

# Free Schools in 2013

**Anand Primary School**

**Application form**



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## Section A:

Applicant details and declaration

## Main contact for this application

1. Name:

[REDACTED]

2. Address:

[REDACTED]

Blakenhall  
Wolverhampton

[REDACTED]

3. Email address:

[REDACTED]

4. Telephone number:

[REDACTED]

## About your group

5. Please state how you would describe your group:

Community/parent led.

6. If Other, please provide more details:

N/A

7. Has your group submitted more than one Free School application in this round?

No.

8. If Yes, please provide more details:

N/A

9. In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?

Yes.

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:

### University of Wolverhampton

- Contributed to the development of the Education Plan.
- Partner in development and delivery of community education programme.
- Assistance in reviewing and editing draft application.
- Ongoing advice on establishing and running the school.

### City of Wolverhampton College

- Assistance with community education programme.
- Ongoing advice on establishing and running the school.
- Partnership working once school is running.

### City of Wolverhampton Academy Trust

- Partner in development and delivery of community education programme.
- Partnership working once school is running.

### Wolverhampton Wanderers Football Club Community Trust

- Advising on curriculum enrichment activities.
- Review of Education Plan.
- Provision of activities which complement and supplement core curriculum including Adult Learning and educational visits.

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- Assistance with all aspects of the application.
- Review of draft document.
- On-going advice throughout set up and running of school.

### Total Finance (Schools) Ltd

- Assistance with financial planning.
- Review and verification of proposed budgets.
- Possible financial management of school subject to normal procurement process.

### Appleyards Consultancy

- Review of education plan and draft application.

## Details of company limited by guarantee

11. Company name:

Wolverhampton Sangat Education Trust.

12. Company address:

[REDACTED]

Blakenhall  
Wolverhampton

[REDACTED]

13. Company registration number:

07954649

14. Does the company run any existing schools, including any Free Schools?

No.

15. If Yes, please provide details:

N/A

## Company members

16. Please confirm the total number of company members:

Four.

17. Please provide the name of each member below

[REDACTED]

## Company directors

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

[REDACTED]

19. Please provide the name of the proposed chair of the governing body, if known:



## 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?

Informal links with Sikh Gurdwaras in Wolverhampton and with the organisations listed in A10.

21. If Yes, please provide the following information about each organisation:

Guru Teg Bahadur Ji Gurdwara representing all nine Wolverhampton Gurdwaras.

Other organisations as set out in A10.

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).

Guru Teg Bahadur Ji Gurdwara which is supporting the application on behalf of the Sikh community in Wolverhampton. The Gurdwara espouses mainstream (orthodox) Sikh principles. Hence it is fully supportive of the aim that Anand Primary School serves the whole community.

## Existing providers

23. Is your organisation an existing independent school wishing to become a Free School?

No.

24. Is your organisation an existing independent school wishing to establish a new and separate Free School?

No.

25. Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?

No.



26. If Yes to any of the above three questions, please provide your six digit unique reference number here:

N/A

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:

N/A

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:

N/A

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:

N/A

30. If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:

N/A

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: Member of company.

Print name: XXXXXXXXXX

Date:

## Section B:

Outline of the school

1. Proposed school name:  
Anand Primary School.
2. Proposed academic year of opening:  
2013/2014.
3. Specify the proposed age range of the school:  
4 to 11.
4. Date proposed school will reach expected capacity in all year groups:  
September 2019.
5. Our proposed school will be:  
Mixed.
6. Do you intend that your proposed school will be designated as having a religious character?  
No.
7. If Yes, please specify the faith, denomination, etc of the proposed school:  
N/A
8. Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  
Yes.
9. If Yes, please specify the faith, denomination, etc of the proposed school:  
Sikhism.
10. Postcode of the preferred site of the proposed school:  
[REDACTED].
11. Local authority area in which the proposed school would be situated:  
Wolverhampton City Council.
12. If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:  
N/A

# Section C:

## Education vision

## Our aim

Wolverhampton Sangat Education Trust has been formed by members of the local community to fulfill one simple aim. We are determined to deliver an excellent primary school education to children living in a deprived, inner-city neighbourhood of Wolverhampton so that they are able to look to futures filled with opportunities.

The ethos of Anand Primary School will be based on core Sikh values. Sikhism is unequivocal in arguing the case for complete equality, tolerance and respect for all. It leaves no doubt that we must all take responsibility for ourselves stressing the importance of personal integrity. Tolerance and respect must not be confined to the mere expressing of noble principles but must be reflected in the service of all those around us and beyond. Finally, Sikhism challenges every individual to make the most of the opportunities available to them.

This is the ethos that will inspire and drive every action of every member of our school.

## Our motivation

Increasing deprivation and poor education standards are two huge challenges currently facing the city of Wolverhampton. And it is the city's children who are most obviously impacted. It is they who have their life choices curtailed by this combination of circumstances.

The table below shows some data for the schools in the local area.

	Most recent Ofsted grade	% of pupils eligible for free school meals	% of pupils whose first language is not english
Graiseley Primary School	4	27.8	66.1
Goldthorn Park Primary School	3	17.5	80.4
St Luke's Church of England Aided Primary School	2	36.9	63.3
St Teresa's Catholic Primary School, Parkfield	3	35.5	52.5

Table C1. Current data on local schools.

Some key points are that:

1. There are no outstanding schools in the area.
2. One school is judged to be inadequate.
3. Two schools are rated as 'satisfactory' which, as [REDACTED], [REDACTED] has stated recently, is actually wholly unsatisfactory.
4. Nearly a third of pupils are eligible for free school meals. This is almost double the average for England (15.4%).

5. Nearly two thirds of the children have a first language which is not English. This is almost four times the average for England (16.8%).

Our school will provide the resources and processes to ensure that every pupil is fully supported and equipped to overcome all challenges in the pursuit of excellence. It will cater for children aged four to eleven, will have two forms of thirty students in each year and will encourage applications from all sections of the community. A longer school day from 8.45am to 4.30pm will provide greater scope for teachers, parents, the community and our partners to create a net of support and encouragement through which no pupil will fall.

Our partners include key institutions of Wolverhampton such as The University of Wolverhampton, Wolverhampton City College, Wolverhampton Academies Trust and Wolverhampton Wanderers Football Club. Our relationship with local community and faith leaders, local businesses and creative organisations will be just as important as they will also make a major contribution to all aspects of our children's development.

All our partners will work with us to provide Adult Learning opportunities for our children's' parents and the wider community so that aspirations are lifted across the whole area.

## Our vision

Our school will be a safe, happy and eco-friendly place dedicated to giving children the best start in life. The highest standards of teaching will be complemented by a wide range of extra-curricular activities to enable all the children to fulfil their academic, creative and sporting potential.

'Anand' is an ancient Sanskrit word meaning happiness and contentment. Our vision is one of encouraging children to become confident and valued members of society. The school will be an integral member of the local community, serving all the community. Families, pupils, staff and the community will all work in partnership to provide a supportive and vibrant setting where children will be valued as individuals and their achievements celebrated by all.

Guided by an ethos rooted in Sikh principles, our children will develop the attributes, skills and habits necessary to make the most of their lives. They will:

### Take responsibility for themselves

- Strive to achieve personal excellence.
- Respect their body and be physically active.
- Have the utmost regard for truth, honesty and personal integrity.
- Develop the mental resilience and moral strength needed to face life's challenges.

- Know that their opinion always matters and have the confidence and abilities to express it.
- Be accountable for their actions.

### Care for others

- Respect every one's needs, rights and views.
- Understand that we are all equal members of society and each have responsibilities towards it.
- Recognise that our responsibilities extend to all inhabitants of our planet *and* the planet itself.
- Be able to work as fully contributing members of a group.

### Reach for more

- Have an appreciation for the wonder of our existence and the opportunities it has given us.
- Value the arts and delight in expressing themselves through the arts.
- Explore the infinite possibilities provided by their mind, body and spirit.
- Gain an awareness that self-worth does not stem from personal possessions or external appearances.
- Aspire to using all their talents for the betterment of themselves and others.

In Appendix C1 we set out the inspiration for our vision. We will all work tirelessly to achieve it.

## Our objectives

Guided by the vision, Anand Primary School will meet the following core objectives.

- Our school will be in the top quartile of all schools and the top 10% of similar schools nationally at both Key Stages for attainment and progress.
- Our pupils will achieve at least 'expected progress' as a minimum.
- At least 85% of our pupils will achieve Level 2 or above in Key Stage1 SATS and Level 4 or above in Key Stage 2 SATS.
- Our school will be judged as a good school with outstanding features by the time of the first Ofsted inspection.
- Our school will be in the top quartile of all schools for attendance and the top 10% of similar schools.
- Every pupil will be literate in ICT.
- By Key Stage 1, every pupil will be involved in at least one weekly community-led extra-curricular activity.

- Our pupils will be fully equipped to enter Secondary school so that they can continue their progress without disruption
- Our school will be oversubscribed.
- Our school will be able to demonstrate high levels of parental engagement.
- Our school will be judged to be 'very good' by 100% of parents.
- The Governors will have a high level of involvement in the life of our school.
- Our Adult Learning provision will be fully utilized by all sections of the local community



# Section D:

## Education plan

## Education plan – part 1

Table D.1 below shows the proposed numbers at the point of opening (2013) and how pupil numbers will build up over time. We plan to open with two Reception forms of 30 pupils each. Subsequent years will have an intake of 60 in the Reception class. Hence by 2019 we will achieve full capacity.

	2013	2014	2015	2016	2017	2018	2019
Reception	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60
Totals	60	120	180	240	300	360	420

Table D1. The proposed numbers at the point of opening and how pupil numbers will build up over time.

# Education plan – part 2

## D1: Curriculum plan

### Curriculum principles

The Anand Primary School Curriculum draws inspiration from our school's vision and identifies the following key principles:

Our pupils will:

- Take responsibility for themselves and strive to achieve both personal and academic excellence across Key Stages 1 and 2.
- Develop the mental resilience to meet all challenges head on and have the confidence and abilities to express themselves.
- Respect every one's needs, rights and views.
- Be able to work as fully contributing members of the School and the wider community.
- Be inquisitive about their world and be enthused by learning about it.
- Lead physically active lives and take part in the arts.

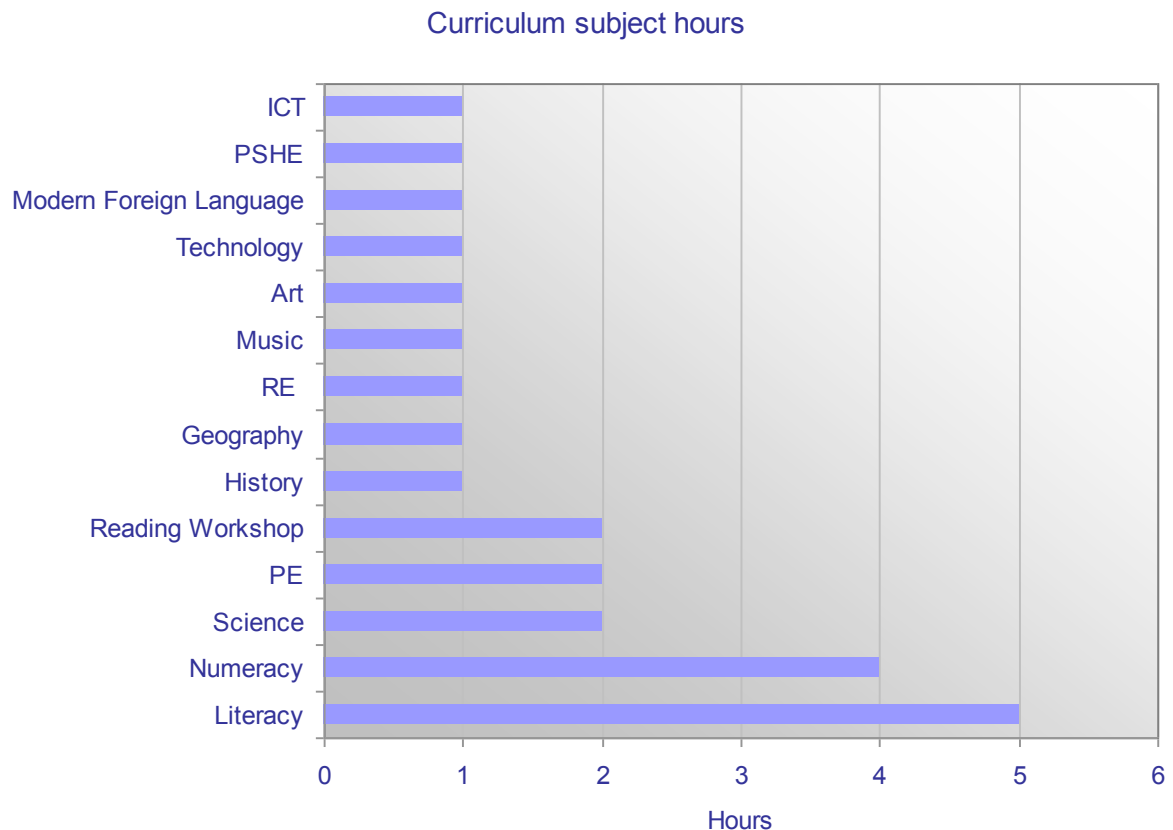
Anand Primary School will offer a broad and balanced KS1 and KS2 curriculum based on the National Curriculum. High priority will be given to the Core subjects English, Mathematics and Science. Non Core Foundation subjects such as History, Geography, Art, Technology, ICT, RE, Modern Foreign Languages, Music and PE will be taught using a thematic approach, emphasising literacy and creativity. The independent Schemes of Work and accompanying lesson plans will encourage pupils to develop their debating, thinking and independent learning skills. ICT will be embedded throughout the curriculum. Personalised and independent learning will be emphasised throughout to maximise pupil progress.

Our long term intention is to adopt the 'Building Learning Power' approach to teaching and learning where applicable. This will be at the forefront of our curriculum development.

The Reception Curriculum will be taught through a number of topic areas. Each topic area will address the following learning areas of the Foundation Stage:

- Personal/Social/Emotional Development.
- Communication/Language and Literacy (primarily focused on letters)
- Mathematical Development
- Knowledge and Understanding of the World (including language awareness)
- Physical Development (Games, dance and team based activities)
- Creative Development (drawing, painting, creating, building and other projects)

The Years 1-6 Curriculum will have a weekly time allocation for each subject as follows:



All year groups will have a daily timetabled assembly with a focus on personal, social, spiritual and moral themes. Assemblies will be used to celebrate festivals from World faiths and secular traditions, and will also host guest speakers. Drama and singing will also have a place in Assemblies.

Registration periods will be used for quiet reading, handwriting, mental maths, discussing topical issues of the day and issues that are relevant to the lives of the children.

Pupils will be taught in mixed-ability classes with provision made each lesson for personalised learning, to enable all pupils to access the curriculum and make good progress. All pupils will have three homeworks set per week to support learning: a Reading homework (complete reading a book and write a short book review and evaluation), a Mathematics homework and a Writing homework based on the current theme being studied.

### Why Theme-based Learning?

It sparks and sustains interest because the pupils will use the broader topic as the medium to:

- Develop basic skills such as literacy/numeracy and ICT across the curriculum
- Bring subjects from across the curriculum together such as Geography, PE and Art.

## Cross-curricular studies strengthen subjects

Direct teaching of essential subject content is vital but not sufficient. As pointed out in the Cambridge Primary Review and the Rose Review: 'Subjects offer one way, though again not the only way, of translating what is to be learned and taught into a curriculum which is manageable on a day-to-day basis.'

There are times when it is right to marshal content from different subjects into well-planned, cross-curricular studies. This is not only because it helps children to understand better ideas about such important matters as citizenship, sustainable development, financial capability and health and wellbeing, but also because it provides opportunities across the curriculum for them to use and apply what they have learned from discrete teaching.

While it is usual for primary schools to think of Mathematics, English and ICT in this way, virtually all subjects serve more than one purpose: they are valuable as disciplines in their own right and add value to cross-curricular studies.

Drama is a case in point. It is a powerful arts subject which also enhances children's language development through role play in the early years and more theatrical work later, which can greatly enrich, say, historical and religious studies as well as personal development by exploring concepts such as empathy. Similarly, dance is a performing art which is equally at home in physical education, both are enriched by music.

This approach respects the integrity of subjects but lessens the rigidity of their boundaries. Among other things it encourages children and teachers to think creatively 'outside subject boxes'.

For example, on a Greek-based theme; pupils could develop their learning of the geography of Southern Europe (and what constitutes Europe) and the place of Greece and the Greek Diaspora (linking in to the movement and migration of people around the world). The history of Ancient Greece and its mythology could be explored to assess its contribution to culture and language, including films and works of fiction. Pupils could discuss the role of the Olympics and sports that originate in. This exploration could be further incorporated through PE, Greek music, art, foods and the contribution towards Mathematics (e.g. measuring angles) and Astronomy.

## Assessing progress across the themes

In addition to the Learning Objectives and outcomes, all schemes of work for the themes and lesson plans will demonstrate what will be assessed and how assessment will take place. 'Assessing Pupils Progress' will be used from the Primary Framework to assess and track each pupil's progress in literacy and numeracy, and across the thematic curriculum.

Each pupil's work will be assessed against the Level descriptors, enabling teachers to match the correct level e.g. '2b' or '2a' to the completed task and assess what learning has taken place. Assessment will take place daily in numeracy against lesson objectives and for three pieces of work each half term for literacy. These can

be the assessment of writing tasks from English lessons or from writing tasks that have taken place in the themes e.g. a newspaper report written in History. Learning in other subjects such as History, Geography and Science will also be assessed against level descriptors at the end of or during each topic.

The levels (or marks) achieved by pupils will be recorded by their class teacher into their mark book and into SIMS, which will be the whole-school assessment and tracking system. Year Leaders and the Senior Management Team will monitor individual and class progress through SIMS; with intervention and support where required.

A rich and well-planned theme that draws together parts from other areas of the curriculum will stimulate interest, creativity and imagination. This will further provide pupils with an immediate application to promote and improve reading and writing, particularly with a focus on different genres. Careful and considered selection of themes will also enable Anand Primary School to build links with schools in other countries and potentially build towards having International School status.

Examples of Theme-Topics for approval by the Governing Body (each topic will be linked to a good-quality text):

#### Reception:

- The Bear Hunt
- Honey Pot
- Down on the farm

#### Year 3:

- Invasions
- In the tall, tall grass – linked to plant science
- Life in an Indian Village – linked to Geography

#### Year 1:

- Turrets and Tiaras
- Here I am!
- Beside the seaside

#### Year 4:

- We'll Meet Again – linked to World War 2
- Animating the Egyptians
- Tudor Treasures

#### Year 2:

- A World of Difference – linked to the Roman and Viking invasions
- Ice journey
- Trainers, tracks and tyres – Science link

#### Year 6

- Out of the Egg - linked to Eragon
- S.P.O.O.C.S – linked to Tudor House
- Storms and Shipwrecks – linked to weather and Kensuke's Kingdom

An excellent Phonics and Reading Scheme (such as Oxford Primary's) will be used to support Literacy from Reception upwards.

Other subjects including Mathematics will follow the Primary Framework. Mathematics/Numeracy teaching will be based on:

- Counting and understanding numbers
- Knowing and using number facts
- Calculating
- Understanding shape
- Measuring and Handling data

Organisation of teaching will be as follows (using the Primary Framework):

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MATHS	Block A1, B1	Block C1, D1, E1	Block A2, B2	Block C2, D2, E2	Block A3, B3	Block C3, D3, E3

*Table D1. Organising of teaching*

A detailed Curriculum Plan will be set out for each subject for the Trust and the Governing Body.

The Governing Body of Anand Primary School will hold the school staff and Leadership Group to account with regard to the Curriculum and subsequent achievement and progress of the pupils. This is discussed further in D4 (school line management).

The timetable will be flexible and adaptable and there will be scope for some subjects to be blocked where they can be delivered on whole afternoons over a period of a number of weeks, or can be delivered over a number of whole days (e.g. technology) depending on requirements.

Swimming will also be structured within the timetable to enable two year groups to have swimming provision, each term, on a rotation basis.

The following timetables can be found on the subsequent pages:

- Reception timetable
- Years 1 and 2 timetable
- Draft KS2 timetable

## Reception timetable

	8:45-9:00	9:00-9:55 Lesson 1 & Break	10:10-11:10 Lesson 2	11:10- 11:30	11:30-12:20 Lesson 3	1:20-2:30 Lesson 4	2:30-3:15 Lesson 5
Mon	Registration	P.E	Language communication phonics	Assembly	Group activities	Maths development	Knowledge and understanding. Creative work
Tue	Registration	R.E/Music	Language communication phonics	Assembly	Group activities	Maths development	Knowledge and understanding. Creative work
Wed	Registration	Own choosing	Language communication phonics	Assembly	Group activities	Maths development	Knowledge and understanding. Creative work
Thur	Registration	P.E	Language communication phonics	Assembly	R.E	Maths development	Knowledge and understanding. Creative work
Fri	Registration	Maths	Language communication phonics	Assembly	Games	Singing	Story

Table D2. Reception timetable



## Year 1 and 2 timetable

*Afternoon: Themed Learning*

	8:45-9:00	9:00-9:55 Lesson 1	10:10-11:10 Lesson 2	11:10-11:30	11:30-12:30 Lesson 3	1:30-2:30 Lesson 4	2:30-3:15 Lesson 5
Mon	Registration	Maths	Literacy, phonics	Assembly	Story songs/rhymes	D.T	D.T/ story time
Tue	Registration	Maths	Literacy, phonics	Assembly	Science	R.E	PSHE/ story time
Wed	Registration	Maths	Literacy, phonics	Assembly	Science	Hist/Geo	Hist/Geo /story time
Thurs	Registration	P.E	Maths, phonics	Assembly	Literacy, phonics	Art	Art/story time
Fri	Registration	Maths	Literacy, phonics	Assembly	Games	ICT	Music & Movement

Draft KS2 Timetable: Actual timetable will vary between Years 3-6 to avoid resources overlap

*Afternoon: Themed Curriculum*

	8:45-9:00	9:00-9:55 Lesson 1	10:10-11:10 Lesson 2	11:10-11:30	11:30-12:30 Lesson 3	1:30-2:30 Lesson 4	2:30-3:15 Lesson 5
Mon	Registration	Maths	Big Writing (teacher-led strategies to improve writing)	Assembly	Big Writing (pupils to work independently on writing)	RW* French	Swimming
Tue	Registration	Maths	Literacy	Assembly	Science	RW* R.E	PSHE
Wed	Registration	Maths	Literacy	Assembly	Science	RW* Hist/Geo	Hist/Geo
Thurs	Registration	P.E (dance / gymnastics)	Maths	Assembly	Literacy	RW* Art/D.T	Art/D,T
Fri	Registration	Maths	Literacy	Assembly	Games (Sports)	ICT	Music

Table D3. Curriculum timetables

Registration will be active: reading handwriting, mental maths activities will take place. \*RW is a 20 minute Reading Workshop – Focus on comprehension, spellings, sentence and word level. Six children work with the teacher, six with the Learning Support Practitioner and the others work independently on spelling and grammar. Students are rotated each day. RW is followed by the Themed Curriculum for the afternoon.

English, Communication, Reading & Writing will be based upon Early Learning Goals, NC Programmes of study for KS1 and KS2 and the National Framework for Literacy.

Mathematics, Problem Solving, Reasoning and Numeracy will be based upon Early Learning Goals, NC Programmes of study for KS1 and KS2 and the National Framework for Numeracy. Science and other subjects will also be based on NC Programmes of Study for KS1 and KS2 with an emphasis on enquiry, prediction, hypothesis investigation, practical skills, data-handling and drawing conclusions.

Religious Education will incorporate a multi-faith approach and will be based on the Wolverhampton Agreed Syllabus, focusing on the founders, traditions, festivals, holy books, worship and rites of passage in the main faiths in the City.

