



Khalsa Science Academy

Application to the Department for Education
To open a Free School from September 2013

Application Dated 24 February 2012

Revisions:

- A. *Outline**23*December*2011*(Rough*notes*only)*
- B. *Draft**Issue*26*January*2012*
- C. *Draft**Issue*04*February*2012*
- D. *Final**Draft*20*February*2012*
- E. *Submission**23*February*2012*

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: c/o [REDACTED]; [REDACTED], Leeds [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>
10.	<p>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:</p> <p>We have employed Lloyd Wilson Partnership Limited to help us project manage, provide specialist education input, and write, our application. LWP Ltd. is a small company that is committed to working with groups who are linked to the Sikh Council UK to support their applications for Free Schools. Rhian Lloyd-Thomas, the Education Director, originally met leaders from the Sikh Community in 2010 in her then role as Free Schools Lead for Cambridge Education, a large Education Consultancy. She has since set up her own business with her husband, [REDACTED], who is a project manager and architect. Subsequently LWP Ltd were identified by our group as the most suitable partners for our project. LWP Ltd are not working generally with Free Schools – their core work lies elsewhere. However, they believe strongly in what the Sikh schools are aiming to achieve, and so have offered their services at cost to support.</p> <p>Lloyd Wilson Partnership is also assisting another group linked with the Sikh Council UK in making an application to open a primary free school</p>

	<p>in Leicester in 2013. We will have close links to this school but there are fundamental differences in the way that the two schools will operate based on our differing visions and ethos.</p> <p>As Rhian is a former secondary Head teacher, LWP Ltd have used an associate, [REDACTED], a former Deputy Head teacher of a primary school, and now primary lead for Pearson Publishing. [REDACTED] worked with Rhian at CE as an ICT Primary specialist. As such, she has a range of relevant skills to provide expert input at a primary level to the application.</p> <p>Should our application be approved, our group will be focussed on fully utilising our own capacity and capabilities before we consider the use of external partners and/or consultants subject to tender.</p>	
Details of company limited by guarantee		
11.	Company name: Khalsa Education Trust	
12.	Company address: [REDACTED], [REDACTED], Wakefield, [REDACTED]	
13.	Company registration number: 7954683	
14.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
Company members		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████ - Chair
	2. Name: ██████████ - Finance
	3. Name: ██████████ – Education, Curriculum
	4. Name: ██████████ - Education
	5. Name: ██████████ - Education
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? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none">• their name; Leicester Sikh School• their Companies House and/or Charity Commission number, if appropriate; This number is currently unknown• the role that it is envisaged they will play in relation to the Free School: We will share information on best practice and staff training with the Leicester Free School	

22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Khalsa Science Academy is supported by the Sikh Council. We are not a faith school but have a faith ethos as described in our application.</p>	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	Not applicable
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:	Not applicable
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>Not applicable</p>	
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>Not applicable</p>	
30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>Not applicable</p>	

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



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

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

Signed: Paper copies signed and dated

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

Print name: [REDACTED] – Chair of company

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Khalsa Science Academy
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2018.
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	The school intends to have a Sikh faith ethos.
10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	Leeds
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	n/a – the site is opposite the Sikh Temple on [REDACTED] in the heart of Leeds, and is a former Church, now owned by the Gurdwara.
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the ‘How to Apply’ guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>Not applicable</p>	

Section C: Education vision

Khalsa Science Academy (KSA) seeks to address a range of key issues relating to primary education that our local community feels passionately about. Our vision for the Academy has arisen from a strong local sense that the choice of school in our local area of Leeds – Chapeltown – is limited by vision, by outcomes and by availability. Below, we seek to explain why we feel that our vision and ethos, and our consequent plan to set up a Free School, is one that should be taken forward.

Summary

Khalsa Science Academy – a non-selective community primary academy for 210 pupils (1 form entry) aged 4-11 on the site of the old Church on [REDACTED], serving the area of Chapeltown.

The academy will be recognised for its academic excellence, its Science specialism, its strong community values underpinned by its Sikh ethos, its international perspective underpinned by the thematic curriculum approach guided by the International Baccalaureate, and its positive and active contribution to the local community to lifelong learning.

