governing Body. The Finance Office of the Academy (Finance Manager, Accountant and Assistant) currently operates robust management systems to monitor and evaluate the budgets of Guru Nanak Sikh Primary and Guru Nanak Sikh Academy. These experienced finance personnel will set up and operate the finance systems of Nanaksar Primary in the pre opening stage. They are conversant with Funding Agreements and the Academies Financial Handbook. Nanaksar Primary will be set up with the IT operating systems Financial Management System 6 and Financial Planning System.

‘It provides outstanding value for money.’ OfSTED 2011.

F3 Show how you will access other relevant expertise to manage the opening and operation of your school.

A Company Limited by Guarantee has been set up with three Directors, [REDACTED], [REDACTED], [REDACTED], who are appropriately skilled to discharge their duties and willing to do so without payment following the Sikh tradition of serving the community. [REDACTED] has the experience of raising funds and developing 19 schools, two in England and 17 abroad. The three directors between them have the experience of liaising with a Project manager, working to deadlines, gaining support and financial backing and directing funds to meet the priorities. These directors have also managed £40 million pounds worth of Government funding in partnership with [REDACTED] to develop the Guru Nanak site. The three phase development of the Guru Nanak site was efficiently completed to deadlines and within time and did not go over budget.

A Project Manager would be appointed externally to liaise with the builders, the Executive Head Teacher and oversee the completion of the building. [REDACTED] would report to the Governing Body Premises Committee.

In Guru Nanak Academy and Guru Nanak Primary we have the proven skills and experience of large scale project management in that the respective Governing Bodies and Senior Leadership Team worked with contractors and saw through:

- the completion of a new 2FE Primary School building from plan to opening
- extensive refurbishment of the old buildings of Guru Nanak Academy and the opening of a 21 million pound extension to develop the school from 2FE to 6FE
- monitoring of building works to ensure safety of pupils, staff and parents, quality and value for money
- the enlargement of the staffing complement including new senior appointments to reflect growth and succession planning.

With the experience out lined above the Governing Body has sufficient knowledge and understanding to ask relevant questions and hold people to account when the building work is in progress.

An Architect [REDACTED] (RIBA) who has designed buildings for the Olympics in London has made an initial design for Nanaksar Primary, **see Annex 1 to 8**.

Steering Group The Directors, 3 Academy Governors (including 1 with Financial expertise,) Executive Head Teacher, Deputy Head Teacher and Primary Consultant (HR) will form a Steering Group to oversee the Pre-Opening Stage of Nanaksar Primary. The Executive Head Teacher and Consultant have already experienced the strategic operation of setting up and opening a new Primary School when Guru Nanak Primary moved from mobile accommodation in the play ground to occupation of a purpose built, new 2FE Primary School. The current Deputy manages all resource allocation and expenditure so is proficient in overseeing ordering, recording of purchases and understands the systems required. She also has good understanding of the Primary Curriculum and understands the stock requirements for setting up equipment and resources for each Key Stage. Meetings of the Steering Group and later Governing Body will be clerked by the competent, experienced and proficient Clerk to the Governors of the Academy.

Legal Expertise The legal contract work for the build is likely to be done by [REDACTED], Thame, Oxfordshire, who successfully completed the legalities of the previous builds and drew up the Articles of Governance for Guru Nanak Academy. The phased release of funding will be under the control of the DfE and Academy Trust. The plans and design for the new school will be drawn up in consultation with the project lead assigned by the DfE, advice from the DfE, Local Authority Planning Department with an

external consultant being appointed to project manage the build.

ICT Initially Nanaksar would buy in the technical expertise of the Academy to advise on purchase and set up of ICT equipment and resources. Londongrid for Learning is likely to be our preferred provider but we will ensure that quotes are obtained before any expensive purchases or long-term contracts are signed (e.g. phone-lines and broadband).

Marketing We have sufficient experience of producing promotional materials in house, as when we manage to get 50,000 people attending a Prakash programme every July. We will use the volunteers who work well as a team on this programme to devise the marketing strategy for Nanaksar.