## Teaching and learning at Anand Primary School

Our aims are to:

- Provide a safe, inclusive, welcoming and inspiring learning environment
- Promote confident, independent, lifelong learners
- Encourage creative, enthusiastic thinkers
- Celebrate achievement and success for all learners

## Teaching learning process at Anand Primary school

### Assessment for Learning and Reflection

All teaching needs to start with where the children are. Therefore assessment is a continual and essential process. It needs to be useful, consistent, manageable and simple. It will include:

- Observations and Starter activities to find out what the children already know.
- Plenary activities to analyse what the pupils have learnt in the lesson and to inform subsequent learning
- Marking and feedback that relates to the learning outcomes and success criteria for the lesson. Marking will be positive, constructive and suggest next steps for learning. There must be opportunities for pupils to respond and reflect. It will celebrate success based on quality not quantity.
- Peer and Self Assessment
- Formative assessment will also be carried out using 'Assessing Pupils Progress'
- First recording on the EYFSP that are carried out when children enter Reception.
- Summative assessment data from KS1 and KS2 SATs and optional SATs (carried out in December and June in years 3-5)
- Regular reflection on teacher's own impact on learning in the classroom - e.g. annotated planning showing 'what went well' and 'what needs to be developed', including feedback from the children.
- Regular moderation of work within year teams and whole school.
- School portfolios of levelled work. (See Marking guidelines on page 31.)

## Teaching

Teachers will, taking into account learning styles (visual, auditory, and kinaesthetic), use various methods and styles of teaching depending on the intended learning outcomes.

Teaching must provide:

- A safe and emotionally secure learning environment where teachers know their pupils well.
- Open ended enquiry and opportunities which encourage children to become independent learners and thinkers.
- Visual, Auditory and Kinaesthetic activities and resources that are used in all lessons, as appropriate.
- Encouragement to take risks and to develop persistence and self-discipline.
- Opportunities for individual, group and whole-class working.
- Skills development
- Positive reinforcement of the United Nations Convention for the Rights of the Child
- Opportunities for children to know both the 'Big Picture' and the expected learning outcomes and to be involved in the development of success criteria.

## Curriculum and planning

Assessment and APP for learning is used to identify the learning that the children need. Therefore planning and curriculum will use assessment data as their starting point. The curriculum is based on the development of skills through which children can develop their ability to learn alongside the context used to teach and develop these skills.

Planning and curriculum are based on:

- EYFSP Development areas
- National Curriculum objectives
- National Literacy and Numeracy framework objectives
- Whole school long term curriculum plan
- Year group medium term planning

Planning and curriculum must:

- Take into account the needs of individuals
- Reflect the children's interests
- Be engaging and 'irresistible'
- Contextualise the learning - 'make it real'
- Include regular educational visits and 'wow' activities

## Planning for 'teaching for learning'

Planning should:

- Start where the children's needs are by building on prior learning, assessment information and reflection on the impact on learning of previous planning.
- Follow the objectives from the National Curriculum and the Literacy and Numeracy Frameworks.
- Be learning rather than activity led.
- Ensure that activities relate to the learning objectives
- Ensure the development and progression of skills, knowledge and understanding.
- Include all children
- Include the success criteria for the learning
- Include key questions and key vocabulary
- Include a range of learning activities that cover a range of learning styles
- Include meaningful cross-curricular links
- Include a range of learning strategies
- Make clear the focus of the adults working with the children

Teachers will meet weekly in year group teams to plan. Planning should ensure consistency in coverage across the year groups. The agreed weekly planning documents will be submitted to the Deputy Head Teacher on the Friday before the week to be monitored. Feedback will be given in time to alter the weekly planning where appropriate.

Annotated planning will be monitored by the Deputy Head Teacher. Literacy and Numeracy Coordinators will monitor the weekly planning each half term and provide written feedback which will focus on strengths and developmental needs.

## Some examples of teaching for learning strategies

- Mind mapping
- Developing success criteria with the children
- Practical activities
- KWL grids
- Careful questioning
- Six Hat Thinking
- Paired working
- Talking partners
- Cascading skills and knowledge
- Children as experts
- TASC wheel
- Modelling
- Guided reading and writing
- Guided maths group work
- Drama activities e.g. Hot Seating
- First Steps activities

- Paired reading and writing
- Educational Visits
- Experts visiting school
- Circle time
- Children as teachers
- Integrated learning (e.g. group work c.f. whole class teaching)
- Music playing in the classroom
- Brain breaks
- Varied use of ICT for information gathering and presentation e.g. digital photographs, powerpoint, word processing, use of the internet, video recording, sound recording, animation.
- The use of 'speaking frames' to develop children's language and speaking and listening skills which in turn develops their writing skills - it encourages children to speak in full sentences and is particularly important for children who have English as an additional language. For example: in response to a question the teacher puts the sentence starter for the pupils on the board e.g.

“32 cannot be divided by 4 and 5. Is this correct?”

Speaking frame:

I know this is correct because...

This is partly correct because...

Although it can be divided by...it cannot be divided by...because...”

## Assessment for learning strategies and assessment calendar

In addition to marking and feedback, the following formative assessment strategies will be used:

- Appropriate questioning to find out what children think and know and to track their learning during an activity.
- Observations of children while they are learning.
- Whole class and small group discussion.
- Individual child conferencing (e.g. to discuss and set learning targets).
- Feedback from the children on their learning.
- Evidence of this should be clear on teacher's annotated planning and records.

## Summative assessments

### Foundation stage

Nursery children will have been assessed by ongoing observational assessment in accordance with the principles in EYFS. Pupil information is transferred from Nursery to Reception. Reception children will be assessed on entry to Anand Primary School by baseline assessment. This will be repeated in the spring and summer terms using the Foundation Stage Profile. This data will be added to our school tracking sheet.

## KS1 & KS2

All children are given a teacher assessed national curriculum level for Reading, Writing, Maths and Science each term. This teacher assessment level is plotted on the pupil tracking sheets. Years 3-5 will also undertake optional SATs in June. The outcomes of these tests will be entered, along with the teacher assessed levels, onto the tracking sheet. Data about children's attainment and progress, along with question level analysis will inform future planning, target setting and provision for individual children.

In addition to the teacher assessments mentioned above, children in year 2 will also take the national tasks during the summer term when teacher assessments will be formally reported on. This information will also be logged on our tracking sheet.

Children in Y6 will be assessed in December and March using past SAT papers and teacher assessments. Data from these assessments will be treated in the same way as Y3, 4 and 5 above. They will then sit the formal SATs tests in May.

## Marking and feedback

All marking and feedback will:

- Include at least one positive comment
- Relate to the learning intention (which is either written in the work or evident on the planning)
- Refer to success criteria or Level Descriptors
- Give 'next steps' for learning or 'even better if...' developmental feedback
- Refer to targets where appropriate
- Include annotation and evidence of oral feedback given
- Show the context of the work e.g. individual/group/independent/assisted

Teachers will ensure that:

- Children are given the opportunity to reflect on the marking and respond to the feedback given (e.g. make the suggested improvements).
- Children are given opportunities to assess their own or other children's work using success criteria.

Marking will not:

- Consist of ticks and crosses
- Be in red pen
- Focus on presentation of work or amount of work produced unless that was the success criteria

Marking and feedback will be monitored on a half-term basis by the SLT. Verbal or written developmental feedback will be given

## Learning environment and resources

*“At school only the quality of the teacher is a greater determinant of student success than the environment.....Environments are never neutral” Eric Jensen*

Classrooms will be comfortable, attractive and stimulating and support the learning of the children. They will be well equipped with resources and books appropriate to the age range, and will reflect the cultural and linguistic diversity of our society.

Teachers will ensure that every classroom provides the following as a minimum requirement:

- Class Charter
- A tidy and organised environment that is free from mess and clutter.
- Pencils and rulers easily available
- Visual Timetable
- A range of ICT hardware in use (e.g. interactive whiteboard, laptops, desktops, netbooks, iPads/tablets, cameras, audio visual sound recording equipment etc.)
- Learning objectives clearly displayed
- Learning posters & learning displays (covering a balance of subjects including literacy and maths). Working walls displaying current work acting as an additional learning resource.
- A celebration of children’s work on display that reinforces learning
- Pupil targets clearly accessible to the individual pupil
- Flexible seating arrangements
- Concrete apparatus labelled and accessible
- Reading area
- Support for individuals/class easily accessible eg: alphabet dictionaries, Maths operation cards, Whiteboards, sticky notes, Word mats Practical Maths equipment, Number lines
- Key Vocabulary eg: Topic, Days of Week, Months of the year, Question words

## Involving parents and carers

We will ensure that Parents and carers will be provided with information about their child’s learning and are encouraged to share in the activities of Anand Primary School by:

- Providing a newsletter from their child’s year team setting out what the children will be learning and how they can support it at home on a half term basis.
- Putting curriculum information in the weekly newsletter/website when appropriate.
- Supporting parents by encouraging them to read daily with their children.
- Sharing teaching strategies with parents to give them the necessary tools to support their children with homework.

- Providing opportunities for parents to find out about their children’s progress and targets through open evenings, informal meetings and both verbal and written reports.
- Liaising with school via home-school books where appropriate (e.g. to support behaviour).
- Providing learning opportunities for parents and carers through Family Learning.

## Target setting

Pupils arriving at Reception from a nursery should have their Early Years progress record made available to the school and the class teacher in Reception. All pupils in Reception will also have baseline tests based on observations and discussions within the first month of starting. An average foundation Stage Profile Score of 6+ will convert to a Level 2b at KS1 and Level 4b at KS2, based on an average of two sub-levels progress per year.

Year Group	Expected Level of Attainment	
	Average	Higher Ability
Reception	EYFSP 6,	FSP 7+, 1c
1	1b	
2	2b	3c
3	3c	
4	3a	4c+
5	4b	
6	4a/5c	5c+

Table D4. Expected level of attainment

## Monitoring and quality assurance

### Quality of provision

A monitoring cycle will be organised each year and the Leadership Team (School Management Team) will have a profile for each member of staff. This will be based on lesson observations, book monitoring, lesson planning and pupil performance. The staff profile will be used to provide feedback and highlight areas that need developing further.

### Assessment

An Assessment Tracking System will be used to ensure that no child is underachieving. Interventions will take place by all key staff including Learning Support staff and the SENCO, in order to identify pupils who require additional curriculum support.

The governors will receive regular monitoring information so that they can support and challenge the school leadership in maintaining the high quality of provision and outcomes to which they aspire.

Assessment of KS1 & KS2 will follow APP, as described earlier and will be recorded to provide clear tracking for each child and cohort



## Curriculum innovation

Anand Primary School is fortunate in that its Curriculum Plan is carefully constructed to bring together a whole range of Creative and traditional knowledge based subjects such as Science and the Humanities. The school will utilise the Thematic Curriculum, which provides a framework for sustaining curiosity and interest, as well as supporting Literacy and other key skills. We believe that this is an innovative feature of our curriculum when compared with neighbouring schools within Wolverhampton.

Another key feature of the Curriculum is that we can, where relevant, adopt a flexible approach and collapse the timetable, to allow for whole days in particular areas, for example a Science Day, Super-Health Day, Technology Day, Languages Day. This will allow us to invite in outside visitors and providers (in addition to our own staff provision) to stimulate excitement, learn new skills and have fun whilst learning. This is something that we are passionate about!

While our core aims do not change over time, the curriculum itself cannot remain static. It must be responsive to changes in society and the economy, and changes in the nature of schooling itself. Teachers, individually and collectively, have to reappraise their teaching in response to the changing needs of their pupils and the impact of economic, social and cultural change as well as the changes brought in by the Department of Education. Education only flourishes if it successfully adapts to the demands and needs of the time. Anand Primary School will continue to develop and further improve the curriculum through a variety of strategies; Continuing Professional Development, scheduled staff meetings and Teacher INSET Days. This will enable us to have the very best and exciting curriculum possible.

## Staff training and professional development

Staff development is essential to the roles of all staff at Anand Primary School. The purpose of Staff development will be to enable all staff to meet the needs of all pupils through the provision of high quality teaching in a way which will give job satisfaction and also prepare all staff for career progression. It will contribute to the motivation and morale of staff and will add value to the school, as articulated in the Aims and Vision.

Staff training and professional development will be available to all those who work at the school. The activities themselves will require a commitment from both colleagues and those who provide Staff development opportunities. Flexibility and goodwill will be needed on the part of those involved.

The range of the activities provided will be determined largely by the resources available, of which time is the most valuable, but will include:

- Courses run for individual staff by external providers (and related to the staff and school needs) off-site. This information will then be cascaded to other staff in the school as appropriate.

- Speakers and trainers brought into school for staff training e.g. Literacy and phonics expertise, Leaders from other schools, SEN workers
- Training activities led within school by school staff, particularly the School Leadership Team.

High quality training and professional development at Anand Primary School will:

- 1) Meet the needs of all pupils through the provision of high-quality teaching and therefore of high-quality learning experiences.
- 2) Meet the needs of the School Development Plan.
- 3) Meet changing curricular and pastoral needs of all staff and pupils.
- 4) Support the process of Performance Management.
- 5) Enable staff to update professional skills, knowledge and expertise and respond to identified needs.
- 6) Enable staff to be effective members of teams as well as effective individuals.
- 7) Promote equal opportunities.
- 8) Evaluate current practice.
- 9) Meet the needs of existing roles, responsibilities and objectives.
- 10) Promote and support formal school policies.

## Parental engagement at Anand Primary School

Parents and carers will be, without doubt, our most important partners. Our ethos will be one of working actively with parents to enhance the achievement and attainment of all pupils. Through effective partnerships we can help parents to raise their children's aspirations and expectations, and we can also develop children's and their own engagement in lifelong learning to equip learners with the skills, attitudes and expectations necessary to prosper in a changing society.

The governors and staff will be united in working together to ensure that the school achieves its overarching vision and commitment to parental engagement.

The Leadership Group will ensure that parental engagement lies at the heart of all school policies and practices and that parents do not only get mentioned when talking about behaviour and attendance, but will be considered in every aspect of school life. The barriers to parental involvement will be identified and challenged by staff, building an understanding of who our parents are, what their experience of education has been, what skills they have to offer and how we can work in a way that supports them in supporting their children. The school will consult with parents in a variety of ways to ensure that all cohorts are reached and consequently creative practices are established, meetings are held at flexible times, home visits are conducted, parents are supported in working with external agencies and weekly EAL language classes are run for parents if desired.

A texting service such as ParentPay or texting2parents will be used to text messages to parents/carers as well as communicate via written letters.

A Parent Partnership area for meetings will be located in a prominent part of the front of the school to show the value we place on parents as partners.

School improvement plans will show a focus on parents and the need to deliver engagement opportunities. Parents will be given a real voice in the school through parent governors.

In line with our Sikh-faith ethos, our parents will be our greatest resource and they will be one of the most powerful levers in raising children's achievement.

### Keeping our parents and carers informed

We will provide a range of high quality, comprehensive information for parents and carers, including a School Handbook and Prospectus, with information in other languages where possible. We will also ensure that all parents and carers receive an Annual Calendar of Events, homework and curriculum information, the discipline policy, complaints policy, regular newsletters and termly magazines providing information about school events and successes as well as further information relevant to parents and carers. Meetings with parents and coffee mornings/evenings will be held to ensure that parents and carers of the different groups of pupils represented within the school will have equal access to information and opportunity to be involved in the school. Teaching arrangements, methodology and content will be clearly explained including arrangements for pupils who require extra support.

Parents will be kept well informed about the school and their children's progress. Opportunities will be made available for parents to talk with teachers informally and formally in a range of languages. Parents will be given the opportunity to meet with their child's class teacher to discuss concerns, by making appointments in advance. We will also look to have a Virtual Learning Environment (VLE) in school which will supplement 'real learning' and be entirely web-based allowing staff and pupils access to pupils' individual learning. The VLE can be integrated into the school management system allowing parents to access information on their child's attendance, assessment and behaviour records from home. All information will be password locked with parents only able to access information on their child and only that which the school allows.

The Head Teacher and the Senior Team will hold a Drop-in Coffee Morning with parents every month, to discuss issues that parents may raise regarding the curriculum, Special Needs, Gifted and Talented Programme, bullying, school lunches and other general issues. A web-based forum will also be developed for parents and carers to engage with the school and offer opinions or ask for support or clarification on relevant matters.

All pupils will receive reading and homework diaries. Parents will receive termly reports about their child's achievements, learning, progress and behaviour, and targets for improvement.

Meetings and consultations will be held throughout the year with parents/carers from pre-admission visits for prospective pupils and parents to Induction meetings, Parents evenings, Reading workshops, Maths workshops, and ICT workshops. Training sessions will be introduced for parents on First Aid, Food hygiene and other relevant matters.

We plan to enhance the curriculum and learning through active parental contribution. Parents will be provided opportunities to be involved in the life and work of the school, e.g. for reading, visits, extra-curricular activities, concerts, Sports Day, sponsored events, classroom support, training links, meetings, workshops and in applying to work at the school.

We plan to have a 'Friends of Anand Primary School' Association which will impact on standards and facilities by working with the school, engaging community support and in fund raising towards additional items such as outdoor equipment and facilities, musical instruments and other items.

A Community Liaison and Partnership Development Officer (see our Financial Plan in Section G) with a track record in this area will be appointed to harness and build on these links and others within the community, other schools and further and higher education.

### Other schools

We will build links with other primary schools to enable our staff to make both formal and informal visits as well as receive staff from other schools to share good practice in Leadership, teaching and learning. This may include supporting Initial Teacher training and support staff. Use of specialist teachers would be harnessed as well as other school facilities. Inter-school competitions and sports events would be an integral part of building links with other schools as outlined in the Education Plan.

Strong communication links will also be built with secondary schools for such purposes, but also to build timely and efficient Secondary School transfer processes. This would involve staff meetings, transfer of records, visits to and from secondary schools, induction visits, ICT links and full exchange of information involving Year Group Leaders, Senior Leaders and the Special Education Needs Coordinator (SENCO). Anand Primary School would support continuity and progression and participate in transition work projects and modules.

### Anand Primary School: An extended school

Anand Primary School aims to go beyond the standard school day and make excellent provision for the pupils and the local community, both pre- and post-school.

### Breakfast Club

Anand Primary School will offer a Breakfast Club for children from 7.45am to 8.45am each morning to cater for pupils whose parents wish to drop them off early due to work commitments. A breakfast of toast, milk, cereals, fruit and orange juice will be offered at low cost with staff and parental volunteer supervision.

After breakfast, a range of activities such as kinaesthetic games, maths and word games will be offered. This will also be the time when our partners will lead pupils in stretching and warm-up exercises. For example, Wolverhampton Football Club have committed to delivering their 'Wake Up, Shake Up' programme during this time. There will also be an opportunity for pupils to partake in daily Sikh prayers - should they wish to - before the start of the school day.

## Be Time

Be Time will form part of the normal school day. This will mean that our pupils are at school for an extra five hours a week so that they may receive additional learning aimed at complementing and supplementing the core National Curriculum syllabus.

The time will also allow pupils to engage in different forms of learning, take part in sports and physical activities (e.g. work in the Community Allotment), pursue their interests in the arts and learn community languages. Many of these sessions will be led by external providers.

## After-school Club

Our After-school Club will complete our provision of wrap-around care.

## Adult Learning

Serving the local community is very much at the heart of our vision and we have a clear aspiration to develop as a community hub. We will stay open in the evenings (and potentially Saturday mornings) to provide classes in languages, Citizenship and ICT and any other areas of learning identified by our community.

## Transition from primary to secondary education

A smooth transition process is vital to ensure effective continuity and progression for children at all ages. At Anand Primary School we will put into place a number of processes to make this a success. These will include:

1. We will organise a meeting with all Year 5 parents to make them more aware of the transition arrangements between primary and secondary education. This will include examples of the application form and calendar of dates for the transition period.
2. A member of staff will be assigned a role of coordinating this transition. Their job will include arranging visits to local secondary schools to help pupils with their decision, settling in statemented pupils and organising a visit from the appropriate secondary school teacher responsible for entry to Year 7.
3. Teachers from local secondary schools visit to provide lessons in specific subjects (eg Languages, Science, and Art).
4. The Year 7 tutors from secondary schools visit Year 6 children in Term 3 to meet the children and discuss their progress/needs with the Year 6 teacher.
5. Year 6 children go to their prospective secondary school for a 'taster' day in Term 3.

The person responsible for this role will not necessarily be a teacher but could be a teaching assistant with this additional responsibility.

## D2: School timetable and calendar

### The school year

Anand Primary School will be open to children on 190 days in the academic year, i.e. between 3rd September and 24th July, starting in September 2013.

The dates of terms and holidays shall initially follow those of schools within Wolverhampton City Council to facilitate arrangements that parents/carers have to make, particularly where they may have children at more than one school. Actual staff working days will number 195 days with the School selecting five days on which the school closes to children for the purpose of Teacher Training.

Session times (Lunchtime will be between sessions):

Breakfast Club	7.45am – 8.45am
Reception Morning	8.45am – 12.20pm
Reception Afternoon	1.20pm – 3.15pm
Be Time	3.30pm – 4.30pm
KS1 Morning	8.45am – 12.30pm
KS1 Afternoon	1.30pm – 3.15pm
Be Time	3.30pm – 4.30pm
KS2 Morning	8.45am – 12.30pm
KS2 Afternoon	1.30pm – 3.15pm
Be Time	3.30pm – 4.30pm

All children will get a mid-morning (free fruit will be provided for Year 1 and 2 pupils and free milk for Reception and Year 1) break and playtime. Reception and KS1 children will get an afternoon playtime of 15 minutes.

### Draft school calendar for 2013/14

NB – Governing Body Committee Meetings, Educational Day Visits and Sports Events will be added to this Calendar when possible, subject to Governor and Staff approval.

Month	Events / Letters / Notes
September	INSET Day New Reception Intake Year 4 Residential Performance Management Interviews International Day of Languages
October	Harvest Festival Full Governors Writing Week Charity Disco/Charity Day

	INSET Day – Maths teaching
November	Governor Training Session – OFSTED Remembrance Service Diwali Celebration Guru Nanak's Birthday
December	Whole School Achievement Assemblies School Productions Christmas Fun Day, Parties and Carol Singing
January	Dance Day School Nurse Talks
February	Performance Management Mid-year Review INSET Day – boosting literacy
March	Easter Competitions Passover
April	Music Concerts (all years) Vaisakhi Celebrations St George's Day
May	Year 2 SATS Year 6 SATS Let's Get Cooking Day Yr6 Residential Visit
June	Summer Fun Day Sports Days (all Years)
July	School Productions (all Years) Sports Assemblies Achievement Assembly Performing Arts Assembly Awards Ceremony for Parents Attendance Assembly Leaver's Assembly Ramadan/Eid

Table D5. Draft school calendar

## Provisional term dates for 2013/2014

### Autumn Term 2013

- Term time: Tuesday 3 September to Friday 25 October
- Half term: Monday 28 October to Friday 1 November
- Term time: Monday 4 November to Friday 20 December

### Spring Term 2014

- Term time: Monday 6 January to Friday 14 February
- Half term: Monday 17 February to Friday 21 February
- Term time: Monday 24 February to Thursday 28 March 2014
- Bank Holidays: Good Friday/Easter Monday

## Summer Term 2014

- Monday 14 April to Friday 23 May
- Bank Holiday: Monday 5 May
- Half term: Monday 26 May to Friday 30 May
- Term time: Monday 2 June to Tuesday 24 July

## Arrangements for induction to Reception at Anand Primary School

### Rationale

Anand Primary School's ethos calls upon all stakeholders to strive towards outstanding standards in Leadership, Teaching and Learning. We place a high value on communication with parents and carers, as well as parental satisfaction with procedures, including their children's induction arrangements.

### Procedures

All parents of children who have been offered a place in Reception, according to the admissions policy of the School, will be informed in writing as soon as possible.

Parents and children will then be invited into School to attend an information meeting with the Head Teacher. Members of staff will be introduced at this time and will be available to answer any questions and to assist parents with the completion of any necessary paperwork.

The following areas will be highlighted:

- Uniform
- Attendance and punctuality
- Curriculum
- Procedures and routines
- Partnerships with parents
- Discipline
- Home school agreement
- Health and safety

Reception class children will be given the opportunity to spend time with their teachers whilst parents meet with the Head Teacher.

The School Nurse (*a bought-in service*) will be invited to discuss relevant medical issues with parents. A member of staff will also be made available for help with the completion of forms. During the introductory meeting, parents will be given the opportunity to look around the classrooms and other available areas of the school.

On the mornings of the first four days of the Autumn term, all parents will be invited in to have breakfast with their child. The Head Teacher and other members of staff will also be present to answer any questions that parents may have and to foster better closer relationships with parents.



Shortly after children have started in Reception, individual meetings will be held with parents to discuss how their child has settled into full time school. This process will inform the child's Foundation Stage Profile.