Our vision

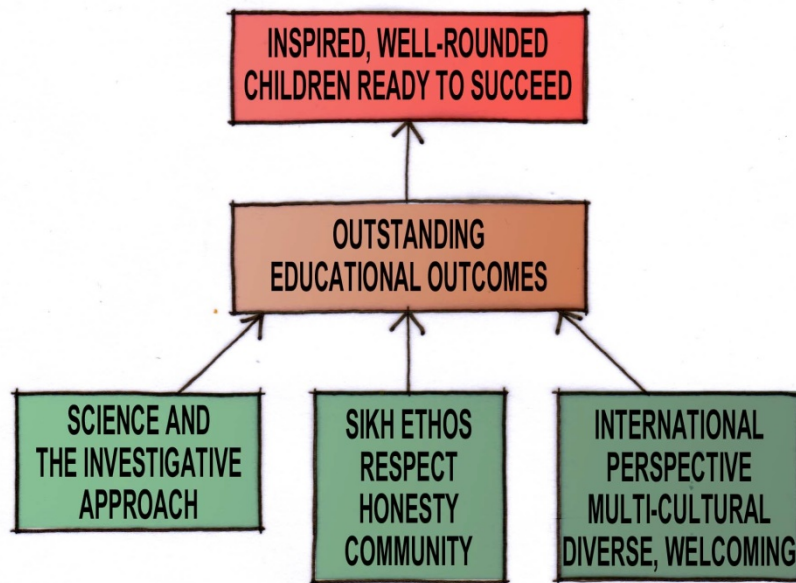
Our vision is to establish an academically excellent, positive and purposeful provider of education for primary aged children in our local community which is underpinned by the twin pillars of:

1. The universal values of Sikhism – service to and sharing with others, honesty in living and working, respect for each other and the world we live in through the remembrance of God
2. The learning approaches embedded in Science – investigation, curiosity, resilience and independence

Khalsa Science Academy will help the children from our community to realise their full potential, become life long learners, and gain a sound foundation on which they can build as they progress to secondary school.

Khalsa Science Academy children will be characterized by their excellent attainments and achievements, courtesy to each other and to others, commitment to serving their community seen in their volunteering, curiosity and independence in learning, and understanding of and respect for the world they live in.

Our ethos



Internationalism alongside Science, rooted in community service to others, provide the cornerstones of Khalsa Science Academy.

We are driven by the strong value that our community places on **outstanding educational outcomes**, whatever one's background. Education is synonymous with Sikhism, as is community service and service to others. We pride ourselves as a community to inspire our children to become doctors, lawyers, teachers and other professionals of good character who serve their community to the best of their ability throughout their lives.

Education instils the value of an **enquiring approach, asking questions, investigating, thinking, debating and collaborating**. We intend that Khalsa Science Academy delivers this approach to learning to our children.

Sikhism also has powerful values which are drawn through daily meditation by self reflecting and self evaluating. These values are rooted in our inherent curiosity in the natural world, the environment, respecting other beings – reflected in our vegetarian diet, for example - and each other:

- Respect all through the remembrance of God;
- Live and work honestly;
- Serve and share with others.

We shall explore these three 'golden rules' through practical application and use the Sikh temple as a base from which to do so.

Courtesy, self-respect, learning from others, humility in learning, will underpin our pastoral approach in our academy, with an emphasis on service – to each other and to our community.

While Sikhism provides a strong underpinning to our academy's vision and ethos, we do not intend that this academy is a faith academy. As a academy

with no faith designation, but **underpinned by a Sikh ethos**, the academy will welcome Sikhs and non-Sikhs alike **without discrimination** in respect of background, social status, religious beliefs, culture, colour, creed and gender. As a rational and humane religion, Sikhism absolutely rejects creationism, intelligent design and similar beliefs and Khalsa Science Academy will not refer to these beliefs in any area of our curriculum.

The other key element of our ethos is our **international perspective**. We are part of a multicultural, diverse community, with it being likely that about half of our pupils will have English as a second or additional language¹. We therefore intend to celebrate this international diversity and promote the powerful benefits that this may bring to our learning and outlook on life. This will be in evidence in many ways, not least through our thematic curriculum approach where we intend to use the 6 themes of the International Baccalaureate Primary Years Programme to support and celebrate our international outlook.