Human Resources The Consultant has worked with governors in a range of schools, LAs and made extensive senior appointments. She has an appropriate understanding of employment law and staff contracts. She has also worked with governors and given advice on staff discipline and grievance. Additional HR will be bought in from Hillingdon Human Resource Management, e.g. setting up contracts, health and CRB checks.

The Senior Leadership Teams of both schools have been enlarged within the last two years and efficient newer members have been developed and are ready for additional responsibilities, thus releasing the experienced Senior Leaders time to develop and set up Nanaksar.

F4 Show how your staffing structure will deliver the planned curriculum.

Please refer to F1 staffing structure that illustrates the accumulative appointment of staff year on year, to deliver the vision and the curriculum for high pupil achievement, within budget.

The Senior Leadership Team

Interim /First Year 2013 The Executive Head Teacher, the Deputy Head Teacher and Consultant from Nanaksar Primary are an experienced, highly effective leadership team and were instrumental in Guru Nanak Primary achieving high standards and an outstanding OfSTED Inspection Report. They want to replicate and further develop high standards for the pupils of Nanaksar Primary. There is a winning combination in the team of a Head Teacher that is a visionary, strategic long term developmental thinker, backed up by a Deputy that is meticulous and able to put systems in place to deliver high quality educational experiences for pupils on a daily basis. The Consultant puts together the self evaluation strategies, including monitoring and evaluation on which the School Development Plan is based and oversees Admissions. Because the team are experienced at working together, they can provide effective leadership to take Nanaksar forward from day one. During 2013 the Executive Head Teacher will lead on vision, ethos, community, strategic planning, accountability including assessment, standards and achievement, Child Protection and report to the Trust on progress. The Deputy will lead on Teaching and Learning, curriculum development and Performance Management. The Consultant will lead on Admissions and Appointments.

2014 The Executive Head Teacher will lead on vision, ethos, community, standards and achievement and report to the Trust on progress.

The Substantive Head Teacher will be appointed to lead on day to day management, teaching and learning including assessment, curriculum including IPC, senior staff appointments. See F1 for further details.

2015 The Executive Head Teacher, Head Teacher, Deputy Head Teacher behaviour management and Assessment, Key Stage 1 Manager responsible for monitoring standards and achievement across Key Stage 1.

2016 The Executive Head Teacher, Head Teacher, Deputy Head Teacher, Key Stage 1 Manager, Key Stage 2 Manager responsible for monitoring standards and achievement across Key Stage 2.

2017 The Executive Head Teacher, Head Teacher, 2 Deputy Head Teacher (Second Deputy would be appointed for whole school Self Evaluation), Assistant Head Teacher Assessment, Key Stage 1 Manager, Key Stage 2 Manager.

2018 The Executive Head Teacher, Head Teacher, 2 Deputy Head Teacher, Assistant Head Teacher, Assistant Head Teacher Behaviour Management, Key Stage 1 Manager, Key Stage 2 Manager. This is the full complement of the Senior Leadership Team.

In the early stages senior leaders will have to take on a number of major roles but as pupil numbers and staffing increases, they will specialise in key leadership areas. See F1 for further details.

Early Years Education

A specialist in Early Years, a Foundation Stage Manager (FSM) will be appointed prior to the opening of Nanaksar. He/she will set the tone of care we seek to develop from the onset at Nanaksar by working with an LSA to conduct home visits to every child who will be starting school in September 2013. The FSM will be involved in the appointments and line-manage the three Reception teachers. A factor in all appointments will be the willingness of staff to give over and above the requirements of their job description in the interests of developing outstanding educational experiences for our pupils. Whilst not an essential component of the person

specification we will look for staff who are bilingual and can interact with pupils initially, in their home language as this facilitates pupil progress. The initial staffing appointments will reflect knowledge and understanding of EYFS and contain a blend of youthful enthusiasm and experience and as primary school teachers, they will be able to deliver all aspects of the National Curriculum and be supported by the Deputy in developing IPC. Each of the 4 classes of 30 Reception pupils will have their own class teacher and dedicated LSA and together they will build positive learning relationships with their pupils and parents. The LSAs will have First Aid qualifications.