Parents will be issued with a range of helpful documentation on procedures, assessments and how children should show progress on the Core subjects (Parent's Information Pack). They will also be given a short questionnaire to complete which will support the school in knowing, understanding and subsequently responding to parents views. This may inform the school on which learning workshops to hold to enable parents to support their children.

All pupils admitted to Reception will receive a book bag, a bookmark and a packet of crayons.

The School will prepare:

- Information packs
- Information forms for New Admissions (See Appendix D1)
- New Parents meeting procedures
- Discussion sheet for Individual Meetings with Reception Parents.

Similar induction arrangements will be made for children joining our school in years other than Reception in future years.

## Suggested education visits and community links

- Use of sports facilities and sports coaching at a selected local Secondary school
- Music/Arts/Drama workshops at a local secondary school
- Maths Masterclasses at a local secondary school
- Science afternoon at a local secondary school: experiments in a real lab setting
- Visits to local places of worship to enhance understanding of different faiths and cultures: Church, Gurdwara, Hindu Mandir, Synagogue, Mosque and the local Buddhist Vihara
- Visit to the local library
- Different Year groups have a different annual day trip e.g. Rays Farm, Dudley Zoo, the Black Country Museum, Shugborough Hall
- A residential visit e.g. to the National Forest or a residential centre in a rural setting for a particular year group e.g. Year 4
- School children performances at Wolverhampton Music Festival

## Setting

Children will not be set during Reception and Year 1 as Anand Primary School will provide personalised learning to all pupils and grouping them where necessary with the lesson, to allow this to happen and to allow support to be targeted.

From Year 2 onwards, subject to the approval of the Governing Body, setting will take place in English and Maths within individual classes with the teacher and assistant providing additional help for the appropriate groups. From year 5 setting will occur in English and Maths within the year group allowing pupil movement across the two classes. This will allow for greater differentiation and personalisation of teaching and learning. Year Group Leaders will play a key role in setting of pupils. In order to achieve this a parallel timetable will be run in these two subject areas.

## Plans for English teaching and learning at Anand Primary School

### Rationale

English is a core subject within the National Curriculum embodying many of the skills fundamental to education and social success, enabling children to understand, access and communicate with the world at large. We aim to create a stimulating literacy environment in which children can successfully develop their speaking and listening, reading and writing abilities. Pupils will be given the opportunity to utilise and enrich these skills through a broad based approach both within the literacy hour and as part of the whole curriculum.

### Aims and objectives

1. To meet the requirements of the National Literacy Strategy.
2. To help children understand and develop their literacy skills across the curriculum, so they can work independently.
3. For staff to share a common understanding of literacy and how to promote it in an agreed approach to the notion of 'good practice'.
4. To offer a literacy curriculum which is appropriate and accessible to the needs and abilities of all our pupils and which ensures that no pupil is treated less favourably than others on grounds of gender, race, ethnic origin or religious beliefs.
5. To monitor children's progress on a regular basis, to identify strengths and weaknesses through formal teacher assessments and questioning, and planned activities to judge progress. Monitored through literacy 'I can' statements.
6. To keep pupil progress records that will provide teachers with the information needed to plan and report successfully but are not too time consuming to maintain.
7. To meet the needs of the school as will be outlined in the School Development Plans.

### Teaching and learning

We will utilise a variety of teaching strategies appropriate to learning outcomes which stimulate the children to develop enquiring minds and enable them to use skills and knowledge in new situations.

English will be taught through both specific literacy hour lessons and additional support lessons but will also be enriched through other parts of the curriculum (see Cross Curricular Links).

Teaching may be organised as a whole class, group, paired work or individual activity. Activities may include multi-media presentations, games, drama, discussion, reading and writing tasks.

A rich literacy environment will be enhanced by access to the school library and ICT suite.

### The English curriculum

The National Literacy Strategy (NLS) provides the central scheme of work for the English curriculum and underpins learning activities. Modified programmes of work may be provided for children with Special Educational Needs or English as an Additional Language (See also SEN and EAL sections in this policy). For example some simplification may occur with word and sentence level objectives. However (unless there are exceptional circumstances) the general programme of work is in the spirit of the appropriate year group objectives. Alternative or simplified texts may be used, but these fall within the specified genre range.

Additional exemplification of the English curriculum is as follows:

- Handwriting

As set out in the NLS, handwriting forms part of English teaching in Years 3 and 4. Where the needs of the children dictate, this will also be monitored and developed in Years 5 and 6, though usually to a lesser extent.

The preferred joined script is that identified in the Nelson Handwriting Scheme. Other variations will be permitted as deemed appropriate (for example where a child has transferred from another school) the overall aim being to produce a fluent legible script.

In Year 3 children will write with a pencil until their class teacher assesses their skill to be sufficient to permit the use of an ink pen. During Year 4 children will practise using an ink pen during specific handwriting lessons although if their skill is similarly deemed sufficient they may use it for other writing tasks. During Years 5 and 6 all children (with possible exceptions made by the class teacher) may use a pen. The type of pen used will be at the discretion of the teacher with the relative merits of different types of pens being considered.

Permission to use an ink pen in years 3 and 4 may be awarded with a 'pen licence'.

- Spelling

Children will be taught the appropriate spelling strategies and rules as set out in the word level objectives in the NLS (See also SEN and EAL sections of this policy). Where additional support is advantageous a programme of work may be designed for groups or individual children which is broadly in line with the Nelson Spelling Scheme. The use of the scheme is designed to provide consistency and progression but utilisation of alternative resources is encouraged where it will

more fully match the needs of the child.

Each child will receive homework based on a number of weekly spellings. (See also the section detailing Homework on page 47).

- Reading

The bulk of the English curriculum objectives for reading will be covered by the use of guided and shared reading. Shared reading will be completed within the daily literacy hour and the guided reading is addressed in additional lessons, known as Reading Workshop. All year groups will have a timetabled reading workshop for at least four half hour sessions each week. In this time each child will be supported in their reading as part of a small group, usually on a weekly basis, while the other children will practice a range of literacy skills.

Additional reading activities, for example class reading of information texts in other curriculum areas and comprehension activities (either specifically as additional English work or as part of other curriculum areas), will be provided on a regular basis.

Class teachers may additionally design individual reading programmes as they deem appropriate. Whilst monitoring by the class teacher it may be supported by teaching assistants or other adult help.

All class teachers will keep a record of reading activities, both of group and any individual programmes.

Children will have regular opportunity (usually once a week) to choose up to two books from the school library. This book may be taken home and is a free choice. Children will be additionally provided with a home reader, this may be from a reading scheme or a 'real' book as appropriate, and will be largely directed by the class teacher. Each child will be expected to complete some reading as homework (See the section detailing Homework on Page 47).

For children entering Reception we will be using the synthetic phonics approach to support early reading and this will continue to year 2 or whatever stage the child requires.

- Writing

NLS objectives for writing will be covered within the literacy hour. The Writing Workshop will allow guided writing within the literacy hour ensuring that children receive direct instruction as part of a small group on a rotational basis. 'Big writing' tasks will be given to the children at the teachers' discretion so pupils can have experience in the time management skills of sitting extended writing tests. Additional writing activities will be provided in other curriculum areas as often as possible.

- Speaking and listening

This will represent an integral part of the literacy lesson and is particularly important in supporting those children with English as an Additional Language. Partner talk and drama activities will particularly be encouraged as part of the literacy hour.

Where time allows class teachers will also be encouraged to share a story time with their class in order to promote an appreciation and enjoyment of literature, together with the development of speaking and listening skills.

### Planning and assessment.

Teachers will work together to plan the overall English programme for the school, ensuring balance and progression, using the NLS framework as the core scheme of work.

Medium term planning will be undertaken by year group teams and recorded on a termly English Forecast Sheet. Year group meetings will be used to discuss the content of the English Curriculum and to ensure consistency of approach, standards and expectations.

All class teachers will be responsible for weekly planning based on the agreed medium term plans and recorded on a weekly Literacy Forecast Sheet. Planning may be shared but should be tailored to the specific needs of the teaching group whilst adhering to the progression laid down in the NLS.

Recording, assessment and moderation of English will be in accordance with school policy.

All year 1 pupils will have a reading assessment at the end of the year as per government guidelines.

An English 'I can' writing statements and record sheet, for each child will be kept in the teachers' assessment folders. Writing assessments will be completed as appropriate. A standard set of criteria for assessing these pieces of writing will be used to ensure consistency of approach. Optional SAT papers will be used for the spring and summer assessments in years 3 to 5. Past papers will be used in Year 6 for the autumn and spring assessments, with the end of Key Stage 2 SAT in May.

A published reading test will allow us to assess each child's reading age in September and May

Daily marking, pupil interviews, observations, questioning and the diagnosis of errors will ensure that assessment informs planning in the short term.

### Learning environment

Every classroom will have a literacy display board where key words and phrases are found. Examples of children's writing and ways to improve should be clearly on view. Copies of the 'I can' statements will be available for the children to be used during appropriate writing tasks.

## Cross curricular links

Reading, writing, speaking and listening are skills which will be utilised across the whole school curriculum and we aim to use these opportunities to develop and enhance the pupils' literacy abilities.

Specific opportunities will be given to children to develop their literacy skills through the use of information technology in line with the requirements of the NLS. Drama activities may be provided through P.S.H.E. and periodically through other areas of the curriculum. P.S.H.E. will particularly support speaking and listening skills with its emphasis on discussion and role play.

Where possible, reading activities (particularly comprehension), will enable knowledge acquisition in subjects such as history, geography and science, and thus provide relevant literacy enrichment.

Many genres of writing can be reinforced during the foundation subjects, for example instructions in DT, diary entries in history and reports in science.

## Time allocation

A daily literacy hour will be provided ensuring that the teaching of English is allocated five hours a week in line with the National Curriculum. In addition at least two hours per week will be utilised as Reading Workshop.

Each class will be allocated a minimum period of 45-60 minutes (depending on the lesson) in the school library to enable children and teachers to utilise these resources as appropriate. Year groups will share one period a week in the ICT suite specifically to support English work.

Year groups may additionally allocate time outside the literacy hour and reading workshop to undertake handwriting, comprehension, spelling or other English activities. These will vary according to the needs of the children but will comprise an allocation of no less than 30 minutes per week.

Class teachers may allocate time to undertake individual reading interviews with targeted children. Adult helpers or teaching assistants may likewise support this activity.

## Homework

Setting and monitoring of homework will be the responsibility of the class teacher and in line with the School Homework Policy.

It is expected that children will complete some reading as part of their homework task which is with parental (or other suitable) support. Class teachers will organise a reading resource for this purpose (see reading). A leaflet providing guidance for parents will be included in the children's homework books.

Pupils are set regular homework based on spelling work which they will submit to their class teacher as directed. Other English tasks may be set at the discretion of the class teacher.

## Monitoring and evaluation

The standards of children's work and the quality of teaching in English will be monitored by the Literacy subject leader and SMT. This will involve lesson observations, book trawls and monitoring of planning.

## Equal opportunities

In line with our equal opportunities policy, we will celebrate the rich diversity of individuals who comprise our school and its community and undertake to ensure that all children have equal access to:

- The content made statutory by the programme of study for English within the National Curriculum
- The English curriculum at the appropriate level thus ensuring progression and differentiation
- Suitable resources and learning environment to ensure access to the learning required

## S.E.N.

We undertake to provide differentiated activities to support less able and extend more able pupils. Where necessary this may include accessing learning outcomes from the NLS above or below the child's chronological year group.

Gifted and Talented pupils will be identified in line with the G&T policy and provision made to enhance their learning opportunities.

Pupils with learning difficulties will be identified and have provision made for their particular needs. Identification and monitoring of children in this category will be in line with the school SEN policy and in conjunction with the special needs coordinator. Differing strategies will be used according to needs but may include:

- Development and close monitoring of IEP's.
- Activities and learning methods closely matched to needs, particularly in line with IEP's.
- Individual or small group teaching within the classroom, supported where possible by teaching assistants.
- Individual or small group teaching outside of the classroom by specialist support, with due care to ensure full entitlement to the curriculum.
- Support from outside agencies, for example those involved in Learning Support and educational psychologists.
- Support from the learning mentor.
- Specialist materials and resources deployed as appropriate.

## Plans for mathematics teaching and learning at Anand Primary School

### Rationale

Mathematics will be an essential area of teaching and learning in the school's curriculum, providing a way of viewing and making sense of the world through analysing and communicating information and providing an approach to tackle tasks and problems across the curriculum.

### Aims and objectives

At Anand Primary School our aims in teaching mathematics will be based on the following points:

1. To meet the requirements of the National Numeracy Strategy, promoting a repertoire of computational skills and an inclination and ability to solve problems in a variety of contexts.
2. To help pupils understand and have knowledge of mathematical concepts so that they can function independently in a dynamic society.
3. To develop an awareness that mathematics can be:
  - A source of material to be used in exploratory, creative and imaginative ways and so develop pupils' confidence in their mathematical abilities
  - An aid to logical thinking
  - A way of solving problems
4. For staff to share a common understanding of Numeracy and how to best promote it in an agreed approach to the notion of "good practice" .
5. To offer a mathematics curriculum which is appropriate and accessible to the needs and abilities of all our pupils and which ensures that no pupil is treated less favourably than another on grounds of gender, race, ethnic origin or religious beliefs.
6. To monitor the children's progress on a regular basis, to identify strengths and weaknesses through formal teacher assessment and oral questioning, and planned activities designed to judge progress.
7. To keep records that will provide teachers with the information needed to plan and report successfully but are not too time consuming to maintain.
8. To meet the needs of the school as outlined in the School Development Plan, this policy should be kept under review. Common and agreed approaches for planning activities, the learning environment and time management should be pursued.

Pupils should:

- Have a sense of the size of a number and where it fits in the number system.
- Know by heart number facts, such as number bonds, multiplication tables, doubles and halves.
- Use what they know by heart to figure out answers mentally.



- Calculate accurately and efficiently, both mentally and with paper and pencil, drawing on a range of calculation strategies.
- Recognise when it is appropriate to use a calculator, and be able to do so effectively.
- Make sense of number problems, including non-routine problems and recognise the operations needed to solve them.
- Explain their method and reasoning, using correct mathematical terms.
- Judge whether their answers are reasonable and have strategies for checking them where necessary.
- Suggest suitable units for measuring, and make sensible estimates of measurements.
- Explain and make predictions from the numbers in graph, diagrams, charts and tables and
- Develop spatial awareness and an understanding of the properties of 2D and 3D shapes.

### Practice

Pupils will be provided with a variety of opportunities to develop and extend their mathematical skills.

Lessons will follow the National Numeracy Strategy format, the three part lesson:

- Oral /mental starter
- Main teaching activity
- Plenary

Providing opportunities for:

- Group work
- Paired work
- Whole class teaching
- Individual work

Pupils will engage in:

- The development of mental strategies
- Written methods
- Practical work
- Investigational work
- Problem solving
- Mathematical discussion
- Consolidation of basic skills and number facts

The daily lesson will have the following time spans

- KS2 Lower – approx 45 – 60 minutes
- KS2 Upper – approx 60 minutes

We will aim to be flexible in our timings to allow for unforeseen circumstances.

## Homework

Regular homework will be given to pupils at the discretion of their mathematics teacher and will take a range of guises, from practice of number and table bonds through practice of written methods to problem solving and puzzles. Pupils will have a specific mathematics homework book.

## Links with other subjects

Wherever appropriate, links with other aspects of the curriculum will be made to broaden mathematical learning. This will be highlighted in the Schemes of Work across the themes.

## Planning

There are three connected levels of planning:

Long term	The National Numeracy Framework
Medium term	Half – termly plan
Short term	Weekly plan

Our medium term planning documentation will include a ‘ladder’ of the framework which breaks down some of the objectives into smaller steps in order to make delivery smoother for both teacher and pupil where necessary.

## Teaching and learning

We aim to spend as much time as possible in direct teaching and questioning of the whole class, a group of pupils or individuals. High quality direct teaching will be achieved through an oral, interactive and lively approach. This will be a two – way process in which pupils will be expected to play an active part by explaining their methodology to the class.

Children will be grouped by ability in three main sets, with an additional group of children taught in a target group. These groups will be flexible and interactive and will be determined by medium and long term assessments.

## Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We will continually assess our pupils, allowing us to match the correct level of work to the needs of the pupils.

There are three connected levels of assessment:

Long term	End of Key Stage (Y6) Teaching assessments and reporting to parents Optional SATs for Y3 – Y5 Baseline assessments
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Medium term	Key objectives highlighted on medium term planning sheets. Teacher assessments
Short term	Marking and diagnosis of errors Informal observations Assessment informing planning

### Record keeping

Key objectives recording sheets will be used by each staff member to indicate the level reached by the pupils of his/her group. The class teacher will keep records of teacher assessment results used through the year. There will be a whole-school system for electronic recording.

### Continual development

Senior management and the mathematics coordinator will endeavour to support and develop the mathematics teaching skills of staff through INSET programmes and monitoring/feedback practices. The use of ICT will play an increasingly important part in the development of mathematical proficiency, and as such, the mathematical coordinator will seek the advice of the ICT coordinator in order to develop this area. Appropriate resources should be readily available with up to date inventories so that staff are sure of apparatus available.

We will encourage parents as actively as possible in the development of their child's mathematical development and aim to utilise the valuable source of learning which parents and others in the local community have to offer.

### Monitoring and evaluating

There will be an annual evaluation of Numeracy with the Head Teacher and the Numeracy Coordinator. Mid-term plans are monitored by the Numeracy Coordinator and books are monitored every half term.

Classroom observations will be undertaken 3 times a year.

### Equal opportunities

All children will have full and equal access to the curriculum regardless of ethnicity, gender and linguistic ability.

### S.E.N.

The Numeracy curriculum will be accessed by all children, suitably differentiated to meet the needs of all children, including more and less able children.

## House system and peer mentoring

All pupils entering Anand Primary School will be allocated to one of four houses. The greater sense of belonging that pupils will feel in the house system will foster more caring through interpersonal relationships. Much evidence exists to demonstrate that House settings have been shown to enhance students' self-perceptions, both socially and academically. Houses also foster a more aware and involved school, which promotes positive student attitudes. Additionally, with a House system at Anand primary School, there is more opportunity for student involvement in school activities because of less competition for membership on athletic teams and in clubs and student councils.

Anand Primary School's house system will be conducive to staff teamwork and pupils' morale. It will also enhance;

- Pupils' relationships with peers, teachers, and support staff
- Extracurricular participation in Be Time and clubs
- The sense of community, which will be a strong feature of Anand Primary School
- Academic performance Teachers' knowledge of pupils' all around performance.

Pupils joining Reception will be allocated to one of two classes. Pupils in each of these will be associated with one of the four school houses. Pupils will remain part of that house until the end of Year 6. This will ensure that the pupils do not feel alienated by other year groups and through this interaction, pupils will learn valuable lessons in communicating and socialising with older children. It will help to create opportunities for children to make acquaintances and friendships outside their own specific peer group

Older pupils in Years 5 and 6 will be able to apply to become 'Anand Learning Leaders'. They will receive appropriate training to act in leadership roles both within the House system and in classes. This will involve mentoring younger pupils and taking part in helping them with reading and homework at set times (e.g. once per week), particularly where parents may find difficulty in supporting with reading and homework. They will also be trained and act out roles (with staff supervision and support) to support children who may be bullied or feel that they are unhappy in any way.

Throughout the year there will be a variety of inter-house sporting and other competitions with trophies awarded to the victorious house. Members of each house will compete in various competitions such as football, cricket and other sports played at the school. There could also several other more academic inter house competitions such as quizzes (teams from each year group) and in music and the arts.

The House system will reflect the ethos of the school by maintaining high standards of behaviour and discipline. We will aim to generate a caring atmosphere within each House. Pupils will be encouraged to care for themselves, consider each other and the community and environment in which they live.

The primary aim of each House will be to give each pupil a stable environment, a sense of security and belonging from which they can:

- a) develop their social, intellectual, physical and practical skills
- b) participate in community life
- c) become aware of the needs and feelings of other people
- d) be prepared for their life after school

All pupils will be encouraged to exercise and develop their skills within the House in the fields of music, drama, public speaking, leadership and sport. One of the best aspects of this system will be the chance for older pupils in the school to share responsibility to some extent with the staff in looking after younger students. The peer mentoring system through 'Anand Learning Leaders' will feed into this programme. The house system across the school could help to create this opportunity. One outstanding pupil in each house in Year 6 will be appointed as Head of House providing a less daunting person to discuss any problems or worries the pupils may have. The house head will help the staff with the running/organisation of the house points and competitions furnishing them with valuable leadership skills.

Pupils who contribute substantially to the house or win in a house competition will be awarded house points. A clear, understandable and trackable system will be in place to convert different amounts of house points into tangible rewards for pupils.

## D3: Our strategy for ensuring that the needs of pupils with differing abilities are met

### Special educational needs and inclusion

#### Rationale

Anand Primary School is committed to providing an appropriate and high quality education to all the children living in our local area, as articulated in our vision. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Inclusion is at the heart of Anand Primary School. Part of the school's strategic planning for improvement will be to develop cultures, policies and practices that include all learners. We will aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have been hindered by previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will endeavour to pay particular attention to the provision for and the achievement of different groups of pupils: and recognise that these pupils will be reflected in our pupil profile to differing extents:

- Girls and boys
- Pupils who receive Free School Meals (FSM); we anticipate these children will make up around 29% of our pupil numbers
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL); we anticipate these children will make up a high proportion of our pupil numbers
- Pupils with special educational needs
- Pupils who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress;
- Any pupils who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of Key Stage 2 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We see the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We endeavour to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

We will comply with the SEN Code of Practice and we will employ a QTS SENCO.

The SENCO will also take the lead role in relation to inclusion policies and as a member of the SMT, report regularly to the group on this area.

A SEN Governor is identified within the policy.

## Objectives

The objectives of our strategy are listed below.

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(\*Except where disapplication, arising from a Statement occurs, we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at School Action or School Action Plus.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

## Arrangements for coordinating SEN provision

1. The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs.
2. At other times, the SENCO will be alerted to newly arising concerns through the additional needs concern form.
3. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.

4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO, together with the Head Teacher, will monitor the quality and effectiveness of provision for pupils with SEN through classroom observation.
7. SEN support will be primarily delivered by class teachers through differentiated teaching and learning methods. Additional support will be provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is to be funded from the school's annual budget. The support timetable will be reviewed annually by the SENCO, and the management team, in line with pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support will be funded through individual allocations from the LEA.
8. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### Specialised provision

There are to be no special educational needs classes or groups. Rather, Anand Primary School will have target groups for interventions determined by the following.

1. Baseline assessment results
2. Progress measured against the objectives in the National Literacy and Numeracy Strategies
3. National Curriculum descriptors for the end of a Key Stage
4. Progress measured against the P level descriptors
5. Standardised screening and assessment tools
6. Observations of behavioural, emotional and social development
7. An existing Statement of SEN or SENA assessment
8. Assessments by a specialist service, such as educational psychology, identifying additional needs
9. Another school or LEA which has identified or has provided for additional needs

### Allocation of resources to and amongst pupils

A breakdown will be constructed of the money we receive through our delegated budget, the additional resources both money and in specialist time, for children with statements of SEN, and any other grants that are applicable

We will map our provision termly to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.



## Identification and assessment arrangements, monitoring and review procedures

The school's system for regularly observing, assessing and recording the progress of all children will be used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through School Action provision
3. Additional support through School Action Plus provision

## Differentiated curriculum provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school will use the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the School Action level may need to be made.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded as School Action:

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children who are considered to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the School Action plan for each child to have individual targets. Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support. The group may be taught by the class teacher and also supported by a Teaching Assistant.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO. A child receiving support at School Action will have an Individual Education Plan, including a cover document. This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. Anand Primary School will use the LEA model with minor adaptations for this purpose.

Monitoring will be carried out on a weekly basis using the school's standard proforma by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child

continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision at the School Action Plus level.

## School action plus

Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

SSENA funded children will always have provision at School Action Plus. School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at School Action Plus will have an Individual Education Plan. Monitoring will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

## School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LEA's current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

## Statement of special educational needs

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

## The school's arrangements for SEN and inclusion in-service training

1. The SENCO will attend regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
2. Meeting additional needs and Inclusion issues will be targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development will be provided..
3. In-house additional needs and Inclusion training will be provided through staff meetings by the SENCO.
4. All staff will have access to professional development opportunities and will be able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
5. Support staff will be encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

## Teachers and support from outside the school

An Educational Psychologist will be engaged for support, following discussion with the SENCO as to the purpose of each visit. Special Needs Support Services will be engaged, where necessary, to provide specific information, share resources and provide in-service training. Specialist, direct teaching from such a service will be used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties, or Phono-Graphix 1:1 teaching.