Rationale

Why is a new school needed in this area? Why are we proposing to establish a Free School here?

The Sikh celebration of and focus on learning provides the basis for our determination and drive for excellence, as shown in our high targets, which are summarised later in this section, and detailed in Section D4. If we compare our targets to local schools' outcomes, we can see the need for a new academy in this area which delivers excellent results.

Within one mile of our proposed site, 11 of the 16 primary schools are below the floor target of 60% achieving Level 4 for English and Maths at Key Stage 2; 8 of the 16 are below the previous floor target of 55% L4. One school delivered 30%; a further 5 delivered 50% or less; the highest result delivered by one school was 78% and this was the only result at or above the England average. These are worryingly low outcomes for 11 year olds, reinforced by the fact that only 8 are making on or above national average progress in English, and 6 are making on or above national average progress in Maths. Ofsted reports relating to these local schools demonstrate that many are improving from low bases; a number have recently been in Special Measures or have had Notices to Improve. For example, school 1 Ofsted report noted that although a 'good' judgement had been made, 'pupils capable of exceeding the national average at the end of Years 2 and 6 are not being stretched fully. Furthermore, not all pupils, irrespective of ability, are sure about how to reach their next level of attainment'. School 2 Ofsted report states that overall the school is 'Good', but 'by the end of Year 6, standards have improved greatly since the last inspection, when they were well below average, to a level that is now below average in English, mathematics and science.' School 3 Ofsted report noted that 'Children in Reception make good progress in their personal development and satisfactory progress in other areas of learning...Attainment is below average by the end of Year 6... in English and Science.'

¹ Of the 16 primary schools within a mile of our proposed site, the average percentage of pupils speaking English as a second language is 59%.

We believe that our community deserves excellence to lift its children from poverty and make a real difference to their lives, and leaving primary school with below average attainment levels immediately provides an additional challenge to children as they move into secondary school, starting from a 'catch up' position.

Our key proposer, [REDACTED], has personal experience of this, having been lifted from an ordinary background to his position today as a senior Mathematics teacher and leader of his community at the age of only 30 by a superb education backed by committed parents. [REDACTED]'s vision for the academy is to provide that education and, where necessary, that essential pastoral backing.

The area within which our proposed academy is based is one of the poorest in the UK. We aim to serve an area of significant social deprivation. The map below shows the areas of significant social deprivation in orange, adjacent to our 'target' – the proposed Free School. The map shows that the surrounding community and proposed catchment area varies in terms of measured deprivation but includes a number of LSOAs that fall in the bottom 1 percentile – the orange areas. [REDACTED]

The information following describes our local area in terms of economic deprivation: [REDACTED]

It clearly shows the area as ranking in the bottom 0.38% percentile of deprivation. Clearly, in and of itself, being a deprived area does not necessarily warrant the establishment of a new school. However, the deprivation levels of the area impact the achievement levels of local primary schools, as implied in the Ofsted reports of the local schools. Despite many interesting activities taking place in these local schools, the standards and outcomes remain below, or well below average, and our community requires

an excellent quality of academic outcome. This is why we have been able to establish a clear need for our excellent school to serve more effectively this deprived area.

As well as the need for excellent schools in terms of outcomes and attainment this area, it is recognised that there is considerable pressure on primary school places in Leeds with many primary schools being oversubscribed. In analysing the results of local schools against their oversubscription, it became clear that schools delivering the highest outcomes were oversubscribed. There are no schools in this category within a mile of our proposed site.

LCC advised in July 2011 that they were putting in place measures to ensure that additional places would be provided to meet increasing demand. These measures include increasing the rolls of 2 primary schools and broadening the pupil intake of 1 secondary school to include primary pupils. None of these additional places are being proposed within a mile of our site.

Further analysis showed that primary schools within a mile of our proposed school are not oversubscribed, and as described above, cannot be seen as successful in terms of academic outcomes. Many in our community are concerned to send their children to these schools, and try hard to send their children out of their community area to these more popular and successful schools. Those with more resources are more likely to be successful in achieving this.