Teachers Year 1 teachers (4 teachers, 4 classes of 30 pupils) will be recruited initially for their knowledge and understanding of Key Stage 1 and their ability to plan, teach and evaluate learning for this particular age group. As a general principle we will look to develop teachers to specialise in an age group and only seek movement when they are fully capable of teaching outstanding lessons on a consistent basis and can take on the requirements for another Key Stage or year group. The class teacher, supported by an LSA will deliver the National Curriculum. All class teachers will be proficient, tested out during initial appointment, in delivering high quality literacy lessons that will enable pupils to access the curriculum. Given the degree of disadvantage likely to be represented in the pupil cohort, a SENCO will be appointed from 2013 to ensure that pupils make the maximum progress in learning. He or she will not have an allocated class but will be fully timetabled to spend time in all classes to support pupil's learning.

Each year, 4 additional teachers and 4 LSAs will be appointed until 2019 when the school will be full with Nursery, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

In 2015 a dedicated Literacy Support Teacher will be appointed to support the development of Literacy across the school.

In 2017 one teacher will be appointed, a second in 2018, to teach classes whilst the Class Teacher is having PPA time. These two teachers will also provide quality Teaching and Learning in the absence of a teacher and reduce the high supply cost usually associated with large schools.

Year Groups

The FSM will lead and line-manage the Nursery, and Reception class teachers. The teachers will line manage their respective LSAs.

The Key Stage 1 Manager will lead and line-manage Year 1 and Year 2 teachers. The teachers will line manage their respective LSAs.

The Key Stage 2 Manager will lead and line-manage Year 3, Year 4, Year 5 and Year 6 teachers. The teachers will line manage their respective LSAs. The Key Stage 2 Manager will be supported by the additional support teachers, listed above for 2017, 2018, to enable the Key Stage 2 Manager the time to Performance Manage Key Stage 2 teachers.

Subject Leadership

As pupil numbers and staffing increases year on year, subject leaders will be appointed both from within the existing teaching force or subject to national advertisement. The core areas of Literacy and numeracy will be led by the Deputy in 2013 and then two of the Year 1 teachers appointed 2014 will be responsible for leading these areas. A further Year 1 teacher will lead on PE and games and the remaining teacher will lead on ICT in 2014.

In the first instance main subject leadership responsibility will be rewarded through a fixed term TLR. As the number of teachers increases so subject responsibilities will change and be reallocated. For example, the teacher who initially leads on literacy for KS1. will not necessarily be the ultimate leader of literacy across both Key Stages.

In the first three years of opening, teachers will have to take responsibility for leading a number of subjects according to their expertise. As the numbers of staff increase, so specialist leadership of curriculum areas will emerge so that eventually by 2016 all the areas of the National Curriculum will be led by teachers who are expert within the defined area. Additional leadership will be provided by a teacher who will teach Punjabi or another main language across the Key Stages

and there will be a dedicated teacher of ICT who will also teach across the Key Stages.

Accountability

Effective line management is fundamentally about accountability and will be critical to achieving the success of Nanaksar Primary. As well as providing drive and vision, all members of the Senior Leadership Team will ensure that staff at all levels are supported and guided to work as effectively and efficiently as possible and in so doing reduce any under performance and eliminate inconsistency in standards. Clear Job Descriptions will be agreed with staff and allocate specific responsibilities for achieving each of Nanaksars priorities to specific members of staff. The Head Teacher of Nanaksar will line manage the Senior Leadership Team. Each member of the Senior Leadership Team will in turn manage a number of subject leaders and teachers in a particular Key Stage including the Foundation Stage.

Support Staff

A class based LSA under the direction of the relevant teacher will provide curriculum learning support to individual and small groups of pupils.

General A feature of our present staff at Guru Nanak Primary, is that they work extremely well together as a team, because they have a common purpose of serving the best interests of pupils. All the staff are very hard working and will go the extra mile for pupils and their colleagues and this is the norm created by the Sikh ethos of service. In appointing staff we will look for those who show high levels of motivation to enable pupils to succeed.

'Teachers have high expectations for all pupils and plan lessons thoroughly to ensure pupils that pupils are aware of expectations for their learning. Learning support assistants work very effectively with groups to help them gain new skills and understanding. ' OfSTED 2011.