Teachers from the Sensory Impairment Team may work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers will work directly with children where this is indicated on a Statement. Class teachers will plan alongside these specialist teachers who also attend and contribute to IEP reviews.

The SENCO will liaise frequently with a number of other outside agencies, for example:

1. Social Services
  2. Education Welfare Service
  3. School Nurse
  4. Community Paediatrician
  5. Speech Therapy
  6. Physiotherapy
  7. Occupational Therapy
- Parents/carers will be informed if any outside agency is involved.

### Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

We will ensure that all parents/carers are given information about Supportive Parents/carers for Special Children, which is our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.

At review meetings with parents/carers we will try to ensure that the child's strengths as well as weaknesses are discussed. Where suggestions are offered as to how parents/carers can help at home, these will be specific and achievable so that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.

A parental group will be established and available for parents/carers to support numeracy work at home. Parents/carers evenings will provide regular opportunities to discuss concerns and progress. Further appointments will be made available upon request. Regular communication between school and home will ensure that concerns are promptly acted on. Where this has failed to take place, parents/carers are able to make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the governing body. Our complaints procedures will set out the steps in making a complaint in more detail.

## Links with other schools/transfer arrangements

Class teachers of children joining from other schools will receive information from the previous school. If there is an SEN issue the SENCO will telephone to further discuss the child's needs.

## Links with Health and Social Services, Education Welfare Services and any voluntary organisations

The school will consult regularly with health service professionals. Concerns will initially be brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate. Social Services and the Education Welfare Service will be accessed. Class teachers will alert the SENCO if there is a concern they would like discussed.

There are many voluntary organisations that could support SEN. The SENCO will maintain an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers notice board.

## Inclusion principles

All our Staff will value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. A flexible approach to teaching & learning will be utilised in order to find the best placement for each child. Grouping to support children identified with additional needs will be part of this process.

Where appropriate, links with partner special schools will be made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools will ensure continuity and match to needs. Review meetings will take place, as above to ensure that the most appropriate provision is being made for the child.

## Access to the environment

Depending on the choice of school premises, Anand Primary School will be a single site school, built on either one or two levels. Entrance to the building will be through a main lobby, which will be level and therefore suitable for wheelchair access. Classrooms will be accessed by corridors from which there will also be wheelchair access.

We will make sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms will provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

An access audit of the school will be carried out and we will have created a designated orange badge bay and drop the kerb from the car park.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require. Details of our plans and targets on improving environmental access will be contained in the Access Plan.

### Arrangements for providing access to learning and the curriculum (see also School Access Plan)

Our school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum will be in place and will be differentiated to include appropriate learning outcomes for all pupils. Each policy will have an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

Differentiation will take a variety of forms within teacher planning. Learning intentions will always be made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned accordingly.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT via netbooks, laptops, iPads/tablets & specific software where this is appropriate. The school will ensure that the curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Details of our plans for increasing access to the curriculum with targets will be contained in our Access Plan.

### Access to information

All children requiring information in formats other than print will have this provided. We will adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. We will also provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

We will use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

## Admission arrangements

Children with additional educational needs will be considered for admission to the school on exactly the same basis as for children without additional educational needs. Children identified, prior to joining Anand Primary School, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

## Incorporating disability issues into the curriculum

The PSHE curriculum will include an awareness of disability related issues, difference and valuing diversity. Advice will be sought from expert organisations on appropriate resources. Adults with disabilities will be invited to work with the children as we believe it is important to have role models. We will encourage people with disabilities to join our governing body.

The library resources will be regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

## Terminology, imagery and disability equality

The school will be aware of the impact of language on children within the school. We will work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy. We will also make sure we have positive images of disabled children and adults in displays, resources etc.

## Listening to our pupils

Anand Primary School will encourage the inclusion of all children in the School Council and other consultation groups. We will also have Circle Time throughout the school. We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

The staff will have ongoing training opportunities on issues relating to communication and listening skills.

## Working with disabled parents/carers

Anand Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we will work to try to ensure they are fully included in parents/carers' activities.



When a child starts at the school we will ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. large print

## Disability equality and trips or out of school activities

Anand Primary School will endeavour to make all trips inclusive by planning in advance and using accessible places. We aim to take all Year 6 children on a residential course, and provide additional TA support for individual children as required. All children will be welcome at our after school activities and we will try to rearrange SEN transport as necessary.

## Evaluating the success of our SEN and Inclusion Policy

Every year, we will analyse the data we have on the percentage of our pupils with very low attainment at the end of their Key Stage, compared to the percentage in similar schools. We will also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We will use this analysis to help us plan our provision map. At the same time, we will set new targets for the year ahead, aiming for:

1. A reduction in the percentage of children with very low attainment,
2. An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,
3. A reduction in behaviour related incidents and exclusions

We will report progress against these targets to the governing body, who in turn will report to Parents/carers through the Governors Annual Report. This Annual Report will also include the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

Termly, the SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The Annual Report to Parents/carers will include the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act. SEN and Inclusion will be a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through IEP

targets, and a summary of the outcomes arising from these targets will be included in the governor's annual report to Parents/carers and at the subsequent governors meeting with Parents/carers.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

## Target setting

Target setting for all pupils will take place daily, half-termly and within each Key Stage. Targets will also be set within the Basic Skills Policy for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve either Level 2 or Level 4 at the appropriate Key Stage, and become more ambitious from year to year. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve at least Level 2. Our success in all these areas will be evaluated annually and reported to our Parents/carers.

The policy itself will be reviewed annually.

## Dealing with complaints

If a parent wished to complain about our SEN provision they would first raise it with the SENCO, who would try to resolve the situation. If the issue could not be resolved in a timely manner, the parent would be able to meet directly with the Head Teacher.

## Working with pupils who have English as an additional language (EAL)

Our school will recognise and value bilingualism. The main community language in the local area has been identified as Punjabi, with Polish and Kurdish to some extent. The learning and language needs of bilingual pupils will be clearly identified and appropriate support identified and used.

The school will reflect and develop pupils and communities languages and cultural backgrounds through resources and displays throughout the school. For example multilingual signs, notices, children's writing.

The school will explore a broad range of other media, for example, computer software, the internet, audio and video tapes, films, songs, games etc. to support maintenance and development of home/community language skills, cultural heritage.

## Inclusion and ethnic diversity

Teaching methods and styles should take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.

The school will take active steps to ensure that resources in all areas of the curriculum are inclusive. It will promote a greater understanding of cultural diversity

and racial equality. The importance of challenging discrimination in all areas of the curriculum will be acknowledged.

Resources available to meet specific needs of pupils from ethnic minority ethnic groups, including dual language resources are used appropriately. The school will make full use of the resources available within its local ethnic communities.

## Gifted and talented children

Our school will offer a curriculum that encourages and motivates all children to achieve their full potential, which includes those who demonstrate high ability or talent, as well as those that indicate potential. We detail below the aims, principles and strategies for teaching Gifted and Talented children in line with our vision.

### Aims

A gifted pupil is defined as one who demonstrates a significantly higher level of ability than most of their peers in one or more areas of, what is traditionally considered, the academic curriculum (or has the potential to do so). A talented pupil is one who displays the same level of ability in artistic areas of the curriculum.

With regard to those pupils we aim to:

- Recognise and identify gifted and talented children
- Encourage the most able pupils to fulfil their potential
- Provide tasks and experiences that are varied, challenging, enhancing and appropriate to individual needs
- Celebrate ability and achievement in a variety of ways
- Encourage children to become independent learners
- Work closely with other agencies to encourage out-of-school learning.

### Identification

Gifted and talented children will be identified through the professional assessment and judgement of teachers supported by quantitative and qualitative information.

### Qualitative

- Teacher nomination
- Parental nomination
- Self nomination
- Peer nomination

### Quantitative

- KS1&2 optional SAT results
- CAT tests
- NFER non-verbal reasoning tests
- Termly Assessments

## Provision

In lessons we aim to continue to develop effective learning environments by grouping, specialist teaching, withdrawal or acceleration of pupils. Special enrichment activities when the normal timetable is suspended and cross-curricular or non-curricular projects will be pursued.

These methods of differentiating for gifted and talented pupils will be evident in planning documents. Subject co-ordinators will be given time to address planning provision for gifted and talent children following the NC guidance in their subject area.

Class teachers will ensure appropriate provision for gifted and talented pupils in their class. All staff will use and make suggestions for the purchase of appropriate resources, through the G&T Coordinator.

At an out-of-school-level we will make the most of opportunities for children to:

- Attend courses or classes in subjects they have shown potential in.
- Experience enrichment activities at local venues or in collaboration with local and outside agencies.
- Be involved in cluster-wide activities specially arranged for gifted and talented children.
- Take part in classes and activities arranged with local secondary schools and the University of Wolverhampton.

Marking, target setting, evaluation and assessment of gifted and talented children will be completed in accordance with the schools marking and assessment policies. A tracking system for these children will be set up and an annual report completed both following the cluster recommendations by the G&T co-ordinator.

## The role of the G&T co-ordinator

The responsible teacher for gifted and talented children will:

- Monitor the G&T policy for the school.
- Maintain a register of all G&T children in the school following consultation with staff and parents.
- Assist staff in the development of learning opportunities, provision of resources and current national developments.
- Attend relevant courses and complete national training.
- Liaise with the Learning Mentor, SEN co-ordinator, SMT, the Strand co-ordinator, cluster group G&T co-ordinators and other outside agencies.

## Equal opportunities and SEN

All children will be considered for inclusion on the gifted and talented register irrespective of ethnicity, gender, social circumstances, bilingualism or special needs. The register will reflect the school population in respect of these features.

## Pupils on free school meals

We recognise that pupils on Free School Meals will form a substantial component of our pupil profile (29% on average in the local schools as mentioned in Section E). Children eligible for Free School meals will be identified by data provided by the LEA and fed into the school MIS system. Many of the support strategies outlined above for children with other needs will also be used to support children on FSM. For example, individual learning plans, one-to-one support with Teaching Assistants and teachers, additional support in the Be Time slot and through the use of ICT and the Virtual learning Environment (as discussed below). A member of the Leadership Group (Head Teacher, Deputy or Assistant Head) will be responsible for monitoring the progress of children with FSM, the intervention strategies used and for reporting back to the Governing Body.

## Use of ICT and differing abilities

Some of the teaching activities within ICT will be adapted to ensure that all children with special educational needs, English as an additional language or Gifted and Talented children may participate fully and demonstrate their achievements. Use of appropriate educational software and websites will be made to support literacy and phonics for children with SEN, EAL and other needs. The subject leader for ICT will plan how Gifted and Talented children will be stretched in ICT and will report to the staff.

The Senior Management Team and the Governing Body will consider how ICT support could be enhanced for children of families on Free School Meals, so that they have full access to ICT resources and whether there would be any flexibility and potential in lending out ICT hardware for the children to use at home, with the possible goodwill of our community links and sponsors.

## Monitoring at Anand Primary School

### Rationale

To ensure a positive and coherent approach to the monitoring of teaching and learning throughout the school.

Monitoring of planning, assessment, classroom practice, school environment and work in books will be used as a positive method of raising standards.

### Aims

- To support staff development.
- To enhance the quality of teaching.
- To enhance the quality of learning.
- To ensure the implementation of policies/schemes.
- To monitor the effectiveness of assessment and record keeping systems.
- To identify priorities for the Staff Development Plan.
- To identify resource implications.

## Staff development

Monitoring is an opportunity for the SMT and curriculum leaders to advise colleagues on improving classroom practice. This should include advice regarding teaching methods, planning, classroom organisation, resources, relevant courses or support. It is an opportunity to discover curriculum strengths and weaknesses. It is a way of supporting staff and reinforcing good practice. A relationship with the School of Education at the University of Wolverhampton will ensure access to expertise in terms of latest developments in primary pedagogy.

## Quality of teaching

Classroom monitoring is a method of ensuring that teaching methods and content are matched to the children's needs and abilities. The SMT and post holder will monitor what is being taught in accordance with what has been planned in the short and medium term planning. It will be used to ensure that the classroom is suitably organised to provide a challenging and stimulating learning environment. It will also be used to see if the school teaching and learning policy is being used effectively.

## Quality of learning

Classroom monitoring is an effective way of ensuring that the children are making satisfactory progress. It will be used to see if children are receiving appropriate learning opportunities.

## School policies/schemes of work

Monitoring will ensure that the school's key policies such as teaching and learning, assessment, marking etc. are being followed alongside the appropriate schemes of work and tool kits.

## Assessment

Monitoring will ensure that assessment for learning is ongoing and integrated into every day classroom practice and planning. It will also ensure that toolkits and red assessment folders are being used effectively.

## School development plan

Classroom monitoring is a method of identifying priorities that require inclusion in the School Development Plan. It is a way of monitoring how well those priorities are progressing and if targets are being achieved.

## Resources

Monitoring gives the Leadership Team and post holders an insight into the use of resources within the school and the priorities for further resource provision.

### The classroom visit

Classroom monitoring should be viewed positively. It needs to be a way of fulfilling the school aims. Teachers should see it as a part of their career development and a constructive device.

There will be a timetable for classroom observations. Teachers will be aware of expectations and the focus of the observation. The observer will need to observe the class teacher and talk to the children in order to judge the quality of learning taking place. A standard lesson observation template which will be used.

Verbal feedback will take place as soon as possible after the observation, with written feedback shortly afterwards.

### Book monitoring

Anand Primary School's timetable will make provision for book trawls. Work in books shows the child's learning journey. The focus will be on targets, lesson objectives, volume of work, differentiation, skills and application of skills, 'move children on' marking.

Verbal and written feedback will be provided.

### Planning and assessment

Medium term planning will be checked by SMT and post holders before it is implemented. Planning folders will be monitored by the SMT weekly.

Assessment folders will be monitored on a half termly basis.

## Using ICT to support learning at Anand Primary School

### Rationale

ICT will be used to increase accessibility to the curriculum, enhance pupil's learning and to prepare pupils for an increasingly technological society.

### Policy statement

To satisfy the National Curriculum statements of attainment for ICT, children should be able to use ICT to communicate and handle information, design and explore models, both real and imaginary, and measure and control physical variables and movement. In doing so, they should be making informed judgements about the application and importance of ICT and its effect on society. This should be achieved throughout the school in a progressive manner with children using increasingly more sophisticated software & varied hardware platforms.

ICT should be used across the curriculum and feature in other subject areas as far as possible. A variety of forms of ICT should be experienced and should include radio and television programmes, use of sound recorders, remote controls, voting consoles, digital cameras as well as computers. The use of gaming hardware ie: Xbox's, Playstations & Wii's to enthuse & have more variety for the children.

The ICT policy is fully supported by all staff, who, in consultation with the ICT subject leader, will ensure that the policy is continually effective, correctly maintained and fully understood.

To enable this policy to be implemented and maintained, the Senior Management of the school will acknowledge and provide adequate levels of resourcing in terms of time, personnel and funding within the constraints of the budget.

### Time allocation

Each class will be timetabled for the use of ICT hardware. This allocation will be divided into sessions for the discrete teaching of ICT skills (through QCA units) and sessions for the use of ICT in support of the wider curriculum. Each class will have one session each week with the ICT hardware (supported by the use of an interactive whiteboard). Each child will also have their own individual netbooks for continuing ICT development and continuous access to ICT hardware.

### Planning

The long-term planning of ICT will be based on the QCA scheme of work. Medium and short-term planning should be undertaken by individual teachers and constitute half-termly/termly units based on suggested activities in the schemes of work. The school will utilise the LCP ICT scheme of work in order to supplement the teaching and learning. This will be done in consultation with the subject leader.

Planning for teachers will also accommodate for the continuous (as opposed to blocked) development of ICT skills such as latest software and teaching methods.

### Teaching materials

The QCA schemes of work will inform the main teaching material and is supported in school by software, user-guides, photocopiable masters.

### Measuring pupil progress

Assessment will be ongoing and measured against the outcomes set out for each unit of the QCA Schemes of work. Where a child's progress differs markedly from that of the rest of the class, teachers will make a note of this and of the possible reasons for the difference, in order to provide a straightforward method for disseminating information about children to the next teacher. This will be recorded in the form of jottings on a paper copy of the QCA unit being taught. Self-assessment proformas will be used with a selection of children in each class and cover the breadth of the ICT curriculum.



## Staff responsibilities

### ICT Subject Leader

It shall be the responsibility of the ICT Subject leader to structure the ICT Programme and liaise with all other involved parties on matters relating to ICT.

The ICT Subject leader will be responsible for the following:

- To implement and review the ICT policy.
- To ensure continuity of teaching methods throughout the school.
- To maintain adequate resources.
- To co-ordinate the review of the ICT policy.
- To advise other staff members on ICT.
- To maintain contact with current ICT practices, policies, new technology and trends.
- To encourage and promote interest in ICT throughout the school.
- To report to the Governors on all matters pertinent to ICT.
- Liason with SLA providers.

### Head Teacher

The Head Teacher will:

- Monitor the delivery of the ICT curriculum.
- Negotiate with the subject leader to provide funding and time for resources and training.
- Indicate via the school development plan when funding will be available.
- Meet with the ICT subject leader to carry out an annual review.

### All other staff

All staff will be required to teach ICT at Anand Primary School in accordance with the requirements laid down in this policy document. Teachers will also be involved in the review, update and agreement of policies.

## Training

The subject leader will be aware of training needs through informal discussions with colleagues, observation of teaching and work produced by children.

Training will be provided where necessary through either internal training sessions conducted by the ICT Subject leader or, where relevant, through external training agencies.

## Special needs

Assessment outcomes will enable planning for pupils who attain above or below average performance. Some of the teaching activities will be adapted to ensure that all children with special educational needs of any kind may participate fully and demonstrate their achievements. See also the policy for Special educational needs.

## Resources

Resources will be stored centrally in the ICT room and also situated on the school network. It will be the responsibility of the ICT subject leader in conjunction with the ICT Technician to purchase and maintain resources.

## Home-school links

Each teacher will be expected to follow the guidelines as set out in the Homework Policy. Children may be asked to find out more about topics, using ICT/the Internet at home if they have the necessary resources. Children will also be encouraged to use the school learning platform (VLE)

## Documentation control

An annual check will be made to ensure that all teachers have an up to date copy of the ICT policy, ICT scheme of work and e-safety documentation. All documents relating to ICT will be issued through the ICT subject leader.

## D4: Our definitions and measures of success for pupil achievement.

In building a school highly focussed on excellent teaching and learning, and leadership at all levels, our criteria for success will be informed by our Vision and will be:

- Our school will be in the top quartile of all schools and the top 10% of similar schools nationally at both Key Stages for attainment and progress.
- Our pupils will achieve at least 'expected progress' as a minimum.
- At least 85% of our pupils will achieve Level 2 or above in Key Stage1 SATS and Level 4 or above in Key Stage 2 SATS.
- Our school will be judged as a good school with outstanding features by the time of the first Ofsted inspection.
- Our school will be in the top quartile of all schools for attendance and the top 10% of similar schools.
- Every pupil will be literate in ICT.
- By Key Stage 1, every pupil will be involved in at least one weekly community-led extra-curricular activity.
- Our pupils will be fully equipped to enter Secondary school so that they can continue their progress without disruption

- Our school will be oversubscribed.
- Our school will be able to demonstrate high levels of parental engagement.
- Our school will be judged to be 'very good' by 100% of parents.
- The Governors will have a high level of involvement in the life of our school.
- Our Adult Learning provision will be fully utilized by all sections of the local community

## Assessment

Assessment underpins the learning process. It is a key educational tool which will support us in monitoring the performance of children in order to ensure high quality learning and enable planning for further development and improvement.

Assessment will allow us to:

1. Identify pupils' learning needs, determine their rates of progress and set targets for continual improvement.
2. Match effectively pupils learning needs with classroom activities.
3. Evaluate the appropriateness of our curriculum provision.
4. Appraise our personal teaching performances.
5. Report accurately pupils' progress to parents and colleagues (within school and cross phase) and pupils themselves.

## Mission statement

The assessment of our children should involve the continuous gathering of information concerning pupils' ability, attitude and performance in order to enable decisions to be made about the quality of achievement and should inform both curriculum planning in general and provision of learning programmes in particular.

It should be seen as:

1. Involving a range of techniques such as asking questions, observing pupils and setting tasks or tests at the end of a series of lessons.
2. A tool for enhancing teaching and learning, enabling teachers to indicate the next step forward for individuals, including access to further support.
3. Giving all pupils opportunities to demonstrate their achievements.
4. Opportunity for self-evaluation by pupils themselves.

## Formative

- Providing an ongoing record of a child's achievement
- Monitoring a child's progress
- Indicating the next stage.

These include marking, routine records, formal testing, teacher assessments – APP – forming accurate tracking information.

## Summative

- Providing a snapshot of progress and achievement at an appropriate time in a child's educational life.

These include teacher assessment standardised testing at the end of Key Stage.

## Planned practice

In numeracy, assessments will take place half termly using 'Key Objective' statements and APP as a guide as well as Numeracy Ladders.

In literacy, there will be writing assessments in October, January and June using APP as a guide for teacher assessment as well as Reading and Spelling assessments.

All assessments will be guided by school, year group, class and individual targets. It needs to be remembered that day to day assessments through observations, interaction with pupils and marking are essential in moving children forward and play a key role in Assessment for Learning.

All tracking information will transfer up the school with each child. Transition meetings will be arranged to share information.

## Reporting

Parents will be invited to attend three consultation sessions each year. There will be an annual report at the end of the summer term. If the need arises parents must be consulted at any time if there is a problem or need for further support.

## Our school's line management system

As described earlier, the School Governors will monitor and hold the School Leadership and staff to account for pupil attainment, achievement and progress, as well as a range of other measures related to pupil well-being.

The Line Management/Performance Management System will work as follows:

STAFF	PM/LINE MANAGED BY 1st Year	PM/LINE MANAGED BY: 3rd Year	PM/LINE MANAGED BY 7th Year (Full)
Head Teacher	Governors	Governors	Governors
Deputy Head		Head & Governors	Head & Governors
Assistant Head		Head & Governors	Head & Governors
Reception Teacher	Head Teacher	Head Teacher	Deputy
Reception Teacher	Head Teacher	Assistant	Assistant
Year 1 x2		Deputy	Assistant
Year 2 MPS4		Deputy	Deputy
Year 2 TLR		Head Teacher	Head Teacher
Year 3 MPS4			Deputy
Year 3 TLR			Head Teacher
Year 4 MPS4 x2			Assistant
Year 5 MPS4			Deputy
Year 5 TLR			Head Teacher
Year 6 MPS4 x2			Head Teacher
Teacher (PPA)	Head Teacher	Assistant	Assistant
Support LSP3	Head Teacher	Assistant	Deputy
Support	Head Teacher	Assistant	Deputy
Office Manager/AO	Head Teacher	Deputy	Head Teacher
Secretary		Assistant	Head Teacher
Site Manager	Head Teacher	Head Teacher	Head Teacher
Business Manager	Head & Governors	Head & Governors	Head & Governors

Table D6. School Line Management

## D5: Our admissions policy

Anand Primary School will be a state funded Free School open to all primary aged children irrespective of faith, ethnic origin or ability. The school will have an admission number of 60 to each year group. If fewer than 60 pupils apply to each year group by the designated application deadline the school will admit all pupils who apply.

### Oversubscription criteria

If there are more applications than places available, the first criteria to be applied is that relating to children with a Statement of Special Educational Needs. Further admissions will be based on the following criteria in order of:

1. Children in public care.
2. Children who have a sibling attending Anand Primary School at the time of their admission.
3. Children prioritised by distance measured in a straight line from a child's home to the school's designated entrance (as determined by the Head Teacher)
4. Where a place is available and more than one child is eligible and all the other criteria including distance have been met with distance no longer being a differentiating factor then Anand Primary School will operate a fair and transparent lottery system to allow a place at the school.

### Statements of Special Educational Needs:

A statement is a legal document produced as a result of a multi-professional assessment of a child's special educational needs. Children who have Statements of Special Educational Needs will be admitted before all other applicants as under SEN regulations such children have priority over all other applicants regardless of published admission priorities.