Our local community considers that this 'postcode lottery' is unacceptable for parents. By establishing an excellent primary academy in our local area, parental feedback suggests that we would be able to shorten travel distances for local parents and thereby ease the burden on primary places. We have received enthusiastic support from LCC to date.

Why is a Science specialism the right focus for this local area?

To achieve the level of excellence we intend, we decided that having Science as our specialism, underpinning all our learning with the scientific method, would be a strong driver to secure progression and improvement. Data which supports this at primary level is insufficiently robust as it is rare, but some small studies suggest that the investigative and questioning approach develops robust thinking skills in children which support independence in learning. Studies in the US suggest that focus on Science raises standards: 'Leaders believe a focus on STEM [Science, Technology, Engineering, Maths] education, as it's called, will better prepare young people for the technical jobs of the future. "It's critical for the kids to make the connections...It sounds so pat to say that we have a global economy, but we've got to make them competitive... If we're not preparing our students for STEM careers, we're limiting their opportunities.'" A recent US study² concluded that 'gaps in achievement persist between majority group students and both economically disadvantaged and non-Asian minority students. In part, these achievement gaps mirror inequities in science education... Thus, science education in the United States has become a subject of grave and pressing concern.'

² [Taking Science to School: Learning and Teaching Science in Grades K-8 \(2007\)](#) Board on Science Education ([BOSE](#)) Center for Education ([CFE](#)).

Secondary Science specialist schools have seen the focus on Science produce strongly positive GCSE grade outcomes.

Knowing the importance of Science, and of an investigative and questioning approach to learning, none of the local primary schools have a focus on Science made explicit within their vision or ethos. A number of them have below average attainment in Science: school 4 Ofsted report notes: 'Science is the weaker subject overall. The school has recently focused on providing more practical activities in science and improving lesson planning in the subject.' School 3 Ofsted report noted that 'Children in Reception make good progress in their personal development and satisfactory progress in other areas of learning...Attainment is below average by the end of Year 6... in English and Science.' School 5 Ofsted report notes that 'standards are below average in Science by the end of Year 6.' Leeds delivered below the national average results in Science by the end of Key Stage 2 in 2011, all of which suggests that local primary schools perform poorly in Science. For these reasons, the focus on Science seems timely and important.

There are other reasons to suggest that Science is a particularly good 'fit' for this area, as well as its ability to raise standards which is key. Science is strongly respected and served in the Sikh community, with doctors, academic and practical scientists all seen as good roles to strive for as professions. Sikhism as a religion is curious about and respectful towards the natural world, the interrelationship between people and the planet, and the environment, and therefore the twin pillars of our Sikh ethos and our Science approach complement each other well. Our community has responded well to the thought that science is at the heart of the Academy, providing a sound basis for further education and ultimately employment.

'This school is exactly what is needed in the community'.

'The focus on science is great as this is the way of the world now meaning our children will get a head start in life by attending this school.'

'My children go to one of the local schools and I feel they are not challenged enough – I hope Khalsa Science Academy opened a few years ago as I would have definitely sent them there. The problem solving science approach would have given my children greater challenge allowing them to progress at a greater rate than they are doing at the moment.'

Excellence in Science is therefore rightly valued by this community as being a strong basis on which to progress to secondary school, and a sound underpinning in Science will also carry our pupils through to better outcomes at secondary level in terms of selecting separate sciences, and achieving the English Baccalaureate.

Why take an international perspective?

Our community, with whom we have a strong relationship, is ethnically diverse and includes Afro-Caribbean, African, white British, Jewish and Asian residents. In examining local schools within a mile of our proposed site, we see that there is an average of 59% of pupils with English as an additional language. This community profile has helped to drive our international perspective, which in turn has formed the basis for working within a curriculum framework which is sympathetic to the International Baccalaureate Primary

Years Programme (see section D below).

Why have a Sikh ethos in this area?

The Sikh community – a local majority ethnic group - are the driving force behind the proposal for a new academy, supported by the Chapeltown Gurdwara. They are motivated by the fact that there is no Sikh or Sikh ethos primary school anywhere in Leeds, and as such the underpinning of Khalsa Science Academy with this ethos will make it the first of its kind. In this alone, we provide a unique choice to our community, the majority of whom locally are Sikh.