F5 Provide realistic plans for recruiting a high quality Principal Designate, other staff and governors in accordance with your proposed staffing structure and education plans.

The Principal Designate of Nanaksar Primary from January 2013, to be responsible for the start up, will be the Head Teacher of Guru Nanak Academy and Guru Nanak Sikh Primary, both highly successful over subscribed schools. [REDACTED] See CV **Appendix 3**.

A person specification and job description will be drawn up for the post of Head Teacher of Nanaksar Primary 2014, by the Appointment Panel acting on behalf of the Governing Body. The Head Teacher will need to be aligned with the vision and ethos of the school. The Appointment Panel will consist of both men and women governors, Sikh and those of other faiths or none, as well as those who have educational expertise and knowledge of current employment law including equalities legislation. Staff and pupils will also be involved in the process. We will look for someone who is dedicated and passionate about improving pupils and staff performance with a demonstrable record of school development and improvement.

Because the [REDACTED], the post of Head Teacher of Nanaksar will be open to those of all faiths or no faith and this will widen the pool of potential applicants. The Appointment Panel will be assessing the candidates that apply against the National Standards for Head Teachers, and the skills and knowledge based competencies including personal qualities required of a Head Teacher. (Reference 15 leadership competencies, Hay Group.)

The Head Teacher of Nanaksar Primary will be responsible for appointing all subsequent staff to the school having agreed the staffing structure with the Governing Body and within the confines of the funding allocations. A range of interview techniques will be used to determine the strengths and weaknesses of any candidate, dependent on their role and responsibilities. A key component of the interview process will be the ability of candidates to interact with pupils and staff in the context of the role for which they are making application. For example, in appointing a Deputy Head Teacher that includes an assessment and behaviour management brief we would set up activities to evaluate how proficient they are in understanding class data across a year group and making a response, reading and interpreting Raise on Line performance data and outlining any resultant strategies they would seek to implement. Behaviour management techniques would be evaluated through exploring their response to a range of staff and pupil situations to see if there is an appropriate level of reward and sanction as well as how proficient and personable they are in managing an event like a whole school assembly. In depth interviews would be set up to explore proficiency in aspects of the job description, with different panels of staff and governors as well as with a final interview panel consisting of the Executive Head Teacher, Head Teacher and key governors. When ever a member of staff is appointed the selection panel will have to be assured of the competency of the candidate to deliver high standards in their area or they will not appoint. All posts will be open to those of the Sikh faith or those of any other faith or no faith. All applicants that are selected for interview will be invited to visit Nanaksar prior to interview and an assigned member of the Appointment Panel will visit these applicants in their existing work place.

A number of experienced governors have indicated their willingness to serve on the Governing Body of Nanaksar Primary, namely:

[REDACTED] * [REDACTED]

[REDACTED] * [REDACTED],

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED], [REDACTED]

[REDACTED], [REDACTED]

[REDACTED], [REDACTED]

[REDACTED], [REDACTED]

Substantive Head Teacher Nanaksar (when appointed)

As soon as the school recruits pupils there will be 2 parent governor representatives, 1 Sikh, 1 other or no faith elected by the parent body.

The majority of the above are experienced governors who will make a significant contribution in setting up and developing Nanaksar Primary. The Governing Body will be constituted under a Memorandum of Association and Articles of Association as a limited company and registered as a charity.

F6 Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school

There will be 13 governors including two Company members, two parents, the Executive Head Teacher and the substantive Head Teacher as soon as he/she is appointed.

The Governing Body will be responsible for:

- Establishing the vision and ethos of the Nanaksar
- Setting the strategic direction of Nanaksar
- Promoting high standards and children's well being
- Setting the budget and achieving value for money
- Setting the staffing structure
- Ensuring the quality of provision
- Holding the Executive Head Teacher to account

The Governing Body will set the strategic direction for Nanaksar Primary whilst having due regard to the advice of the Executive Head Teacher. Sufficient powers will be delegated to the Executive Head Teacher to enable him to implement the strategic actions to establish, develop and improve Nanaksar. In particular the Nanaksar Head Teacher will be responsible for the day to day operational management of Nanaksar Primary, policy development and implementation and target setting to meet the objectives agreed with the Governing Body. This will mirror the successful pattern established between Guru Academy and Guru Primary, where,

'All leaders have clear roles and responsibilities and are fully aware of procedures so that the school runs smoothly when the Head Teacher is leading the Academy.' OfSTED 2011.