#### Having a brother or sister (sibling) at the school. This rule applies:

- To brothers or sisters who have the same parents and live at the same address;
- To half brothers and half sisters (where one of the parents is the same and the children live at the same address);
- To step brothers and step sisters (where the children are related by the marriage of their Parents and live at the same address);
- To adopted brothers and sisters living at the same address;
- To children of two unmarried parents living at the same address.

#### It does not include

- Cousins or other family relationships;
- Brothers or sisters who, at 1 September 2013, will not be registered pupils at the preferred school.

#### Home address

A home address is the address at which a parent with parental responsibility lives but may be the address at which a child resides (and sleeps) for the majority of the school week (Sunday to Thursday night), if this is not the home address. Where care is split equally between father and mother, parents must name the address to be used for the purpose of allocating a school place. If a parent is unable to produce evidence that their child is living at a particular address they may be required to provide a Statutory Declaration to confirm this.

## Admissions process

During our discussions with [REDACTED], Leader of Wolverhampton City Council we discussed our intention to incorporate our admissions process with that of Wolverhampton City Council. However we are aware that there may not be time for us to join the admissions round for September 2013 intake. Therefore we have outlined our process for admissions should we have to run it ourselves.

Once confirmation is received for our application, we will:

- Place adverts in the local papers (including free papers)
- Contact local radio stations
- Contact parents from survey lists
- Update our website with the new school application form
- During September 2012 all local nurseries will be informed

We will inform everyone of the January 2013 submission deadline which is in line with the Government submissions closing date. All successful applicants will be notified 2 weeks before the Wolverhampton notification date.

## D6: Our approach to behaviour management, pupil wellbeing and attendance

### Behaviour policy

#### Mission Statement

- It is the intention that this behaviour policy is supported and followed by the whole school community, parents, teaching and non-teaching staff, children and governors. It is based on a sense of community and the shared values which are set out in the aims of the school agreed by the staff & governors.
- We believe there are a number of key issues which may significantly affect the behaviour of the children in school. Effective strategies to address these issues will be followed in order to improve behaviour. In turn, these strategies will require the development of a series of behaviour plans.

A Behaviour Plan is a system that enables teachers to spell out the behaviours they expect from pupils and what pupils can expect from teachers in return. The plan provides a framework around which behaviour management can be organised. The aim is to have a fair and consistent way to establish a safe, orderly, positive school environment in which teachers can teach & pupils can learn.

In implementing our policy we intend to achieve the following aims:

- Applying a balanced combination of rewards and sanctions, to create a caring and orderly community where teaching and learning can take place in a safe and happy environment.
- To teach through the school curriculum, values and attitudes, as well as knowledge and skills promoting responsible behaviour and self-discipline and encourage in children a respect for themselves, for other people and their property.
- To challenge bullying wherever it occurs.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions by providing a positive behaviour model.
- To treat problems when they occur in a caring but assertive manner in order to achieve an improvement in behaviour.

### Agreed principles

All children will receive a 'Behaviour Report' each half term as part of our commitment to good behaviour practice.

We believe that the following are key issues at the heart of good discipline:

All staff promoting good behaviour.

We will:

1. Remember that we are "on duty" at all times. To ignore bad behaviour e.g. during lunchtimes, is to condone it.
2. Develop, support and implement Behaviour Plans for all areas of school life.
3. Ensure that all pupils are adequately supervised at all times.
4. Promote the philosophy of positive reinforcement through the whole school reward scheme.

### Good classroom management and the good delivery of the curriculum

We will:

1. Develop a classroom behaviour plan where rules, rewards and sanctions are applied fairly and consistently.
2. Plan and organise the classroom and the lesson to keep pupils interested and motivated. The classroom should be organised. All staff should be well planned and organised. Resources should be clearly labelled and accessible.

Consideration should be given to:

- Furniture layout including any time out area,
- Grouping of pupils
- Pacing of lesson and the accurate differentiation of work in accordance with AfL and general good practice



- Creating a positive atmosphere through a higher proportion of positive to negative comments,
  - Availability of resources.
3. Ensure that children feel safe in each class and that they know we are in control of the class. Move around in order to:
    - Continually scan behaviour
    - Address individuals without disturbing others,
    - Visit developing pockets of resistance and nip them in the bud,
    - Vary the pace of the lesson by setting targets for different abilities.
  4. Be punctual and have the lesson ready to start when the children arrive.

### Good relationships with children based on trust, understanding & respect.

We will:

1. When communicating with children:
  - Be aware of stance, gestures, tone of voice etc. in order that we behave assertively but not aggressively,
  - Model the standards of courtesy and respect we expect from others,
  - Explain reasons for any reprimand. Make sure children know how cross and disappointed we are and why,
  - Be fair and consistent. Listen to both sides of a dispute and only threaten/promise sanctions, punishments or rewards which can be carried out. Avoid sanctions which affect the work of other members of staff.
  - Avoid humiliation or name calling. Describe the behaviour- not the child.
  - Be consistent in use of language and avoid any words or phrases which may be misinterpreted by parents or children.
2. Be mindful of children's considerations of what makes a good teacher.
3. Show respect for the children, their work and their surroundings by:
  - Monitoring and marking children's work promptly,
  - Displaying children's work attractively,
  - Storing children's books carefully and neatly,
  - Leaving areas tidy at the end of each day.
  - Keep faith with the child and retain a sense of optimism that behaviour can improve.

### Good relationships with parents/carers.

We will:

- Encourage parents to attend Parents' Evenings,

- Consider formal involvement of parents where a child's behaviour is giving cause for concern,
- Communicate with and take opportunities wherever they arise to build relationships with parents.

### Delivering a relevant curriculum which teaches good behaviour.

We should teach through the school's PSHE programme (including SEAL) and other subjects where appropriate, values, attitudes, knowledge & skills which will promote responsible behaviour & encourage self-discipline.

We should strive to develop emotional intelligence, competence & social well-being through all aspects of the curriculum while recognising the clear opportunity that timetabled PSHE lessons provide.

We should look for opportunities in the curriculum to develop equal opportunities for all where we are working in an atmosphere of continuing improvement. Reflection should be part of this development for all stakeholders.

Our Behaviour Plan will have three parts:

- Rules that pupils should follow at all times;
- Positive Reward (Praise) for good behaviour
- Consequence/Preparation (Correction Procedure) which will follow if pupils choose not to follow the rules.

### Rules

- Follow all adult instructions
- Be polite and respectful in all that you say and do
- Keep your hands and feet to yourself
- Accept all adult decisions
- Be responsible for all your actions

The number of rules for a particular plan should be kept to a minimum and should be of a positive nature in order that following them may be rewarded.

The reasons for rules should always be explained to children and they should relate to the school aims.

Depending on the needs of the school, rules can be made by the staff or in collaboration with pupils.

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise & reward.

A motivational challenge is a specialised form of direction designed to:

- Enlist commitment;
- Show confidence in the children;
- Set up an occasion for the teacher to use praise.

There are 4 steps in a motivational challenge.

- The teacher gains attention;
- The teacher describes what s/he wants;
- The teacher gains the child's commitment- "Do you think you can do this...?"
- The teacher expresses confidence- "*I know that you can do this...*"

Children enjoy receiving praise and it is a known fact children's behaviour is positively affected by praise, support and guidance. Children feel valued and safe when positive praise is part of all classroom and school practice.

House points will be given for good behaviour. This system is explained later in the policy. A house point system should be visible and any trophies should be put in a high profile area within the school such as the hall or foyer.

Rewards will be encouraged to reinforce the praise. These rewards can be:

- Verbal approval
- House points
- Written comments in books
- Class certificates
- Letters to parents
- Responsibilities/jobs
- Fun activities
- Table points
- Head Teacher's reward

These will be given by staff at the end of the week/term and will be focussed on good behaviour. All staff will choose their own form of reward that fits in with their classroom management. However, to develop a common understanding and to reinforce consistently good behaviour there will be a 'Star of the Week' from each class and will be nominated by each class teacher and the end of each week.

### Whole school reward scheme

Operating a positive reward system promotes a good feeling for all. The Anand Primary School Scheme is based on house points through which children will be rewarded for non-academic achievements, for effort, for being caring, for following school or class rules and for all behaviour that contributes positively to the life of the school. As discussed earlier, the children will be allocated to one of four houses.

Children will be awarded points for the reasons highlighted above. Points will totalled each week and the winning team announced in Friday's celebration assembly, where a trophy will be awarded. It is hoped that team members will encourage each other to try their best in every aspect of school life. The winning team will have their trophy put on display in the foyer.

For academic work (effort as well as success) children may be awarded smiley faces, merit certificates and/or prizes. For special work or behaviour, children may

be sent to the Head Teacher for reward.

Some teachers may also reward groups of children for example table points leading to prizes. However, it is advised to keep a record of this in order to track behaviour as well as monitor the rewards effectiveness. It is also advisable not to single specific children for big rewards as this is sending the wrong message. Rewards should always be received and given out publicly and celebrated as an achievable reward for all to strive for.

We believe that children respond to this positive approach where their efforts are seen to be valued and they make considerable efforts to improve their work, and where necessary, their behaviour.

### Consequences & reparations

When a child shows inappropriate behaviour, consequences or reparations (sanctions) may be used effectively as part of a Changing of behaviour.

When organising their Behaviour Plan, teachers will need a system to keep track of misdemeanours in order to use sanctions fairly. Each year group should have a 'Behaviour Book' which will be used to track and monitor inappropriate behaviour and allow us to have a clearer understanding of children's behaviour patterns. .

### Sanctions

After organising the learning environment and given children the best learning opportunities in a safe and stimulating environment if the children still challenge the school rules the following may be used as appropriate consequences as part of correction procedures:

- Ignore- reward.....the teacher ignores the inappropriate behaviour & praises the children who are close to the target child & who are showing the desired behaviour;
- Positive reprimand.....the teacher describes the child's mistake, describes what s/he should do; echoes the appropriate rule & backs up with praise – the reminder
- Warning.....as above but the teacher describes the consequence if the child does not show the desired behaviour. Y3 – verbal warning Y4 – name on board Y5 – collect a red cross Y6 – name on board. In future it may be better to standardise these but at the moment we are leaving it to the team leaders
- Consequence.....sanction carried out. The sanctions are as follows
  1. 5 minutes Time Out within class and within view where they are able to see and hear the lesson
  2. 15 minutes playtime/lunch
  3. Whole of lunchtime in Detention

If a child does any of the following they will go straight to the Team Leader

- Fighting in class/around school
- Swearing – verbal or gesture
- Stealing
- Racism

It will be at the discretion of the Team Leader whether parents/carers are contacted. The Deputy Head Teacher or Head Teacher should be made aware of the behaviour at this point.

A Behaviour Folder akin to the Detention Folder will be kept in each year area with the TLR to monitor patterns in behaviour and referrals to the LM

HT or DHT may be requested by the class teacher to speak informally to a child who is causing concern. Once the child is reported to the Deputy Head Teacher or Head Teacher, s/he may follow a similar set of procedures already taken by the class teacher. There will be a discussion concerning further action to be taken. Further action could include

- Suspension of the child from a special activity, e.g. a trip as a one-off punishment. A child may be excluded from an activity if the Health & Safety of the other pupils cannot be guaranteed. This punishment cannot be used if the activity includes an essential aspect of the National Curriculum Programme of Study.
- Put on work report.
- Involvement of outside agencies.
- Verbal exclusion warning.
- Written exclusion warning.
- Temporary exclusion. NB A single temporary exclusion will not necessarily lead to a permanent exclusion.
- Permanent exclusion warning.
- Permanent exclusion.

Decisions on the exclusion of a child can only be made by the Head Teacher or person responsible during their absence. In excluding a child, the DfE guidelines must be followed with the full involvement of the Governing Body.

### Blanket punishments

We should try to avoid these. However, children should understand that they have a collective responsibility and that it is not always possible for staff to identify who has started or is causing a disruption. Where possible, children should try to distance themselves from such disturbances.

### Behaviour plan for lunchtime

At lunchtime, supervision will be carried out by the Head Teacher Supervisor and staff. The supervisor and other members of staff must be treated with respect expected by all adults at Anand Primary School. During this time, the school will have the same expectations of behaviour of the children as for other times.

## Rewards

The lunchtime supervisors will give out stickers to children they feel have played nicely and followed the rules. The Head Teacher Supervisor will be in charge of distributing the stickers. The children will be made aware of these but will not be allowed to harass the dinner staff by 'asking for the stickers'.

## Consequences

In the case of bad behaviour such as fighting, racism, swearing or bullying the child should be taken to the Detention Room straight away. The child must be escorted to the Detention Room and not be allowed to 'wander off' on their own.

For persistent misbehaviour or incidents of a serious nature, the child will be suspended during the lunchtime period and guidelines common to Wolverhampton schools will be followed. Defiant or abusive behaviour towards lunchtime supervisors will not be tolerated and will lead to suspensions of lunchtimes and/or break time. Their name will be put in the Detention Book and monitored by the Head Teacher.

## Movement of children during lunch period

Movement around school will be all our responsibility. We must ensure we reinforce all rules when children are in the school. We will not accept

- Running in corridors
- Shouting around school
- Pushing/pulling in any area
- Disrespectful behaviour such as swearing, name calling, racism

Children who break the rules at any time will face the same consequences wherever possible.

## Behaviour plan for assembly

### Aim

To promote a standard of behaviour which will enable the aims of the school's Collective Worship Policy.

### Rules

- Children to walk into assembly
- Silence expected & listen to music
- Children to respect person leading assembly by sitting quietly & listening.
- Music at end of assembly to walk out in silence, thinking and reflecting on the message of the assembly.
- Staff to supervise on rota basis and act as good role models **at all times**

## Consequences for appropriate behaviour

- Verbal approval
- House points
- Leave the hall first

## Consequences for inappropriate behaviour

- Sit away from other children – a ‘time out’ sit close to teacher
- Removed from assembly and put in ‘Detention Book’ for loss of playtime

## Guidelines

Unless otherwise requested, staff will supervise on a rota basis, one from the upper school and one from the lower school.

Learning Support Assistants will sit with designated child if appropriate to special needs.

## Anti-bullying measures

*‘Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else.*

*Bullying is consistent or persistent physical or verbal abuse which results in an observable change in the victim.’*

## Mission Statement

The Governing Body, staff, parents and pupils will discourage bullying in any form, working together to deal with any reported incidents as quickly as possible, communicating with all parties involved.

## Aims

- To actively discourage bullying in all its forms.
- To create a secure environment in which everyone will work co-operatively.

## Objectives

- To heighten awareness of the forms of bullying.
- To establish a safe, secure environment in which people can talk openly about bullying.
- To educate people in dealing with problems incurred.
- To deal with any reported incident as quickly and effectively as possible.

## What to look for:

- Be vigilant.

- Look for early signs of distress.
- Deterioration of work.
- Spurious illness.
- Isolation.
- Desire to remain with adults.
- Erratic attendance.

## Procedures

The procedure for dealing with incidents of bullying will be found on every classroom wall. To minimise the potential for bullying, two members of staff will be on playground duty during the morning break. At the beginning of the school day, the Head and/or Deputy will be present on the school yard.

Staff will collect children from the playground at the beginning of the school day, at the end of morning break and at the end of the lunch break. Arrangements will be made to supervise cloakrooms carefully as children enter and leave the building.

Any incident of bullying will be reported to a member of the SMT who will investigate, record and if necessary, report to the Head Teacher. All incidents should be recorded in the incident book held in the office. Further written evidence such as personal statements may also be collected.

The victim should be supported by staff and the Learning Mentor. The perpetrator will also be referred to the Learning Mentor. If a person is found guilty of bullying, appropriate sanctions from the Behaviour Policy will be applied.

Bullying should also be a theme in assemblies, through the SEAL programme and through PSHE throughout the school.

## Attendance

Anand Primary School firmly believes that all children will flourish and be excellent learners and role-models as outlined in our vision, if they have very high attendance levels at school.

Responsibility for attendance procedures will lie with the School Attendance Officer (AO) who will be based in the school office as part of the Office Support staff and who will analyse all short-term and long-term attendance data and work with parents, accessing support in local community languages where required.

The Attendance Officer and office staff will go through the registers to ensure any messages are recorded with the correct codes.

Procedures will ensure that any children who are absent without notification are flagged up and a text message is sent to parents/guardians or a phone call is made. A message will be placed in the class register to alert the class teacher so that they can reinforce the need for notification when the child returns to school.

If children with attendance below 95% are not in school we will ring contact numbers provided and we will impress the importance of the children being in school, offer the



Attendance Officer to work with the family, and try to build up relationships with the families to foster mutual respect and understanding.

For children for whom a pattern of poor attendance is emerging the Attendance Officer will check if the siblings are in school.

Daily: The Attendance Officer will also look at the patterns of attendance, for instance, is the child missing swimming days? On occasion children who have been in trouble the day before will avoid coming to school. The AO will ring and ask if parents are aware of the issue and invite them in to discuss it. A lot of the time parents may not be aware and when they become aware they will work with the school.

We will make every effort to get to know the families of the children attending Anand Primary School. This may be possible when visiting the homes of children with poor attendance.

Weekly: The School will produce a weekly 'session absence report' that tells us the children who have been absent from every class, it contains the date and code from the previous week. The Year Leaders will endeavor to find out the reason for every absence. It is from this information that the AO will produce attendance statistics that are reported in Praise assemblies. A weekly class winner will be announced and a certificate awarded to the best class. 100% attendance will also be celebrated with a special certificate. The weekly results will then be tabled to accumulate a half termly attendance league table, the winners of which get a half day treat such as extra swimming time, picnic in the park and DVD cinema experience.

Where personal contact cannot be made, letters for non-attendance will be sent to parents, translated into all relevant languages.

Termly: The AO will provide a leaflet on attendance to be distributed at parents evening. Copies of the weekly certificates will be displayed around school to promote good attendance with the children.

If a particular child's attendance is so poor that it is taken to panel the AO produces a report for panel and attends the meeting.

Yearly: The Chair of Governors will present attendance awards during the school's annual award ceremony. Children collect a gold certificate for 100%, silver and bronze certificate are also awarded.

## Exclusions

Anand Primary School will be a fully inclusive school and will work hard to include all learners. In the rare and unfortunate event that it will be necessary to exclude a pupil we will follow our procedures laid down by the Governing Body, Statutory procedures and Governmental policies that will hold us accountable for the education and outcomes of any pupil we may exclude.

## Child protection

The Governors recognise their statutory responsibility to make sure that appropriate arrangements are in place to safeguard and promote the welfare of children, as outlined in the Education Act.

The Governing Body of Anand Primary School will have in place a clear Child Protection policy. The Policy will apply to all Staff, (Teaching & Non-Teaching), Governors and Volunteers, temporary and supply staff, working in the school and will be reviewed annually by the Governing Body.

All Governors and staff will be trained in:

- the types of abuse that children may suffer from
- give information on identification of abuse
- give advice to all whose work brings them into contact with children
- describe the procedures that should be followed when concern is raised.

Child abuse happens to children of both sexes, at all ages and in all cultures, religion, social classes and both to children with and without disabilities. It is important that all allegations are always taken seriously and are never dismissed. A member of the leadership group will be assigned the role of Designated Senior Person for Child Protection.

At Anand Primary School we will care for every child and treat them as special, unique individuals, as outlined in the Sikh ethos. We will therefore do our utmost to be vigilant to signs of unhappiness and treat appropriately.

## D7: Our understanding of the local community and its needs

We provide a fuller description of the local area in Section E. Some key points are:

- Nearly a third of pupils are eligible for free school meals. This is almost double the average for England.
- Nearly two thirds of the children have a first language which is not English. This is almost four times the average for England.
- By all measures of deprivation the area is one of the worst in the country.

As discussed previously, our aim is to overcome any potential barriers to learning and achieving by having in place processes and procedures which ensure that each and every child in our school is fully supported and equipped to succeed at school.

We will do this with the help of all the key institutions of Wolverhampton. The University, College, local academies and Wolverhampton Wanderers Football Club will be our partners. Our relationship with local community and faith leaders, local businesses and creative organisations will be just as important as they also will contribute to our teaching.

Our Breakfast Club and Be Time will provide greater scope for greater input from teachers, parents, the community and our partners to create a net of support and encouragement through which no pupil will fall.

From 6pm to 8pm our partners will also help us provide opportunities for learning to our children's parents and the wider community.

Additionally, we have already had discussions with representatives from the local primary schools as to how we can work together towards common goals. Our vision of working for the collective good of the community will enable Anand Primary School to be a beacon of unity, shared aims and joint endeavour.

# Section E:

## Evidence of demand and marketing

## Evidence of demand and marketing - part 1

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	60	66		110%	60	59		98%
Year 1					60	66		110%
Totals	60	66		110%	120	125		104%

*Table E1. The number of pupils we intend to have in each year group and the demand we have established to date.*

### Key to table

A= Proposed number of places in each year

B= Parent numbers that have indicated Anand Primary School will be their first school choice

C= N/A

D= Demand as a percentage of capacity

## Evidence of demand and marketing - Part 2

### E1: Need and demand

#### Introduction

Increasing deprivation and poor education standards are two huge challenges currently facing the city of Wolverhampton. And it is the city's children who are most obviously impacted. It is they who have their life choices curtailed by this combination of circumstances.

The City Council recognises the problems too. In their 'Wolverhampton City Strategy 2011-2026' they state:

*"The employment rate for Wolverhampton fell significantly from early 2006, at least a year before the first impacts of the recession were felt in other areas. During the three years between 2007 and 2010 nearly 4,000 jobs have been lost, and the city is the only area in the UK to experience a fall in average weekly pay for residents."*

*"Coupled with poverty are problems of ill-health and life expectancy, for which the city is in the lowest 20% nationally. Obesity, alcohol misuse, smoking and poor lifestyles all make significant contributions to the poor health of the city's population, and one in three people are in receipt of incapacity benefits because of poor mental health – the highest rate in the Black Country."*

*"Too many children in Wolverhampton are born into poverty and do not have the support they need to succeed later in life. In 2007, nearly one in three children and young people were growing up in poverty – the second highest level in the West Midlands."*

In their 'Children & Young People's Plan 2011-2014' (November 2011) they provide greater detail on the levels of child poverty and give real evidence of the adverse impact that poverty currently has on a Wolverhampton child's chances of succeeding at school:

*"There are 17,360 (30.8%) children and young people living in poverty in the city. Other estimates based on working tax credit and child benefit data puts the figure nearer 55%. Wolverhampton has the second equal highest level of child poverty in the West Midlands, behind Birmingham, and was the only place in the region where child poverty increased between 2007 and 2008"*

*"A young person receiving free school meals (a key indicator of poverty) in Wolverhampton is half as likely to gain 5 GCSEs, including maths and English, than another young person ineligible for free school meals."*

The poor quality of education in Wolverhampton has been highlighted again recently by the Council, Ofsted and the Department for Education.

In the 'Children & Young People's Plan 2011-2014' the council states that

*"Whilst the attainment of pupils overall across the city continues to rise ... there remain significant pockets of underperformance. For example, boys' attainment at all ages is, on average, lower than girls' ... Children and young people entitled to free school meals are 50% less likely to achieve 5 A\*-C grades with English and maths.*

*There also remains a gap between outcomes for young people in Wolverhampton compared to national results meaning that our young people can be at a disadvantage when seeking employment and higher education places. In addition, pupils with learning difficulties do not always achieve their full potential.*

*Narrowing the attainment gap continues to be central to local strategies if we are to improve the life chances of young people and provide local business, and those that might re-locate to the city, with employees with the right knowledge, skills and attitudes."*

See appendix E1 for recent articles in the local press which highlight the problems.

See appendix E2 for Ofsted's communication in December 2011 with a local primary school.

The unacceptable level of academic attainment in Wolverhampton is the constant topic of much heated discussion amongst local residents, leaders, MPs, academics and the media. However, endless debating of the city's education failures brings no comfort to local parents. Their only wish is that their children receive an education that is second to none so that they may be properly equipped to go on to compete and achieve in an increasingly competitive and rapidly changing world.

Wolverhampton Sangat Education Trust (WSET) has brought together a group of like-minded individuals from the local community and surrounding areas who - after hearing the concerns of parents and community groups and being frustrated by the lack of leadership from Wolverhampton City Council - have resolved to take action. We are determined to deliver to the children of the local community an excellent primary school education so that they can all look to futures filled with opportunities.