The values of Sikhism – the central value of education; serving and supporting the community; kindness and humility – are very important to the original supporters of the Free School, and so play a central part in the vision for the academy. At the same time, from the outset, the original proposers have been clear that the academy should be open to all and not selective in any way. They have therefore rejected any notion of selecting on the basis of faith, or promoting explicitly the Sikh faith in the academy. This is an indication of what the local community and potential parents had to say about the Sikh ethos:

‘...The focus on the development of each individual into a good citizen is long overdue in this area.’

‘This is a great project, the vision is great and one would think it is universal, my prayers and best wishes are with you for this project.’

‘The school ethos is something lacking in today’s youngsters especially those in inner city Leeds therefore should this school be opened it will help develop model citizens.’

‘I have small children, one of which is starting reception in 2013, I would like my child to attend this new school, it has great ethos and vision.’

‘I have worked as a police officer in Chapeltown for many years. An opportunity like this has been a long time coming for the people of Chapeltown. This will give children the chance to better themselves academically giving them a focus in life to go to the best universities and have good careers. In the long term, Khalsa Science Academy should have a great impact in the area. The Sikh ethos will help make great citizens and I would have no hesitation in sending my children there.’

How will our distinctive vision and ethos be reflected in the curriculum?

Science: We are aware that a Science specialism is a distinctive and unusual approach for a primary academy, and we have explained above the rationale for its choice. The Science specialism practically influences our everyday curriculum in the following ways:

- Specific extended time is set aside in the curriculum for Science as a subject, where a properly provisioned Science space will be used to introduce children to investigation, exploring the three sciences, and planning and undertaking experiments.
- Our science specialist will deliver this discrete Science teaching,

- Planning and delivery of our thematically influenced and project-based curriculum will take the 'scientific method' of investigative, enquiry based approaches. All the staff in the academy will plan in this way, supported, monitored and encouraged by our Science specialist teacher.
- Links to specialist Science schools such as Temple Moor School, and to Leeds University, will support inspirational visits and lectures by our children, enhancing their science learning.
- Our outdoor areas will include growing beds so that children can continue the environmental / biology elements of Science learning outside.

Excellence: Our Education Plan puts personalised learning and assessment – through Assessing Pupil Progress, self- and peer-assessment, to teacher and test assessment – at the heart of learning, to ensure that a continuous cycle of planning, learning and reviewing delivers strong progress. Our Education Plan also prioritises the delivery of English and Mathematics to ensure that our children have a depth of understanding in these core areas of learning on which all their other learning can build. Our Plan is clear that depth in these areas is achieved not only through specialist learning time in these areas, but throughout the thematic approach to all learning exemplified in the approach to teaching and learning we outline.

We are aware that achieving the ambitious levels of excellence will be a challenge particularly when many of our pupils have barriers to learning such as having English as an additional language, having Special Educational Needs, and parental backgrounds of high levels of social deprivation. We believe that our Education Plan successfully meshes approaches to teaching and learning, pastoral approaches, and working with parents, to deliver the outcomes we promise. We use as evidence of this our work in the supplementary school which we currently provide at the Temple. This has given us a clear understanding of how to engage positively with our prospective pupils to ensure that they make clear and significant progress in their learning.

It is also worth noting that, although we are not proposing a Sikh faith school, students attending the Sikh supplementary school regularly outperform their peers at mainstream school in National Curriculum subjects. We cite this to give some indication of our track record and understanding of the requirements of learning in our local area. Evidence for their success is shown below:

	No. GCSE grades A*-C	A level grades	Currently
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

The above are our first wave of children that we have data for that came to our supplementary school - they are all in higher education. Our next wave are all completing A levels and are all looking to go into higher education (9 pupils). At the moment we have a 100% rate of pupils going into higher education. All pupils studying at KS4 are all in top sets for maths, English and science (13 pupils). All pupils in high schools at the moment that attend our supplementary school achieved at least on Levels 5,4,4 (in any order) in the end of Key Stage 2 tests (counting pupils above 38 pupils).