The Governing Body will set up a framework of reporting from the Head Teacher's of Nanaksar to satisfy themselves that the aims and objectives for the school are being achieved. Where there is any identified shortfall in meeting the performance objectives of the school this will be reviewed through constructive criticism and the Governing Body will work with the Head Teacher's to identify any further support or resource allocation needed.

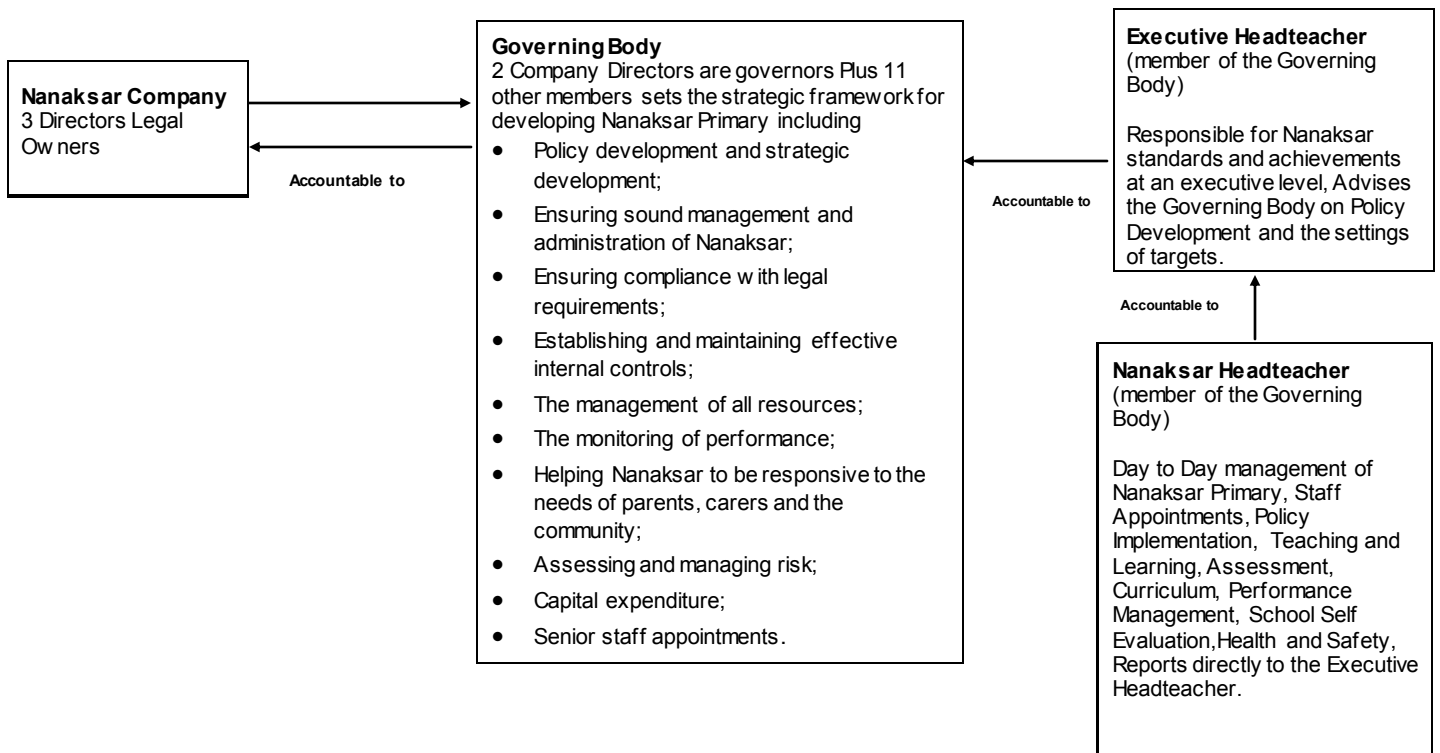
The Governing Body will be supportive of the Executive Head Teacher, Nanaksar Head Teacher and staff and they have the tried and tested skills and knowledge to act as a critical friend. Whilst there will be trust established between the Executive Head Teacher, Nanaksar Head Teacher and governors the Head Teacher's will be open to questions and suggestions from the Governing Body. Such questions will be challenging but asked in a positive and constructive manner and will hold the Head Teacher's to account. The practice of Guru Nanak will be replicated,