## The community our school will serve

Our school will be in the heart of an inner-city area of Wolverhampton named 'Blakenhall'. Over the last 60 years immigrants from all parts of the world have settled in the area and made it their home. It is now a very cosmopolitan place where earlier migrants from the West Indies and the Indian Sub-continent live and work side-by-side with more recent arrivals from Iraq, west Africa, east Europe and the Baltic states.

Figure E1 below is a map of the area. Also shown in the form of gauges are the 'Total Deprivation' rankings for six of the local neighbourhoods. These gauges are taken directly from the 'Neighbourhood Summary' facility on the Office for National Statistics 'Neighbourhood Statistics' website ([www.neighbourhood.statistics.gov.uk](http://www.neighbourhood.statistics.gov.uk)). As an example, a printer-friendly summary for Neighbourhood 025C (postcode WV24NP) is shown on the following page (figure E2). A breakdown of residents and dwellings in the neighbourhood is shown in table E2. The summaries for all six neighbourhoods shown can be seen in appendix E3. A map showing the boundaries of the neighbourhoods in the area is given in appendix E4.

The further to the right the needle is, the more deprived the area when compared to all the neighbourhoods in England. These rankings leave no doubt that this is one of the worst areas of deprivation in the country.

a

Figure E1. All 32,482 neighbourhoods in England have been ranked on a range of topics, together with a 'Total Deprivation' ranking. The further to the right a marker is ... the more deprived your area." (<http://www.neighbourhood.statistics.gov.uk>)

Neighbourhood	Sample neighbourhood postcode		Number of residents	Number of dwellings
030A	WV4		1653	557
024A	WV4		1680	773
025C	WV2		1254	450
024C	WV2		1514	665
025B	WV2		1351	538
025D	WV2		1355	583
Total:			8807	3566

Table E2. Breakdown of residents and dwellings in the neighbourhoods highlighted in the above map. (Population of Wolverhampton is 238,100 ([www.hpa.org.uk](http://www.hpa.org.uk)))



This Neighbourhood Summary provides information about your area to help answer these questions. It provides a range of statistics, and by clicking on the tabs at the top of the screen you can choose topics that interest you.

In 2008 your neighbourhood, Wolverhampton 025C, had an estimated 1,254 residents and 450 dwellings.

**Is your neighbourhood good for employment but bad for health?**

All 32,482 neighbourhoods in England have been ranked on a range of topics, together with a 'Total Deprivation' ranking. The most deprived neighbourhood in England has a rank of 1. The further to the right a marker is for a particular topic, the more deprived your area.

[Note: these data are taken from the Indices of Deprivation 2010]

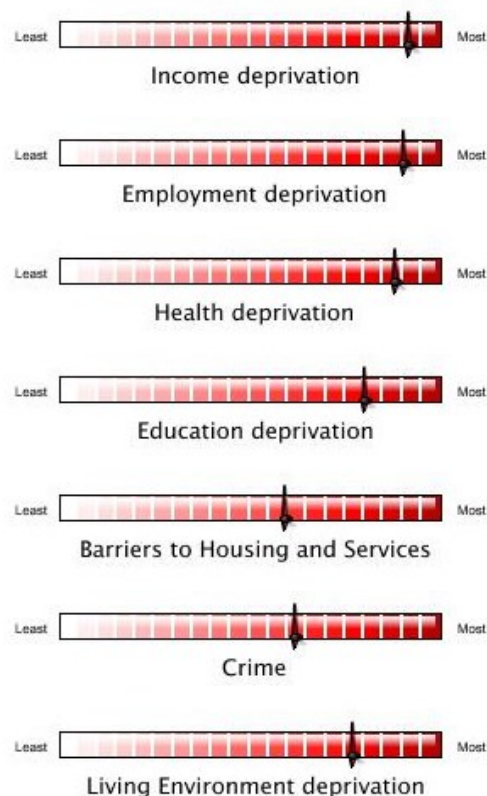


Figure E2. Total Deprivation summary for neighbourhood 025C (WV2 [redacted]).

Table E3 below shows that in the local primary schools:

1. Nearly a third of pupils are eligible for free school meals. This is almost double the average for England.
2. Nearly two thirds of the children have a first language which is not English. This is almost four times the average for England.

	% of pupils eligible for free school meals	% of pupils whose first language is not English
(Average for England)	(15.4)	(16.8)
Goldthorn Park Primary School	17.5	80.4
Graiseley Primary School	27.8	66.1
St Luke's Church of England Aided Primary School	36.9	63.3
St Teresa's Catholic Primary School, Parkfield	35.5	52.5
Mean	29.4	65.6

Table E3. % of FSM pupils and % pupils who have english as a second language. Data from [www.education.gov.uk/schools/performance](http://www.education.gov.uk/schools/performance). Averages from DfE: Schools, Pupils and their Characteristics, January 2011 ([www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml](http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml)).

## Local education standards

Standards of the local primary schools largely mirror the general levels of deprivation. With the exception of one Church of England Aided school, all the other schools in the Blakenhall area are failing the local children and not reaching the targets set for basic reading, writing and numeracy.

Details of the current state of the local primary schools can be found in table E4.

Some key points are given below.

1. There are no outstanding schools.
2. Two schools are rated as 'satisfactory' which, as Ofsted's Chief Inspector, Sir Michael Wilshaw has stated recently, is actually wholly unsatisfactory. (Hence his intention to scrap the 'satisfactory' judgment and replace it with a new "requires improvement" grade.)
3. One school is judged to be inadequate.
4. The figures for applicants' first preferences clearly show that other than for St Luke's a substantial proportion of parents would prefer that their child did not attend the local schools.

Note that even the best performing school in the area has had concerns expressed about it. The latest Ofsted report for St Luke's Church of England Aided Primary School states that the school needs to "raise levels of attainment by improving the quality of teaching across the school so all lessons provide pupils with opportunities to work independently to achieve appropriate and challenging tasks".

It is clear therefore that local parents have no choice between good (let alone outstanding) primary schools. Those that can afford to, either ferry their children to better schools in neighbouring areas and local authorities or simply move out of the area. Little wonder that there is currently no lack of pupil places in the schools in the area!

	Most recent Ofsted grade	Admission limit	Applications 1st preference Jan 11
Goldthorn Park Primary School	3	60	36
Graiseley Primary School	4	30	16
St Luke's Church of England Aided Primary School	2	60	85
St Teresa's Catholic Primary School, Parkfield	3	30	19

Table E4. Recent data on local schools.

The cross border movement for Wolverhampton is shown below. The data is for the year 2009. Whilst we do not have more recent data, parents in the local community

tell us that this trend has increased in 2010 and 2011 as more and more of them transport their children from the area to better schools in neighbouring areas.

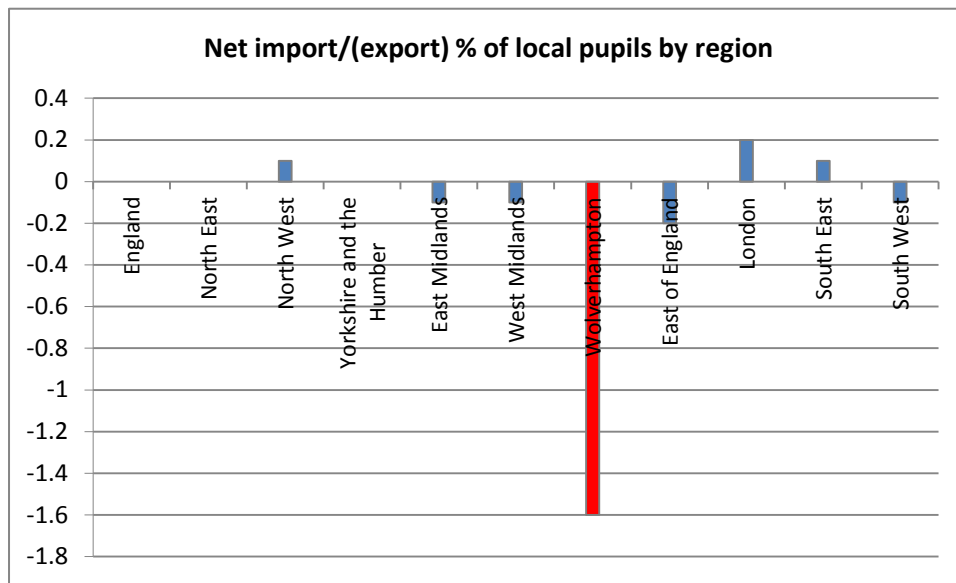


Figure E3. Net import/export % of local pupils in Wolverhampton compared with English regions ([www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml](http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml))

## Tackling the baby boom

During our meeting with [REDACTED], [REDACTED] we discussed the concerns he had raised on local radio (Beacon Radio) about the current local 'baby boom'. He had mentioned that this presented a real risk that class sizes in existing schools would have to increase and agreed that Anand Primary School would provide welcome additional primary school places at a time when the city will need them. Appendix E5 shows three recent articles from the press that highlight this critical issue. Note that:

1. Currently Wolverhampton primary schools are coping with 2,145 more pupils than they were designed for.
2. The ongoing 'Baby Boom' will only exacerbate this situation.
3. The number of appeals lodged for places in Reception year increased by 64% from 2009/10 to 2010/11 indicating ever-increasing levels of dissatisfaction with primary schools amongst parents.

## Parental demand

Early and continual input into the planning of Anand Primary School from all sections of the local community and from all the major institutions of Wolverhampton (discussed further below) has translated into widespread support for our school. Hence, as seen in the table in Section E – Part 1, the demand data that has been gathered to date shows an overwhelming demand for our school which will be sustainable well beyond 2013. (We already have parents' names of 37 pupils for our 2015 intake!) Appendix E6 gives the template of the survey form we asked parents to complete.

The maps below show the postcodes distribution of the parental demand for Anand Primary School. The first map clearly shows a dense concentration of demand in Blakenhall and surrounding areas. The second map gives a close-up of the area where individual locations of demand can be seen. The locations of our preferred sites are shown as blue squares.



*Figure E4. Map showing the postcodes distribution of the parental demand.*



*Figure E5. Map showing individual locations of demand in the Blakenhall area. Our preferred sites are shown as blue squares.*

Given the state of the local schools and the publicity given to this issue in the local media, we have encountered very few negative responses to our plans. It seems that all sections of the community including parents, community groups, politicians, academics, religious leaders and sports clubs agree that our school would be a huge step towards beginning to address the poor standards of education in Wolverhampton.

## Community Engagement

We've already mentioned that we have been engaging with the local community. This process began as soon as the idea to open a school was voiced. As many of our Steering Group were born and/or raised in Wolverhampton and are actively involved in the local community and its institutions, conversations about the possibilities of opening the school began very quickly to take place with members of the local community and local stakeholders. These conversations led to initial meetings with many other interested parties too so that we began to form a very clear picture in our minds as to what we all wanted from our school and how we could all work in partnership to achieve the outcomes we all desire.

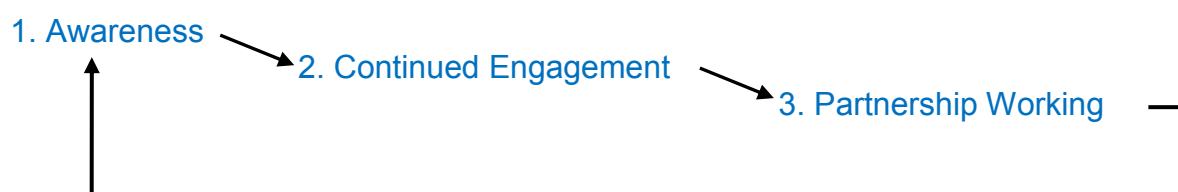
Our team crystallised into a more formal Steering Group in October 2011. In the first meeting of this Steering Group we all agreed that, if we were to fulfil our vision of Anand Primary School being an "integral member of the local community, serving all the community", close and continual engagement with all sections of the community was essential. Of course, we recognised that as our school will have an ethos based on Sikhism, we had to ensure that we paid due attention to engaging with those of other faiths and those who are of no faith as well. Also, as most of the Sikhs in the U.K. have origins in Punjab, it was imperative that our engagement activities reached people of every background and was not confined to any one ethnic group. One example of the steps we have taken in this regard is that we have distributed flyers which have been translated into Polish (appendix E8). We will be distributing Kurdish language flyers in March. We know from our engagement activities that there are sizeable Polish and Kurdish immigrant communities in the area.

We also realised that all the activities that had taken place to date offered a template for a simple, high-level Community Engagement strategy and for the detailed steps

to follow when setting out to interact with all individuals, groups and institutions.

## Our Community Engagement strategy and process

See below for our three-step Community Engagement strategy. Each step is hugely important in its own right but also forms part of a continual iterative cycle. When the steps are applied to individuals, groups and institutions our aim is that we achieve and maintain 'Partnership Working' with individuals and/or groups representing all sections of the local community and all local stakeholders. A brief explanation of the steps follows the diagram.



### Step 1 - Awareness

The means of raising awareness of our plans for Anand Primary School are obviously varied and vast in number. We give details of many of our activities below. Regardless of the methods employed (e.g. a chat with a shopper, our website, a flyer, a TV interview or a letter sent to parents of local toddlers) we are very conscious that first impressions count. Therefore we take great care to ensure that we communicate in full our ethos and the vision for our school. We know from experience that if we explain our ethos, vision and aims properly then it is highly probable that we will receive a very positive response from any party.

### Step 2 - Continued engagement

We can only hope to meet the needs of all sections of our community if we continue to engage with them. First conversations with individuals and groups have been followed up by an initial email in which we state our desire for all to join us as partners to achieve the aims we all share. Then we have met again to discuss in greater detail our plans and to receive input into them. We continue to keep everyone informed of our progress and never cease to remind them that their opinions and views carry huge weight and guide our actions.

### Step 3 - Partnership working

Our aim is that we achieve and maintain 'Partnership Working' with individuals and/or groups representing all sections of the local community and all local stakeholders. Not to do so would hugely impact our plans to become a place where all the members of our community feel they belong. Also, it is only through partnerships with individuals and/or groups representing all sections of the local community and all local stakeholders that we can provide the depth and breadth of learning to our pupils that we wish to. This is also true for the learning opportunities that we want to offer to the local community through our evening and weekend

classes programme.

It is hugely encouraging that in a such a short space of time our Community Engagement strategy has already enabled us to secure agreements to work in partnership with several groups including Wolverhampton City College, Blakenhall Neighbourhood Nursery and Wolverhampton Wanderers Football Club.

Given the obvious time constraints, we have not yet entered into detailed discussions with these groups but we give below brief summaries of what the partnerships will deliver for our school and the local community.

### City of Wolverhampton College

- Review of completed application.
- Assistance with community education programme.
- Ongoing advice on establishing and running the school.
- Commitment to provide skills and expertise lacking in our Steering Group. E.g. Human Resources.
- Partnership working once school is running.

### Blakenhall Neighbourhood Nursery

- Community Engagement partner.
- Communicated our plans to all parents of children attending the Nursery.
- Collected school support data.
- Discussed intention to become 'feeder nursery' to Anand Primary School
- Discussed healthy school meals menu.

### Wolverhampton Wanderers Football Club

- Provide 'Wake Up, Shake Up' physical activity sessions as part of our Breakfast Club.
- Football Sessions – Football coaching on school premises. Sessions to last for an hour and cover a range of skill development sessions, fun games and competitions.
- Reading Club – Using the power of football to encourage children to understand the importance of and develop a passion for reading.
- Home Work Club – Assistance for any pupils who need extra support with their homework.
- Fundraising – Support with various fundraising activities for the school.
- Support Adult Learning at Anand Primary School, either by delivering sessions on school site or in the learning suite at Molineux Stadium.
- Pupils from Anand Primary School will be able to visit Molineux Stadium for a variety of educational visits. These can be tailored to meet specific national curriculum needs.
- Review of Education Plan.

### Reaching everyone

We have been very mindful of the fact that Community Engagement cannot just take place over cups of tea or in meeting rooms. Blakenhall is a deprived area where the primary focus of many residents is looking after their families and making ends meet. Many of the Blakenhall residents do not belong to any groups be they community, faith or interests based.

Therefore since November we have had at least two or three members of our team walking the local High Street on at least one of the days of every single weekend except over the Christmas period when we did a flyer drop on Wednesday 28<sup>th</sup> December instead! The flyer drop provided a great opportunity to discuss our plans with residents in all the local neighbourhoods (See appendix E8).

Our Community Engagement activities have also included regular contact with parents of toddlers as they arrive or leave the weekly play sessions at St Luke's Church of England Aided Primary School and with the parents of children attending Blakenhall Neighbourhood Nursery. We have held Community Engagement events in local community centres and as part of local NHS community health-monitoring events.

We have placed flyers and A3 posters in local libraries, GP and dental surgeries, community centres such as Blakenhall Resource Centre and Blakenhall Community and Healthy Living Centre and advice centres such as Blakenhall Community Advice Centre.

It has been truly inspiring that we have encountered so much enthusiasm for our plans from almost every individual and organisation with whom we've had discussions about the school.

This has made every Community Engagement activity very enjoyable and we look forward to continuing with such activities on an ongoing basis to ensure that we stay true to our vision of meeting the needs of every section of our community.

See below for a summary of the meetings, activities and events that have taken place to date and those that have been pencilled in for the coming months. We stress again that this is an ongoing process. We will not tire in our efforts to continually increase awareness of our school, engage closely with individuals and groups from all sections of the community and form real, lasting partnerships with them for the betterment of the children and wider community of Blakenhall.

	Activity type/Strategic step attained		
	Awareness	Continued Engagement	Partnership Working
<b>May 2011</b>			
Meeting with Council of Gurdwaras, Wolverhampton	✓	✓	✓
Separate meetings with the three local MP's Pat McFadden, Paul Uppal and Emma Reynolds	✓	✓	
<b>July 2011</b>			
Meeting with local councillor [REDACTED]	✓		
Attended the Local Neighbourhood Partnership meeting	✓		
<b>August 2011</b>			
Attended the Blakenhall Residents Association meeting	✓		
<b>September 2011</b>			
Meeting with [REDACTED], [REDACTED]	✓	✓	✓
<b>October 2011</b>			
Meeting with [REDACTED], [REDACTED]	✓	✓	✓
Meeting with [REDACTED], [REDACTED]	✓	✓	✓
Meeting with Council of Gurdwaras, Wolverhampton	✓	✓	✓
<b>November 2011</b>			
Street Engagement - members of the team engaged with local residents and shoppers on the local High Street	✓		
WSET website went live ([REDACTED])	✓		
Meeting with [REDACTED], Ravidass Temple, Wolverhampton	✓	✓	
Meeting with [REDACTED], Wolverhampton Academies Trust	✓	✓	✓
Meeting with [REDACTED], [REDACTED]	✓		
Meeting with [REDACTED], [REDACTED]	✓		
<b>December 2011</b>			
Street Engagement - members of the team engaged with local residents and shoppers on the local High Street	✓		
Flyers and A3 posters placed in local libraries, GP and dental surgeries, community centres and advice centres	✓		



Flyer drop and engagement with residents in all local neighbourhoods	✓		
Meeting with ██████████ and ██████████, Wolverhampton College and Wolverhampton Academies Trust	✓	✓	✓
Interview with local evening newspaper, 'Express & Star'. (See appendix E7)	✓		
Meeting with ██████████, ██████████	✓	✓	✓
Facebook and Twitter profiles went live.	✓		
Meeting with ██████████, ██████████	✓	✓	
Meeting with ██████████, ██████████, Wolverhampton	✓	✓	
Meeting with ██████████, ██████████, Wolverhampton	✓	✓	
Meeting with Paul Uppal MP	✓	✓	
Meeting with Pat McFadden MP	✓	✓	
<b>January 2012</b>			
Street Engagement - members of the team engaged with local residents and shoppers on the local High Street	✓		
Street Engagement – throughout the month, members of the team engaged with parents of toddlers attending weekly play sessions at St Luke's Church of England Aided Primary School	✓		
Meeting with ██████████, Polish community leader	✓	✓	
Polish language flyer distributed	✓		
Meeting with ██████████, ██████████	✓	✓	✓
Personally addressed 'CE' pack (including letter, flyer and invitation to below-mentioned 'CE' event) handed to parents of every child attending Blakenhall Neighbourhood Nursery by ██████████	✓	✓	
Street Engagement – throughout the month, members of the team engaged with parents of children attending Blakenhall Neighbourhood Nursery	✓		
Community Engagement event at Blakenhall Community and Healthy Living Centre – ██████████, ██████████, attended as representative of the local 'cluster' of schools	✓	✓	
Meeting with ██████████, ██████████	✓	✓	✓

Meeting with [REDACTED], Wolves Community Trust	✓	✓	✓
Meeting with [REDACTED], [REDACTED]	✓	✓	
Meeting with [REDACTED], Parkfields Residents Association	✓	✓	
Meeting with [REDACTED], Apostolic Church, Blakenhall	✓		
Meeting with [REDACTED], [REDACTED]	✓	✓	✓
Phone conversation with [REDACTED], [REDACTED] (run by All Saints Action Network)	✓		
<b>February 2012</b>			
Street Engagement - members of the team engaged with local residents and shoppers on the local High Street	✓		
<b>March 2012</b>			
Develop 'Anand Primary School' website ([REDACTED])	✓		
Interview on BBC Radio WM	✓		
Meeting with [REDACTED], [REDACTED]	✓	✓	
Meeting with Council of Gurdwaras, Wolverhampton	✓	✓	✓
<i>Distribute kurdish language flyer</i>			
<b>Apr-12</b>			
Meeting at Polish community church at invitation of [REDACTED]	✓		
Meeting at Bilal Jamia Masjid and Muslim Community Centre at invitation of [REDACTED]	✓		
Follow-up interview with Express and Star	✓		

## E2: Serving all the community

There are a number of key aspects of our school which will make it attractive to pupils and parents of all backgrounds and faiths.

Firstly, Sikhism is unequivocal in arguing the case for complete equality, tolerance and respect for all. Moreover it teaches that tolerance and respect must not be confined to the mere expressing of noble principles but must be reflected in real support of all those around us.

Therefore, as a Sikh-ethos-based school we will strive to ensure that the school becomes an integral member of the local community, serving all the community. Through initiatives such as the provision of Adult Learning, the on-site community allotment, facilities hire and a programme of school assembly speakers from within the local community we will enable all sections of the community to develop a shared sense of ownership towards the school. This will be helped by the fact that our partners (such as The University of Wolverhampton, Wolverhampton City College and Wolverhampton Wanderers FC) already play key parts in the lives of all in Wolverhampton

Our desire to serve all the community will be reflected in our admissions policy. We will not select on the basis of a child's faith and background. We will simply adopt a policy similar to that of Wolverhampton LEA.

Sikhism's insistence on tolerance will ensure that respect is given to all world views. Our children will learn about all the major world faiths. We will celebrate the festivals of all these faiths as part of the school year. Collective worship will embrace all major faiths and world views. The school uniform will also be important as it brings a sense of equality among students. Religious symbols and articles of faith will be permitted while ensuring that safety is not jeopardized.

The proposed school diet is vegetarian. Children will be permitted to bring in a non-vegetarian packed lunch if they so desire. This will allow for specific dietary requirements and preferences to be met. School dinners have been the subject of much debate for a number of years. There has been a drive to get children to eat more healthily and to achieve their 'five-a-day' of fruit and vegetables. We hope that providing an exciting and delicious vegetarian menu will help each child to meet this aim and hence should not prove to be a major issue.

As the school will be based in a deprived part of Wolverhampton and our admissions policy will largely select only on the basis of proximity to the school, pupils from deprived or disadvantaged families will have a greater chance of securing a place.

As discussed earlier, throughout the process of applying to open our school we have continuously engaged with all sections of the local community. This has included discussions with various faith groups to ensure that we meet the needs of parents and children of all faiths.

## Section F:

### Capacity and capability

## Introduction

We have put together a strong group of volunteers with a wide range of experience relevant both to establishing and operating a new free school. Whilst our core team brings an impressive range of skills to the project, we also have access to various other individuals and organisations who are very supportive of our endeavours and wish to work with us in complementing and supplementing our expertise.

Summary details of our volunteers including each person's time commitment are given in Table F1. The list of other individuals and organisations who have offered assistance is in Table F2.