At the supplementary school, we provide a range of additional support to young people who attend. They receive tutoring, coaching and mentoring from our volunteers which helps them all do well academically. We cite this to show that as a group, we understand how to engage our local learners to encourage them to succeed, and we have learned from these approaches we take at the supplementary school and have put them in our Education Plan – pupils regularly working in small groups, a strong pastoral ethos underpinning learning, excellent attendance, close working with parents, use of mentoring and coaching. We are clear that these approaches will support all our pupils at Khalsa Science Academy, of all faiths and none. We also identify particular approaches to working with pupils with EAL, and SEN, particularly in Year R and Year 1, which will deliver good progress and allow pupils to achieve their targets with confidence.

An international perspective: The different aspects of our ethos, combined with our international perspective, has caused us to look carefully at setting up our Education Plan mindful of the approach taken by the International Baccalaureate Primary Years Programme. Our Education Plan uses the 6 themes of the PYP, and the overarching requirement to deliver The Exhibition, to support excellence, celebrate international learning, provide a thematic approach, and prioritise Science.

It is worth noting that a school cannot begin by delivering the IB PYP from the outset. A new school must establish itself first, and demonstrate successful outcomes, before being able to apply to become an IB PYP school. By setting up our curriculum in sympathy with the IB PYP approach, we place ourselves in a strong position to apply successfully, but this decision will be one for Governors and the Head teacher to take at an appropriate time once the school is established.

The Sikh ethos: Khalsa Science Academy pupils will not only gain outstanding academic outcomes but also the values and attitudes that will prepare them for a successful future of secondary and higher education, and long term economic and social wellbeing. The Sikh ethos - such as living a truthful life, having consideration of the welfare of universe, caring for people and other living creatures and the environment, and serving others – will underpin our approach to all that we do at the academy, and we believe enshrine universal values which all of any faith and none can subscribe to. We intend to educate the students to become strong citizens who will lead the next generation. The

academy will provide a superb learning environment and instil an aspiration to succeed.

We recognise the challenges associated with promoting and administering a academy which is rooted in Sikhism, but which is not selecting on the basis of faith, but is instead open to all. We are passionate in providing such an academy, as we firmly believe that it is in the best interests of our community. We are clear of their need and demand as evidenced below and confident that we can demonstrate demand in support of our application.

Aspirations for our pupils and whole school achievement

Our pupils will be articulate, kind and reflective, proud of their academy, their peers and their community. They will participate in class, academy and community events with enthusiasm and seek to improve the experiences of all involved in such events. They will be compassionate and thoughtful and this will be reflected in their behaviour to each other and in their attitude to the wider world. We will be seeking to develop our pupils to be tolerant and dedicated citizens, who appreciate the efforts and contributions of others to society, who work hard and in the service of their community and achieve to the best of their ability in all their endeavours.

We wish to measure these qualitative outcomes, despite the difficulty inherent in quantifying the qualitative. Pupils will receive a range of rewards which reflect their contributions, and will keep - with the support of their teachers, mentors, parents and others - a 'portfolio' of all their activities which will demonstrate evidence of their participation in activities which showcase these qualities.

In order for our pupils to have the firm academic foundation they need to be successful at secondary school and in life, we have also set challenging targets for progress and outcomes for all year groups. We intend that Khalsa Science Academy will achieve strong progress in learning from the Foundation Stage through to Year 6, as follows:

Early Years Foundation Stage: Our Early Years Foundation Stage profiles will report as required on the attainment of each individual child, and their position in each of the 13 Assessment Scales. We intend that each child will demonstrate a score of at least 6 on the Early Learning Goals 'ladder', and that 80% of them will secure a score of at least 8. We intend to achieve these ambitious goals early to establish strong foundations to progress to the next level at Key Stage 1. Evidence and research clearly demonstrates that early success carries right through academic life, so investment in this stage, with high expectations from the outset, will set the standard for the life of each child at the academy.

Key Stage 1: The teacher assessments carried out at the end of Key Stage 1 will be based in the tasks and tests produced for this purpose, so that children can in a safe environment begin to become familiar with taking tests and being successful in doing so. We intend that the Year 1 Phonics Screening test, if delivered again in 2013, will demonstrate that all (100%) of our pupils are working at the level appropriate for their age. This will ensure that pupils are moving forward well in literacy, the basis for all their future learning.