'Governors are fully involved in all aspects of the school. They play an active role in school improvement and hold the school to account for its actions. They have in-depth knowledge of the school through data analysis and regular and thorough presentations from subject leaders.' OfSTED 2011.

Committees, Personnel, Finance, Pupil Standards and Curriculum, and Premises will be set up with Terms of Reference and delegation agreed by the Governing Body. The Governing Body will meet at least three times per year but it is expected that Committees will meet more often. In the initial stages it is expected that the Premises Committee will meet more frequently as an Executive Committee/ Steering Group to monitor the progress of the building works and ensure delivery of the building within the given timescales. The governors of the Pupil Standards and Curriculum will meet along with the Personnel Committee to ensure that the academic agenda for the development and appointment of staff to deliver the planned curriculum is advanced. The governors will agree the staffing complement and except for senior appointments will delegate the appointment of staff to the Executive Head Teacher initially and then the Head Teacher of Nanaksar when he/she comes into post.


From the onset of establishing the Company and Governing Body of Nanaksar Primary the Directors and Governors will be required to declare any personal or business interests which may conflict with their responsibilities as a Company Director or Governor. Rules of conduct will be drawn up for Directors and Governors so that any potential conflicts are identified and appropriate action taken to resolve them. The rules will include keeping a register of interests appropriate to the Governing Body activities. The register as a minimum will list direct or indirect pecuniary interests which members of the public might reasonable think would influence the particular member of the governing body. Governors will also be required to register non-pecuniary interests which may relate closely to the activities of the Governing Body, and interests of close family members and persons living in the same household as the governor. Governors would be required to withdraw from a meeting and any discussion where it is deemed that there is a conflict of interest. See **chart for Accountability**


Accountability between Directors, Governing Body and Headteacher



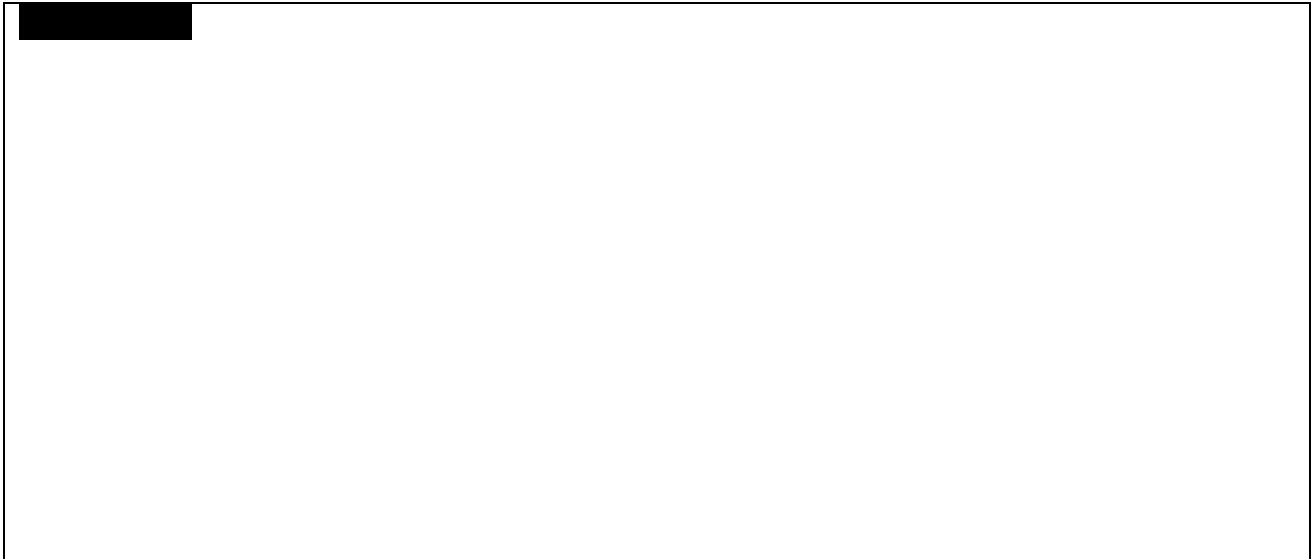
Section G: Initial costs and financial viability