### F1: Education expertise

We believe that we have considerable education experience at our disposal. In Table F1 it can be seen that several of our volunteers are teachers. [REDACTED]

[REDACTED]

[REDACTED]

With regard to time given to the project to date, the four teachers have, in total, provided approximately 10 hours a week to ensure the education plan addresses and delivers our vision. [REDACTED], [REDACTED] and [REDACTED] have also been able to allocate hours to our marketing and Community Engagement activities. In terms of time commitment post application, please see Table F1 which, as well as providing some further details of experience, shows individuals who are happy to take on Member or Director roles once Anand Primary School has received approval to go ahead.

In addition to the above we have also made use of more specific expertise with ongoing assistance from [REDACTED]. Both Wolverhampton City College and Wolverhampton Academies Trust have offered to provide any further assistance that we may require.

This combined experience has ensured we have a clear understanding of what will be required to set up a school and the resources needed which have been addressed throughout the application in terms of facilities, staff, partnership in the community and wider education arena and the education plan needed to deliver the vision.

### F2: Financial experience

Our financial expertise comes from both the private and education sectors. [REDACTED]

[REDACTED]

Experience from the education sector comes from [REDACTED]

In addition to the above, any gaps that may arise in the development of a primary school budget will be addressed by working with [REDACTED] from Lightwoods Primary School and [REDACTED] and [REDACTED] (Total Finance (Schools) Ltd), who are experts in school finances. Their help to date has been invaluable and we are confident that the budget we are submitting with this application is both robust and achievable. [REDACTED] provided approximately four hours of input into our financial plan. The Total Finance team also provided approximately four hours. Once the school is operational, [REDACTED] will be used as a Consultant on a regular basis; quarterly in the first year and half yearly from Year 2 to Year 5. Total Finance will be used on an ad hoc basis.

We believe this range of expertise is highly capable of managing the finances of Anand Primary School.

### F3: Other relevant expertise

Table F1 shows that our group of volunteers includes people with widely varied skills and experience so that, when taken together, we have a large pool of expertise to help bring Anand Primary School to being.

We are particularly strong on ICT due to the fact that [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED] are all experts in this field. [REDACTED] as has [REDACTED] in the retail trade. [REDACTED] and [REDACTED] have [REDACTED].

[REDACTED]

The one area where our in-house expertise is limited is Human Resources. However, we have access to external resources from Wolverhampton City College and Wolverhampton Academies Trust. Both institutions have assured us that, should we wish to, we will be able to exploit our partnerships with them to obtain professional HR/payroll support through all phases of the project – including when the school is up and running.

We have experienced governors amongst our group of volunteers, [REDACTED]

As set out in Section A, we have appointed 4 Members of the company and 6 Directors. Two of the members are also Directors. Both Members and Directors have been identified in Table F1.

Appendix F1 includes CV's for a number of our educational and finance experts which give more detail on their backgrounds and expertise than that summarised in Table F1.



Name	Ongoing time commitment per week	Member (M)/ Director (D)	Professional background	Other relevant information
[REDACTED]	Up to 8 hours		[REDACTED]	[REDACTED]
[REDACTED]	Up to 8 hours	M/D	[REDACTED]	[REDACTED]
[REDACTED]	Up to 8 hours	D	[REDACTED]	[REDACTED]
[REDACTED]	Up to 8 hours	M/D	[REDACTED]	[REDACTED]
[REDACTED]	Up to 8 hours	D	[REDACTED]	[REDACTED]
[REDACTED]	Up to 4 Hours		[REDACTED]	[REDACTED]
[REDACTED]	Up to 8 hours	M	[REDACTED]	[REDACTED]
[REDACTED]	Up to 8 hours	D	[REDACTED]	[REDACTED]
[REDACTED]	Up to 2 Hours		[REDACTED]	[REDACTED]
[REDACTED]	Up to 2 hours		[REDACTED]	[REDACTED]
[REDACTED]	Up to 8 hours	M	[REDACTED]	[REDACTED]



Name	Ongoing time commitment per week	Member (M)/ Director (D)	Professional background	Other relevant information
				• • • •
	Up to 8 hours			• • • • • • •
	Up to 8 hours	D		• • •
	Up to 8 hours		•	• • •
	Up to 8 hours			• • • •

Table F1. Summary of team's expertise

Name	Background/ Organisation	Assistance Offered
		Whatever support is needed
		Reviewing curriculum plan and financial plans Providing background on extracurricular activities Ongoing support during all phases of the project including after the school is up and running
		Review and comment on application. Possible Implementation consultants if application successful (subject to rigorous procurement process).
		Provide on-going support with a view to forging a partnership with the school
	Unit, University of Wolverhampton	Review and help hone application. Provide ongoing
and		Help with ensuring Financial Plan is robust.
	Wolves Community Trust	Will provided guidance with extra-curriculum activities including having members the

Name	Background/ Organisation	Assistance Offered
		Wolverhampton Football Club first team coming in to discuss health eating.

*Table F2 - Other Individuals/Organisations committed to assist our school*

## F4: Staffing structure

### F4.1 Staff build

Our school will build to full capacity over a seven year period, starting with 60 pupils in two Reception forms in 2013/14. The staffing structure for each year is shown in Table F3 and it can be seen that the staff numbers increase from 8.2 FTE in the Reception year to 41 FTE in 2019/20. This represents the steady state with 420 pupils. These numbers do not include additional staff to cover the provision of wrap around care (activities outside the normal school day) as these will be separately funded. The staff build as shown in Table F3 has been used to develop the financial plans in Section G.

The final staffing structure will comprise a Leadership Team of 3 FTE and 2 FTE class teachers in each year with TLR grades through the foundation stage, KS1, lower KS2 and Upper KS2. Furthermore there will be PPA support, support staff, supply staff and administrative staff numbering in 2, 16, 2 and 4 FTE respectively by 2019/20.

The build up of support staff numbers (LSP3 grade) is derived on the assumption of a 1:1 ratio of teaching staff to support staff. Whilst the statistical data suggests a 1.5:1 ratio, this additional support allows for flexibility.

Under the base case support staff will provide SEN coordination with teaching staff having TLR reflecting additional responsibilities across the subject categories of ICT, Science, Literacy and Maths. Under the sensitised scenario, SEN coordination will be absorbed within the teaching and support staff structure without the investment in additional head count in the first year.

Following Table F3 are organisation charts illustrating the development of the staff structure from year 1 through to Year 7.

Post	Pupil Numbers Duties	60	120	180	240	300	360	420
		13/14	14/15	15/16	16/17	17/18	18/19	19/20
		Foundation Stage		KS1	Lower KS2		Upper KS2	
Head Teacher	Leadership	1	1	1	1	1	1	1
Deputy Head	Leadership		1	1	1	1	1	1
Assistant Head	Leadership			1	1	1	1	1
Teacher – Reception	MPS4	1	1	1	1	1	1	1
Teacher – Reception	TLR	1	1	1	1	1	1	1
Teacher – Year 1	MPS4		2	2	2	2	2	2
Teacher – Year 2	MPS4			1	1	1	1	1
Teacher – Year 2	TLR			1	1	1	1	1
Teacher – Year 3	MPS4				1	1	1	1
Teacher – Year 3	TLR				1	1	1	1
Teacher – Year 4	MPS4					2	2	2
Teacher – Year 5	MPS4						1	1
Teacher – Year 5	TLR						1	1
Teacher – Year 6	MPS4							2
Teacher (PPA)	UPS3	0.2	1	1	1	2	2	2
Support Staff	LSP3	2	4	6	8	10	12	14
Support Staff	EMAG/SEN	0.5	0.5	1	1	2	2	2
Admin Staff	Office Manager	1	1	1	1	1	1	1
Admin Staff	Secretary		0.5	1	1	1	1	1
Admin Staff	Site Manager	1	1	1	1	1	1	1
Admin Staff	Business Manager	0.5	0.5	0.5	1	1	1	1
Supply Staff	Locum			0.5	0.5	1	2	2
<b>Total FTE</b>		<b>8.2</b>	<b>14.5</b>	<b>21</b>	<b>25.5</b>	<b>32</b>	<b>37</b>	<b>41</b>

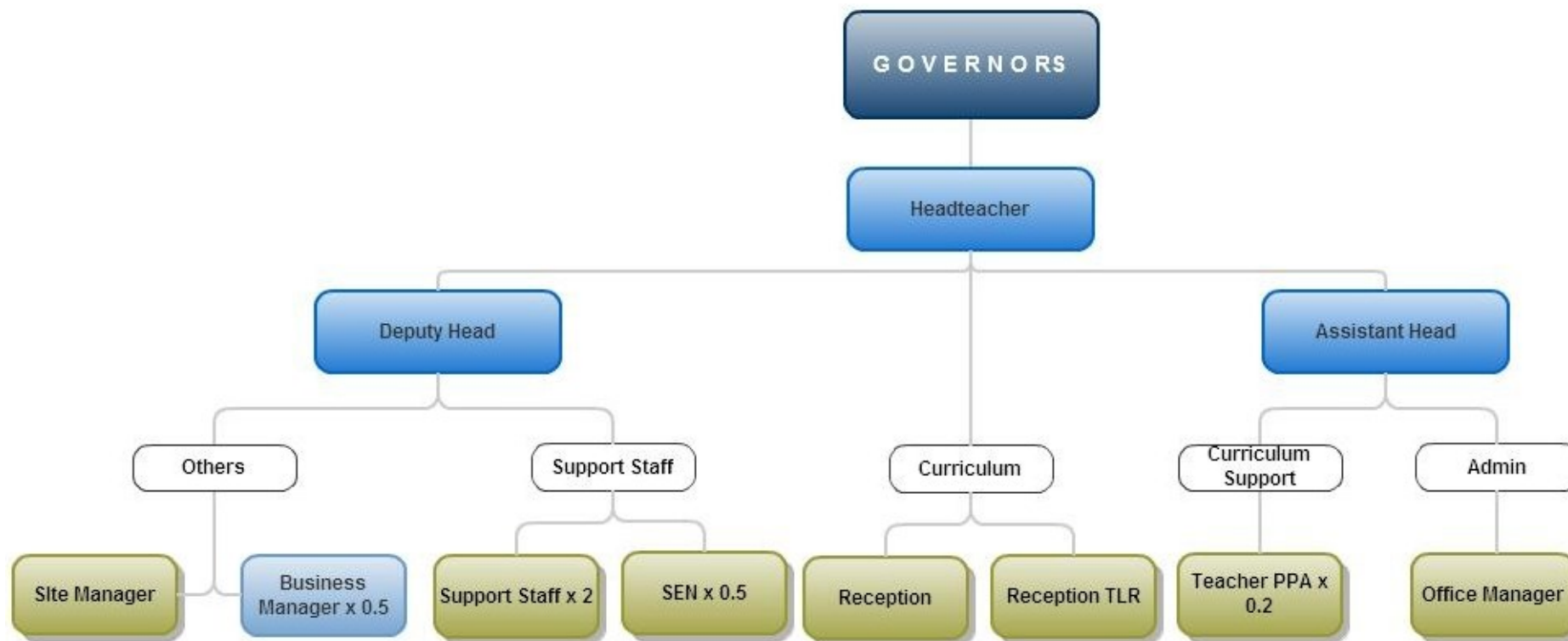
Table F3. Staffing Structure, Full Time Equivalents

TLR: Teaching and Leadership Responsibilities

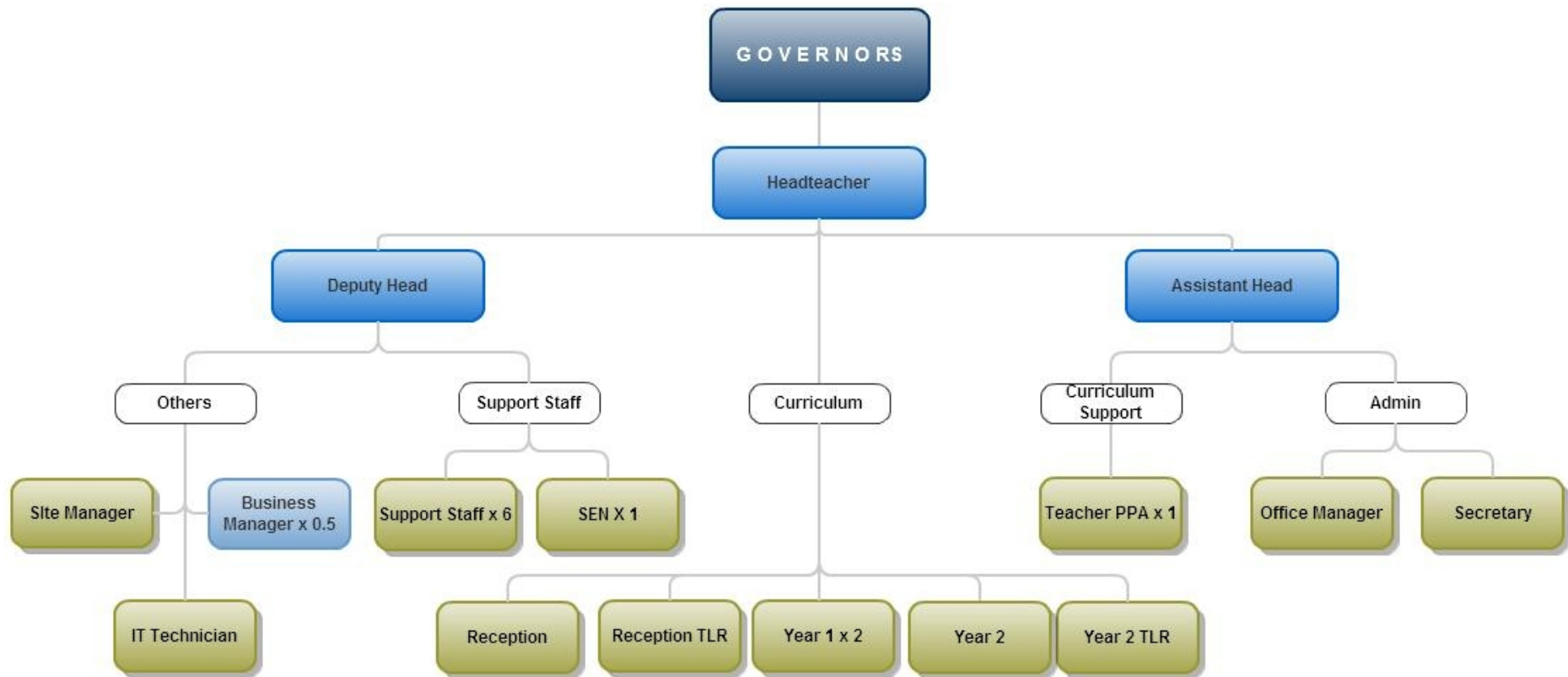
PPA: Planning, Preparation and Assessment Support

EMAG: Ethnic Minority Assistance Support

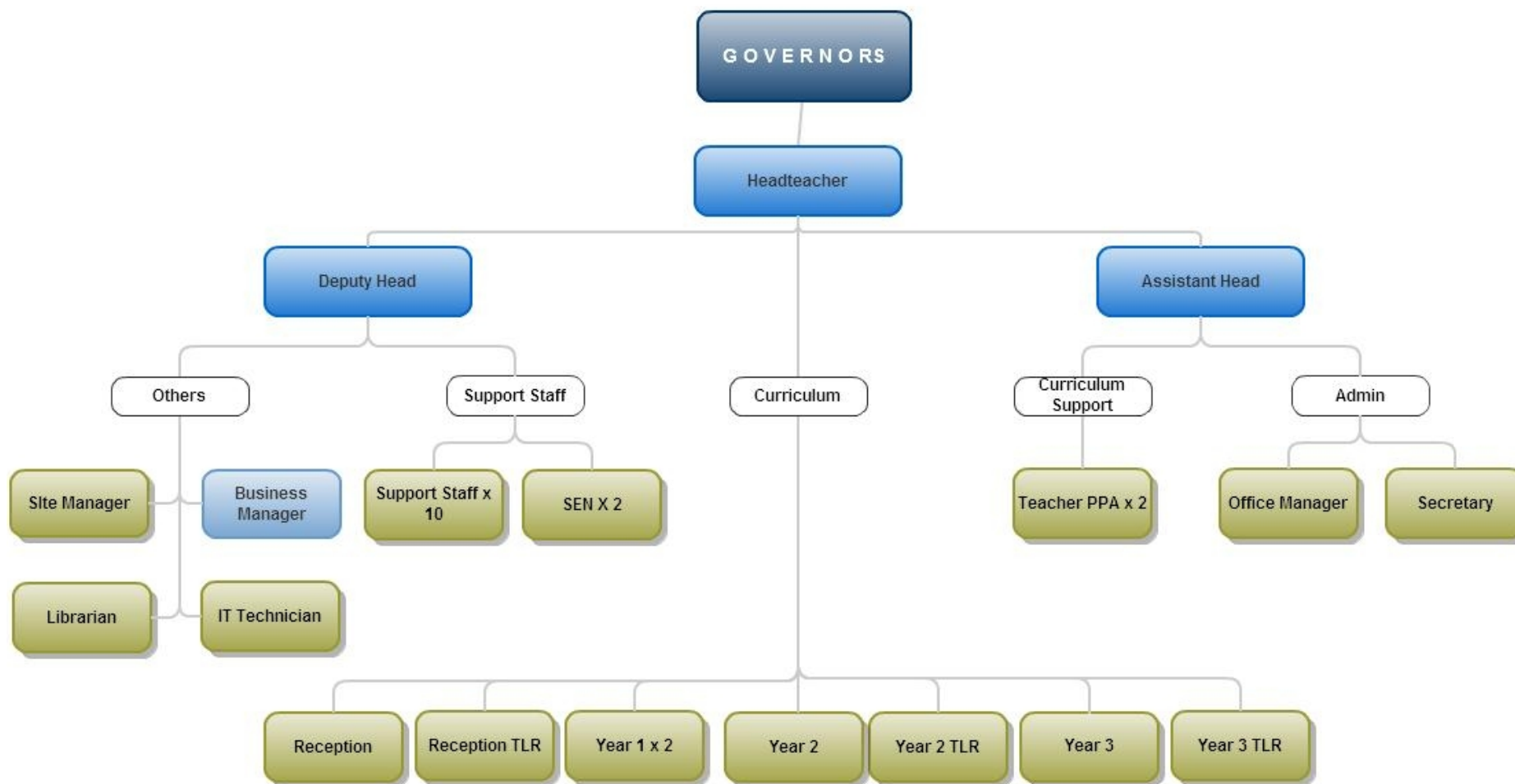
## Staff Structure Year 1:



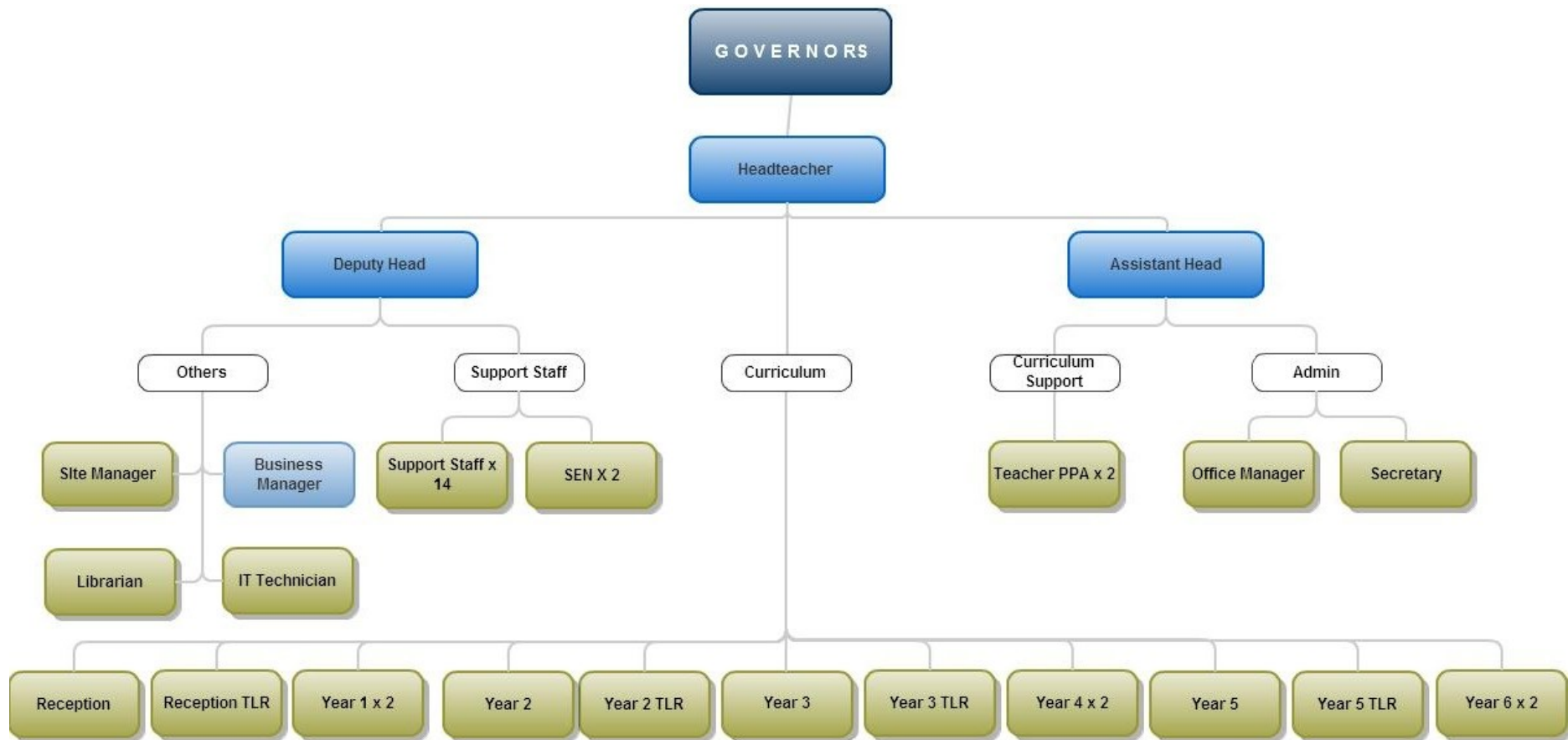
Year 3:



Year 5:



Year 7:





## F4.2 Suitability of staffing structure in steady state

The 41 FTE detailed in Table F3 are considered sufficient and affordable within the available resources as detailed in the financial plan. The Leadership Team will drive the school towards the delivery of the vision as set out in this plan.

The staffing structure provides a year on year surplus within the base case and the sensitised plan. The mix and grade of the teaching staff provides for flexibility and a broad depth of experience from newly qualified levels to 6 years plus specialist teachers.

Adequate support staff has been provided for in the financial plan to assist the teaching staff and Leadership Team in the delivery of the vision.

## F4.3 Roles & responsibilities

### Leadership team

This comprises a Head Teacher (from day1), a Deputy Head Teacher (from 2014/15) and an Assistant Head Teacher from (2015/16).

All three roles will have basic and additional responsibilities.

### Head Teacher

Day to day responsibilities will include; timetabling, PR management, community engagement (through the Community Liaison Officer).

Additional responsibilities will include: curriculum development, basic and extracurricular initiatives, financial planning, staff development and performance management.

### Deputy Head Teacher

The Deputy Head Teacher will assist in a teaching capacity in 2014/15 and thereafter will have full time responsibility in a Leadership role. The mix in the leadership and teaching role is reflected in an adjustment to the diseconomy funding in 2014/15.

Day to day responsibilities will include: management of staff diary and annual leave cover, teacher training, tutoring and mentoring.

Additional responsibilities will include: staff development, year leader meetings, leading on particular subjects and NQT (non-qualified teacher) induction.

### Assistant Head Teacher

The Assistant Head will assist in a teaching capacity from 2015/16 (circa. 40%) until 2018/19 (circa. 20%). The mix in the leadership and teaching role is reflected in adjustments to the diseconomy funding from 2015/16 to 2018/19.

Day to day responsibilities will include: teacher training, school council, tutor/mentoring responsibilities and NQT inductions.

Additional responsibilities will include: developing agency link and having subject expertise.

In addition to the above each teacher will also have extracurricular responsibilities each year to cover for example, sports coaching, gardening, additional language provision, cookery classes.

The financial plan incorporates a premium against market rates in the salaried cost of the Head Teacher and Deputy Head Teacher. This reflects the desire that the highest calibre of employees are attracted and recruited to deliver the school's vision.

The leadership team will drive the strategic direction of the school, assist teaching staff in the delivery of the highest standards and professional development and ensure all pupils achieve to their potential.