90% of our pupils will achieve Level 2 in English (reading, writing, speaking

and listening) and Mathematics at the end of Key Stage 1. Again, we set this ambitious target to reflect our commitment to the success which can be achieved regardless of background or ethnicity by schools who refuse to allow these indicators to lower expectations.

Science: as well as the automatically generated level in Science produced from the English and Mathematics approaches, we intend to report separately on Science attainment and outcomes in each of the 4 areas of Scientific Enquiry, Life processes and living things, Materials and their properties, and Physical processes. Our target is that each child gains a secure Level 2 in each of these 4 areas, and this will help us to evaluate the success of our Science specialism.

Key Stage 2: Our target is that 90% of our children will achieve a Level 4 or more in English and Mathematics end of Key Stage 2 tests, and linked to this, all children will make the required 2 levels of progress between KS1 and KS2. This is appropriate given the previous targets, and is achieved by primary schools two miles from our proposed site – although not achieved by any more local. It is therefore ambitious, but establishes a strong foundation for our children to move forward to secondary school with confidence.

Science: as a Science Academy, we intend to inform the DfE that we would like to participate in the externally assessed sample Science tests. We intend that all (100%) of our children will achieve at least a Level 4 in Science, and that half (50%) will achieve a Level 5 in Science. Again, these are ambitious, but given the commitment to Science as a discrete subject in the curriculum, alongside the scientific approach taken throughout the curriculum, we consider that they are appropriate and underline our confidence that Science will generate outstanding outcomes for our young people.

Section D: Education plan – part 1

The table below provides our proposed numbers in each year group at the point of our school opening and indicates how pupil numbers will build up over time. You can see that we intend to open a one form entry school, with both Reception and Year 1 classes opening in September 2013. The demand for these classes is clearly demonstrated in Section E.

The provision of a Year 1 class as well as a Year R class is a direct response to parental demand. Parents have indicated that they wish siblings to be at the same school from the outset, and will remove their children at the end of Year R to the new school for Year 1. Some demand for older children was also evidenced, but it was insufficient to justify opening other year groups, and the benefits of a graduated approach embedding our distinctive approach outweighed any benefits of taking on a few older children.

It will be the case that Year 1 children will have been on roll at another school in Year R. This may have a negative impact on local schools, although from our data we can see that these Year 1 pupils will come from a wide area of the city, and so the impact on any one school is likely to be the movement of just one or perhaps two pupils.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		30	30	30	30	30	30	30
Year 1		30	30	30	30	30	30	30
Year 2			30	30	30	30	30	30
Year 3				30	30	30	30	30
Year 4					30	30	30	30
Year 5						30	30	30
Year 6							30	30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	90	120	150	180	210	210

Section D: Education plan – part 2

In Section C, we indicated how our vision and ethos influences our Education Plan. In this section D, we provide a detailed examination of this.

D1 Curriculum Plan

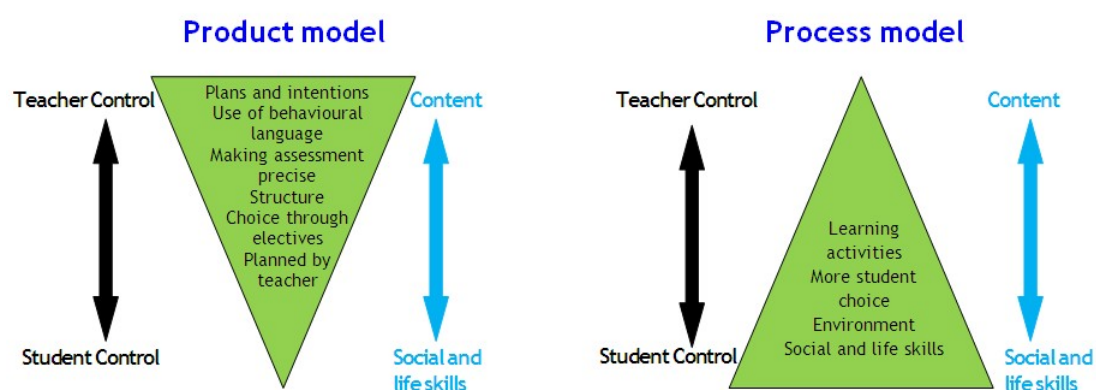
Overview

Our curriculum model is based on the National Curriculum for breadth and depth of subject content. Our approach to how teachers plan for pupils' learning is based on a model of thematic learning, using the International Baccalaureate Primary Years Programme's 6 themes, with a Science focus both in terms of highlighting content and taking an investigative approach. Learning is then personalised within these parameters, to develop independence in learning, to achieve high academic standards, and a lifelong love of learning which is at the heart of our ethos.