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


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Section H: Premises

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

Site Options

The Governors of Guru Nanak Sikh Academy (GNSA) have long been aware of the desperate need for new schools in the Hillingdon and Ealing areas and set about looking for potential sites some 5 years ago before Free Schools funding was in place. The preferred sites targeted at the time were those close to the GNSA to enable strong support and synergy between the two schools. A further consideration was to position the new school central to the extensive local urban residential hub which has excellent transport links and is adjacent to [REDACTED].

The few sites available at the time, were mainly unsuitable for a school of the size envisaged for various reasons such as, difficult design and planning issues but for the most part were considered too expensive due to their commercial value. However, a site became available in 2008/9 which ticked all the boxes including the considerable benefit of being on the same road as GNSA and only a short walk away. Negotiations started and the site was finally purchased by the trustees of the Charity known as The Nanaksar Thath Isher Darbar on the 14th July 2010.

There are currently a number of vacant commercial units in Springfield Road and there are also commercial units in Hayes and Harlington but the size of the site may ultimately be unsuitable for a large school.

Reasons and suitability for selecting the site

The site has been offered by the Charity to the company (GNSA Ltd) for the proposed new primary school on long leasehold and at a very fair and reasonable rate. In addition to the financial considerations, further reasons for choosing the site are as follows;

- Location, centred next to a considerable residential area already in desperate need of more schools. The site is on the borders of two heavily populated London Boroughs (Hillingdon and Ealing).
- [REDACTED]. This is an excellent additional teaching facility enabling outdoor and environmental education on the door step.
- The site is in very close proximity to the existing GNSA which can make available its first class outdoor sports facilities, including the outdoor all weather pitch.
- The site has access to the [REDACTED].
- Access. Excellent transport links by car, bus and public footpaths.
- Parking. Significant free and safe parking areas alongside the site with further parking available at [REDACTED].
- Construction. Open, clear and flat site. This will help keep build costs to a minimum (i.e. no major demolitions and easy construction access).
- Design. The site lends itself to a simple clear plan for a 4 Level Entry Primary School. It can comfortably accommodate a 900 pupil primary school and provide an excellent community facility. Please refer to feasibility scheme drawings prepared by [REDACTED] in Annex1 to 6. The proposals have been designed in accordance with

the latest Department for Education Guidelines.

Proposed Site Address

. Please refer to Land Register Title Plan in Annexes.

Current use of proposed Site

Redundant grass football pitch.

Current Freeholder of the proposed Site

The site is owned by The Charity The Nanaksar Thath Isher Darbar – Please refer to the Land Register in Annexes.

Site Description

The site is a rectangular flat plot containing a grass football pitch with a small single storey clubhouse. It has dimensions of 139.8m x 120.4m giving it a total area of approx 16,844sqm. The proposed Primary School will have 900 pupils.

Site Availability

The site is available immediately. See Ariel view below.

Capital Investment

The site has been acquired by the Academy Trust for £1.4 million pounds. The Trust will not seek reimbursement of this expenditure. Furthermore, the Trust will liaise with the Governing Body of Nanaksar Primary and will only request rental when and if the school can afford such rental. When the loan for the original purchase of the land has been paid, the land will be transferred to the Academy Trust without any charge. The cost of a new build for Nanaksar Primary will be in the region of £10 million and so the contribution of the land would amount to over 10% of costs.

The Academy Trust has already invested more than £4 million pounds in the current schools in the last 10 years to build better facilities for pupils and the community.

The majority of the Trust work has involved funding free education for children from the slum areas of Delhi and Nander (near Mumbai) in India, including building new schools. Hence there is a restraint on pledging more funding for the Nanaksar Free School.

Aerial View of the Site Below



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