### Heads of department

Crucially each stage of development from foundation to Upper KS2 includes a member of teaching staff with TLR. The staffing structure and financial plan reflects the following:

- Reception: 1 teaching staff member will take the lead on Literacy in the development of the foundation stage with a support staff member involved in the responsibility of SEN (inclusion management).
- 2015/16: 1 teaching staff member will take the lead on Science alongside normal curricular responsibility, in the development of KS1.
- 2016/17: 1 teaching staff member will take the lead on ICT alongside normal curricular responsibility in the development of the Lower KS2.
- 2018/19: 1 teaching staff member will take the lead on Mathematics alongside normal curricular responsibility in the development of the Upper KS2.

### Teaching staff

A build of 2 teaching staff per year has been incorporated within the staffing structure. The curriculum timetable allows for the teaching staff to accommodate the PPA element within the normal day facilitated by support from another 0.5 FTE and an element of the Assistant Head role.

## Support staff

Support staff have been included in the staffing structure to allow for flexibility and assistance throughout, with 2 FTE from Day 1. Thereafter the Head Teacher of part time cover has been reflected to accommodate a combination of morning/lunchtime and breakfast/morning provisions. This negates the need for additional headcount to cover lunchtime supervision. The relevant costs would reflect term time working with one individual being a First Aider (with appropriate allowance).

An additional 0.5 FTE covering EMAG/SEN has also been reflected from Day 1 in line with the expected mix of pupils intake.

## Other payroll

The provision of services relating to kitchen/catering, IT technical Support and Librarian duties have been modelled within the 'Other Payroll' tab within our financial plan. The librarian role would support children in developing independent learning skills.

## F5: Recruitment plans

### Head Teacher designate

The appointment of the Head Teacher Designate is probably the most important single decision faced by the Governing Body during the start-up phase of the school. The right Head Teacher will embody the ethos and the vision of the Founders and will provide outstanding leadership for the staff and students. Furthermore, the Head Teacher employed at Anand Primary School will motivate both staff and students to realise their full potential. We do not have a preferred candidate for Head Teacher Designate and therefore plan to undertake a thorough and robust recruitment exercise once approval for our school has been obtained.

We believe that it is essential for the full (to the extent that it can be prior to the school opening) Governing Body to participate in the Head Teacher Designate's appointment. However, we feel that it is neither necessary nor practical for the full Governing Body to manage every stage of the process. We therefore plan to nominate a panel of up to four Governors to manage the recruitment to shortlist stage. It is envisaged that the full Governing Body be involved at the final interview stage.

[REDACTED]

## Process

The process would begin with the preparation of a comprehensive information pack for prospective candidates. This pack would include as much information

as possible about the school - in particular its vision and ethos. The pack will also include details about the school's likely location, education plans, community involvement and starting size. It would also include a detailed job description and person specification as well as the proposed terms and conditions of service and an outline of the recruitment process and timetable.

Our job description and person specification documents will be detailed documents to ensure the pool of individuals attracted and that apply are those who understand the schools vision and will deliver the education plan.

Both documents will provide a clear purpose and outline essential qualities needed to deliver the vision and the required outcomes of Anand Primary School. Key elements will be of strong, inspirational and effective leadership for staff and pupils and ability to instil with the vision across the school. Engage effectively with parents and communicate externally to build strong partnerships in the community. It will address the requirement for the Head Teacher to have a strong commitment of facilitating and encouraging a teaching and learning experience which provides staff and pupils with the opportunity to achieve the highest of standards. The need for strong management of staff and school resources to ensure both are delivering effectively and at optimum capacity.

It is our intention to appoint the Head Teacher Designate as early as possible so the job description would cover the Head Teacher Designate role in the establishment of the school and management after September 2013. The person specification will identify the qualifications, experience, leadership qualities and values that we expect the Head Teacher Designate to possess. At this stage our view is that although our Head Teacher Designate does not necessarily have to be a Sikh, she or he would be required to espouse our ethos and demonstrate the capability to deliver our vision.

Once the content of the information pack is agreed upon, we will advertise the post using local printed media and the TES online. The candidate information will be available online and in hard copy if required. Candidates will be invited to apply by submitting a Curriculum Vitae together with a written statement demonstrating how they meet the person specification. There will be a deadline for applications around three weeks after the advertisement appears. It will be possible to submit applications in hard copy or online.

Once all applications have been received they will be evaluated against the person specification by members of the appointment panel. A longlist of candidates will be invited for preliminary interview. Candidates not invited for interview will be informed in writing and offered feedback as to why their application was unsuccessful.

The preliminary interviews will be carried out by [REDACTED] and at least one other member of the appointment panel and written reports on the candidates will be prepared for the whole panel. These reports together with the original

applications and verbal feedback from the interviewers will be used as the basis for the panel to decide the shortlist of candidates for final interview. The unsuccessful candidates will be informed by telephone and offered feedback.

The final selection process will comprise a written exercise designed to explore the candidates written communication skills and their strategic vision followed by a formal interview with the full appointment panel. An exercise may be devised whereby the candidate is able to demonstrate their teaching skills. There will be a set of prepared, standard questions asked of each candidate as well as the opportunity for the panel members to ask probing supplementary questions if necessary.

Once the preferred candidate has been identified, verbal references will be sought and documented so that an unconditional offer of employment can be made if the Governing Body endorses the recommendation of the panel. The unsuccessful shortlisted candidates will be informed by telephone and offered feedback.

The final step in the process will be a meeting between the preferred candidate and the full Governing Body. Members of the Governing Body will have all the documentation from the earlier stages of the process and will have the opportunity to question the candidate to ensure that all the appointment criteria are met. At the end of the meeting, the Governing Body will decide whether to endorse the recommendation of the appointment panel. If the recommendation is endorsed, the appointment panel will formalize the appointment including agreement on salary and start date.

It may well be a possibility that the process will not result in a suitable candidate, should this be the case, the action to be taken depends on the particular circumstances. If the appointment panel felt that there was more than one 'appointable' candidate on the shortlist, a second person could be considered for approval by the governing body. If on the other hand, no other candidates were felt 'appointable', the process would be repeated from the advertising stage onwards.

### Timetable

The process will start as soon as feasible after approval for the school has been given. According to page 9 of the Application Guidelines this is likely to be July or August 2012. In practice, August is a poor month to advertise but it can be used to prepare the items in the candidate information pack. On this basis our indicative timetable would be:

Advertise	Week commencing 10 <sup>th</sup> September 2012
Closing Date	1 <sup>st</sup> October

Agree Longlist	w/c 8 <sup>th</sup> October
Preliminary Interviews	w/c 15 <sup>th</sup> October
Agree Shortlist	w/c 22 <sup>nd</sup> October
Final Interviews	w/c 29 <sup>th</sup> October or 5 <sup>th</sup> November
	(candidates may be unavailable midterm week)
Governing Body approval	w/c 12 <sup>th</sup> November 2012 and formal employment offer

This would enable the chosen candidate to give notice, if applicable before the end of the Autumn Term 2012 and join the school full-time, no later than Easter 2013. It should be possible to negotiate with the Head Teacher Designate's current employer so that some days are made available before Easter 2013 for the recruitment of other school staff since this is a crucial element of building a strong and united team who will work towards delivering our vision.

### Other members of staff

The recruitment of members of staff will be carried out with the same rigour and regard for equalities as for the Head Teacher Designate although the process will differ in detail.

For the teaching staff, including both senior management and classroom teachers, the recruitment will be led by the Head Teacher Designate but will involve a panel of governors. Having developed role related Job Descriptions and Person specifications, posts will then be advertised through the TES and local media. Once applications have been received they will be evaluated by the Head Teacher Designate who will recommend a shortlist for each post, based on the person specification, to the Governing panel.

The Head Teacher Designate and Governing panel will be responsible for interviewing shortlisted candidates and offering an appointment, conditional upon receiving apposite references, to the preferred candidate. If all shortlisted candidates fail to meet the essential criteria, as set out in the person specification, the process will be repeated. In addition to seeking formal references, before a contract to employment for a teaching post is made, the Head Teacher Designate will make use of a number of exercises to explore and analyse the candidates teaching and classroom management skills.

The recruitment of teaching assistants will be carried out by the Head Teacher Designate assisted by Senior members of the teaching staff. The posts will be advertised locally and regionally rather than nationally. The process will follow that of teaching staff the only exception being that teaching and classroom management skills will not be an area of inquiry before an offer of employment is made.

The recruitment of non-teaching staff will follow the same process as that for teaching assistants. It will be led by the Head Teacher Designate, delegating as appropriate to other senior colleagues. These posts will only be advertised locally to attract those candidates who will be able to travel to work without relocating.

In terms of delivering the education plan, it is vital that both the Head Teacher designate and other appointed staff are regularly reminded of the vision of Anand Primary School. The core principles of 'Taking responsibility', 'Caring for others' and 'Reaching for more' are embedded in the education plan. Thorough training days, prior to the school opening its doors for the first intake in September 2013, will be geared towards ensuring that every staff member of the school (including the Head Teacher designate) are fully aware of the education plan. This would need to be addressed through lesson planning and assessment tasks.

Furthermore, INSET days throughout the academic year will ensure that the education plan of Anand Primary School is being sufficiently and successfully delivered to its pupils. Teachers will be expected to submit their lesson plans to the SMT on request in order to ensure that the education plan is fully endorsed through the teaching and learning that will take place at Anand Primary School. There will be a set number of curriculum meetings throughout the academic year to further ensure that the teaching and learning taking place is in line with the education plan.

## Governors

We are planning that the school will have a Governing body of up to twelve people and we are determined that it will be as representative as possible of the community it serves.

We would expect the Governing body to include the Head Teacher, one other staff governor and two parent governors none of whom can be identified at this stage. Our intention is that parent governors should be elected by all parents at the school and that the staff governor should be elected by all members of staff except the Head Teacher. Both elections would be by secret ballot and we would aim to have all three of these governors in place by the end of Autumn Term 2013.

This leaves up to eight governors to be appointed by the company and we have decided to appoint six at this stage. These have been selected from among our steering group to provide a strong mix of business and education experience. There is also a good gender balance.

The remaining places on the Governing Body will be filled when the school has been opened. We plan to wait until the Head Teacher, the Staff Governor and the Parent Governors have been identified so that the remaining places can be

utilised to ensure that the full Governing Body is as representative as possible of the community it serves.

This means that, initially, the Governing Body will comprise six members. When the Head Teacher is appointed it will be seven and by the end of the Autumn Term 2013 it will be at its full strength.

## F6: Roles of the Company Members, the Governing Body and the Head Teacher Designate

### Members of the Company/Trust

The Members of the Company are its legal owners and carry ultimate responsibility for the school. The members set the strategic vision for the school and they appoint Directors to act as Governors of the school charged with ensuring that the strategic vision is delivered.

### Directors/Governing Body

The Directors of the Company are the Governors of the school. Although one or more of the Directors may be members we intend that a substantial majority will not be so that possible conflicts of interests are avoided. The Governors are responsible for ensuring that the management of the school is carried out in line with the strategic vision, that agreed targets, both educational and financial, are met and that the founding ethos is maintained and nurtured. Governors recruit the Head Teacher and key members of staff and monitor performance on a regular basis.

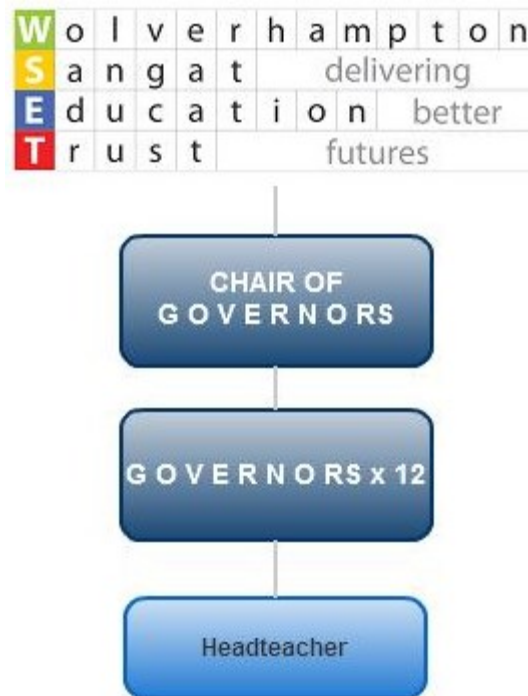
For the governing body to work efficiently and effectively, clear roles need to be agreed upon i.e., a Chair; the Vice-chair. Appointment of a Chair will be crucial in providing leadership of the governing body and ensuring the vision of the school is kept at the fore for all members and the school's management team performance in delivering the vision.

### Head Teacher and school staff

The Head Teacher and school staff are responsible for the day to day management of the school and will be working under the strategic guidance of the governing body. The Head Teacher provides leadership to the staff and acts as the main link to the governing body, agreeing both strategic aims and performance targets. Once these have been agreed, the Head Teacher's task is to deliver against them and the Governor's task is to monitor progress. The Head Teacher has responsibility for the majority of staff recruitment, for discipline and for performance management as well as for ensuring that student progress is measured and any necessary individual support is given.



The chains of command and reporting lines are shown in the diagram below.



### Conflicts of interest

All appointed governors of Anand Primary School will be required to act in the best interests of the School. They will need to be aware of any potential conflicts of interest in their role as a Governor.

They would be required to disclose any such conflicts of interests to the Governors as soon as they became aware of it. Decisions would then be taken on the withdrawal of the Governor from meetings and/or non vote on particular issues. No decisions on any matters concerning the School could be made by related Governors without the input and consent of other non-related Governors.

## Section G:

**Initial costs and financial viability**

## Introduction

Please note that Section G should be read in conjunction with the following documents.

- Financial models: 100% base case and 90% sensitised
  - Appendix G1: Anand Primary School (APS) Financial Plan 2013 - base case
  - Appendix G2: APS Financial Plan 2013 - sensitised
- Supporting analysis and benchmarked data
  - Appendix G3.a: Teacher & staff build (base case)
  - Appendix G3.b: Teacher & staff build (sensitised)
  - Appendix G4: Other key assumptions underlying the financial model (base case and sensitised model)
  - Appendix G5: Ratio analysis (base case)
  - Appendix G6: Benchmarking of costs based on the Consistent Financial Reporting (CFR) of similar schools (base case)
  - Appendix G7: ICT & E-Learning replacement programme (base case)
- Additional narrative to support key assumptions (base case)
  - Appendix G8: APS assumptions document

## G1: How our school will be financially viable and offer good value for money

### Financial viability - base case financial model (100%)

The base case financial model provides strong evidence for the fact that Anand Primary School will be able to operate in accordance with the ethos, values and aims set out in our school's vision and be financially viable in each year of operation up to reaching the steady state and beyond.

A summary of the key financial indicators under the base case financial model is given below.

Key Indicators	13/14 (Reception)	16/17 (Lower KS2)	19/20 (Steady State)	7 Yr Average
Income (£'000)				
Expenditure (£'000)				
Start up Grant (£'000)				
Surplus (£'000)				
Surplus % (of total income)				
Payroll % (of total costs)				

)

Table G1. Extract of key financial indicators under the base case financial model

The major points to be noted are as follows:

- The staffing and leadership build profile delivers a cost structure which is consistent with the benchmarked DfE analysis in achieving the long term objectives of our school. Staff costs average 79% across the forecast period with variations between 78%-82% in these years.
- The surplus return, after Start-up Grant (SUG), is consistent with the benchmarked data, averaging 5% in the forecast period with variations between 3%-7%.
- The SUG has been used such that it assumes a mix of leadership and teaching responsibilities across the senior leadership team in the period running up to the steady state. This is consistent with the usual combining of roles that occurs in a school of this size. We have sought to minimise the SUG in this context and summarise the key points below.

SUG breakdown  
by academic year

	13/14	14/15	15/16	16/17	17/18	18/19	19/20
	█	█	█	█	█	█	█
	█	█	█	█	█	█	█
	█	█	█	█	█	█	█
	█	█	█	█	█	█	█
	█	█	█	█	█	█	█
	█	█	█	█	█	█	█

Phasing Profile	On cost pa (£'000)	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Head Teacher	█	1	1	1	1	1	1	1
Deputy Head	█	0	1	1	1	1	1	1
Assistant Head	█	0	0	1	1	1	1	1

Table G2. *SUG analysis by year supported by leadership phasing profile*







## G3: Financial resilience to reductions in income



We have summarised on the following page an income and cost bridge



Income & cost bridge (£'000)	13/14			14/15			15/16			Comments
	Base case	Adj	90% model	Base case	Adj	90% model	Base case	Adj	90% model	
Income	████	████	████	████	████	████	████	████	████	Driven by reduced pupil intake
% reduction	████	████	████	████	████	████	████	████	████	
Payroll	████	████	████	████	████	████	████	████	████	
- Teaching	████	████	████	████	████	████	████	████	████	Delayed PPA headcount
- Support	████	████	████	████	████	████	████	████	████	Delayed EMAG/SEN headcount
- Leadership	████	████	████	████	████	████	████	████	████	No change
- Admin/Clerical	████	████	████	████	████	████	████	████	████	No change
- Supply	████	████	████	████	████	████	████	████	████	More cost-efficient alternative
Other payroll	████	████	████	████	████	████	████	████	████	No change
Non payroll	████	████	████	████	████	████	████	████	████	
- Premises	████	████	████	████	████	████	████	████	████	Reduced maintenance
- Occupation	████	████	████	████	████	████	████	████	████	Reduced catering/insurance

- Services	[Redacted]	[Redacted]	[Redacted]	Delayed ICT
- Outsourced	[Redacted]	[Redacted]	[Redacted]	No change
Total Expenditure	[Redacted]	[Redacted]	[Redacted]	
% reduction	[Redacted]	[Redacted]	[Redacted]	
SUG	[Redacted]	[Redacted]	[Redacted]	
Surplus	[Redacted]	[Redacted]	[Redacted]	

Cumulative position in steady state	Base case	Adj	90% model
Income	[Redacted]	[Redacted]	[Redacted]
% reduction	[Redacted]	[Redacted]	[Redacted]
Payroll	[Redacted]	[Redacted]	[Redacted]
Other Payroll	[Redacted]	[Redacted]	[Redacted]
Non Payroll	[Redacted]	[Redacted]	[Redacted]
Outsourced	[Redacted]	[Redacted]	[Redacted]
Total Expenditure	[Redacted]	[Redacted]	[Redacted]
% reduction	[Redacted]	[Redacted]	[Redacted]
SUG	[Redacted]	[Redacted]	[Redacted]

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Surplus

*Table G5. Income & cost bridge between base case and sensitised modal*



G4: The consistency of our financial plans



G5: Our financial planning approach



Section H:

Premises

## Introduction

### Possible site options

We are fortunate to have as part of our wider team a solicitor specialising in commercial property and conveyancing. With his support we have carried out an exhaustive search of the local area for possible sites for our school.

Our early engagement with Wolverhampton City Council also proved beneficial in this regard as they suggested some possibilities. This led to us being given a full tour of a council owned site (which we subsequently rejected as an option).

We also walked and drove around the area looking for potential locations. With the above-mentioned expert guidance we assessed the merits of every site before selecting our preferred two, one of which is our clear preference.

### Details of your preferred sites

Both our preferred sites are in the heart of the community our school will serve. At one site the buildings are currently boarded up. At the other site the main building is only partially used while the rest of the property lies empty.

Both sites stand as symbols of the area's current woes. We believe that the refurbishment of one of these sites would provide a huge boost to the morale of the local community at a time when there is not much for it to be hopeful about.

The conversion of empty buildings into a state-of-the-art education facility serving all sections of the community would exemplify in bricks, mortar and greenery our deeply held conviction that, when honest endeavour is coupled with a deep desire to improve and achieve, all things are possible.

### Site One - [REDACTED]

#### Summary

Our preferred site was previously the home for a car dealership. The premises consist of two main buildings which were the car showrooms and some additional buildings that were the workshops. The key factor in making this our first choice is that it backs on to [REDACTED]. We feel that such proximity to a public park would provide us with countless opportunities to exploit it as a means of delivering learning in exciting ways. It could be used in the teaching of many subjects and for activities aimed at instilling in our children some of our core vision traits.

Two examples of this are:

1. Taking ownership of the maintenance (e.g. litter picking) of a section of the park would help the children to:

- Recognise that our responsibilities extend to all inhabitants of our planet *and* the planet itself.
  - Be accountable for their actions.
  - Understand that we are all equal members of society and each have responsibilities towards it.
  - Gain an awareness that self-worth does not stem from personal possessions or external appearances.
  - Aspire to using all their talents for the betterment of themselves and others.
2. Easy access to the park will allow us to engage in a wide range of physical activities so that every child learns to:
- Respect their body and be physically active.

The first example will help in our efforts to turn our children into young ‘eco-warriors’. We’ll ensure that they take that same spirit into all aspects of their lives within school and without.

The size of the property will easily allow us to accommodate the community allotment and flower garden and provide facilities for the delivery of our Adult Learning programme.

We have not engaged with the current owners in any way. Through a call to an estate agent we did learn that the site has now been on the market for over eighteen months. Given the current economic conditions and the resultant weakness of the commercial property market, we are hopeful that the site will still be available at the time that we are looking to secure the location for Anand Primary School.

## Details

**Address:** [REDACTED], Wolverhampton, [REDACTED]

**Tenure:** The premises are available on a freehold basis both as a whole or in parts.

**Current freeholder:** The Midcounties Co-operative

**Size:** Approximately 5800 square metres. The total area of the two buildings (which but for a small amount of office/storage space) are single storey is approximately 2000 square metres.

**Proposed pupil numbers:** 420

**Site Two –** [REDACTED]

## Summary

Our second choice for the location of the school is the old school building on

██████████. This Victorian building is a real landmark in the area. It is unfortunate therefore, that it is now largely unused. We believe that restoring a magnificent historical building to its former glory and making it a vibrant hub of the community once more would serve to underline our firm commitment to effect positive change in the area. Making a Victorian building our home would also help to instil in our children a sense that history is relevant to their lives.

The size of the property will easily allow us to accommodate the community allotment and flower garden. The two storeys will allow ample room for the facilities required for the delivery of our Adult Learning programme.

We are aware that old buildings can be difficult to upgrade to today's standards of accessibility, energy efficiency, health and safety and so on. However, we know that this is not an impossible task and innovative, creative and cost effective solutions could be found to fulfil all the requirements for a modern primary school building.

## Details

**Address:** ██████████, ██████████, Wolverhampton ██████████

**Tenure/Current freeholder:** The premises are owned by the council.

**Size:** Approximately 4400 square metres.

**Proposed pupil numbers:** 420

## Our ecological responsibilities

Anand Primary School will be an integral and ecologically sustainable part of the community supporting future generations for years to come. We are aware of our impact on the local environment from our carbon footprint impact right through to our waste management. At the early stages of the building refurbishment we will work in partnership with contractors in transforming our school into a flagship site in the community delivering outstanding learning in a sustainable environment.

Energy efficient materials will be used throughout the school structure. To further reduce our reliance on fossil fuels, solar panels will be used on the school to help save energy as well as overheads. We hope that we are able to install rainwater catchment devices so that rainwater itself can be collected and recycled, reducing the schools reliance on water usage.

A culture of eco-consciousness will be encouraged throughout the school from teachers, parents, and pupils. From a parents' point of view we will encourage car sharing when picking up and dropping off their children. Teachers will also be encouraged to car-share.

Teachers will receive specific training on how to manage their classrooms in a way that is environmentally friendly based upon the principles of 'recycle, reuse and reduce'. Throughout the school waste will be segregated into each recycling stream,



so that it can be sent to be recycled. With a positive focus on the environment at the school, pupils will be actively able to engage in creating a positive focus on sustainability. This would be translated into our thematic approach to learning, and also in our rich offering in extra curriculum activities such as the Community Allotment and having environmental champions/ambassadors within the school. The senior management of our school will work very quickly to achieve accreditation to ISO 14001 and will have in place a comprehensive Environmental Management System.

Anand Primary School wants to engage actively with all members of the community. Therefore we would hope to create sustainability forums on an annual basis and invite members of local schools, community groups and local businesses. The aim of the sustainability forum will be to share best practice on sustainability issues within the local community, as well as creating long lasting partnerships between all members of the community.

## Capital investment

Whilst we are very hopeful that we will be able to secure regular streams of funding for our extra-curricular programmes through charitable donations, unfortunately (despite our best efforts to find it) we have no access to any sources of funding to support site acquisition.

# Annexes