Our approach will combine discrete teaching in literacy, mathematics and science with a themed approach in other areas. Literacy, Mathematics and science will also be addressed throughout the themes as appropriate. 46-49% of curriculum time will be devoted to English / Literacy and Mathematics, and a further 12-14% to Science. Languages will be delivered outside the core curriculum as an optional subject in 'enrichment time', and is linked to local secondary school provision. In all these ways, our Curriculum Plan is designed to support a smooth and successful progression to secondary school for our pupils.

Our staffing model and financial plans support the specialist teaching requirements indicated by our Curriculum Model, which we explain in detail in the appropriate sections.

Our curriculum plan will provide a balance between the product and process models of curriculum development:



Ref: Programme Design, Overview of Curriculum models. Geraldine O'Neill – 2010, UCD Teaching and Learning Resources.

Principles of our Education Plan: The principles of our education plan will reflect this 'product and process' model.

Process

The school environment, the learning opportunities and our behaviour policy will support the process of learning; the children acquiring the responsibility, social and communication skills required to make good choices and develop good learning habits.

Product

Professional development, curriculum planning, teaching and assessment opportunities will ensure that the product of learning is always of the high standard that we aspire to and expect.

These two elements of our curriculum model are incorporated within the principles of our education plan.

We consider the core principles of our Education Plan will deliver our promise to our pupils:

1. To promote excellence by fostering high academic standards and a love of learning through a personalised approach;
2. A thematic curriculum, enriching and promoting deep learning, using the themes of the International Baccalaureate's Primary Years Programme to celebrate the international flavour of our school community and guide the topics chosen by teachers in their planning;
3. Planning discrete teaching in English, Mathematics and Science with a consistent focus on our specialist subject of Science which will also permeate the curriculum through our enquiry-based approach, supporting pupils to become independent, self-confident learners;
4. A curriculum rooted in active, explicit and continual assessment for learning;
5. A curriculum delivered in a learning environment which is values-driven, child centred and celebrates a love of learning – thus instilling and promoting excellent behaviour and self-discipline in our children;
6. A curriculum delivered by committed, enthusiastic team players, constantly learning themselves;
7. A curriculum which is fully inclusive, involving parents, members of our community in all its diversity, sharing and learning from activities with a range of partners, to equip every pupil with the necessary skills and experiences to contribute to the betterment of their community and society;

Below, we examine our strategic approach and the detailed curriculum plan as it relates to the delivery of each of these principles, which in turn support the vision and ethos of Khalsa Science Academy.

Excellence through personalisation of learning

Strategy

We shall personalise our learning using the following strategic approaches:

- When planning learning, staff will examine the range of opportunities for children to use different learning styles during a period of time or over a

planned scheme of work. Different learning styles should be available so that learners can adopt their preferred learning styles sometimes, and develop skills and confidence in using other learning styles that they are less comfortable using.

- ICT and using new technologies will form an integral part of planning for different learning styles, and staff will incorporate it as appropriate into their personalised planning for pupils.
- Staff will plan opportunities for pupils to select their timetable for learning within a given period, based on a clear understanding of what needs to be done over the timescale, and their own understanding of where they are in their learning and what they need to do to make progress (see D6 Assessment);
- Staff will differentiate their schemes and plans principally by task, guiding pupils towards the level of task which stretches them and allows them to make good progress in their learning. During training sessions staff will be trained in methods of differentiating and identify those incorporated into their lesson plans. They will then at the next meeting report back on the outcome of the strategies that were adopted. This 'action research' approach to using new methods encourages an ongoing learning debate between reflective practitioners;
- The Teaching Assistant working with each class, as well as any additional Teaching Assistants at the school supporting individual pupils with particular learning needs, will be used effectively to break pupils in to smaller groups to support this personalised approach. We will commit to hired skilled Teaching Assistants and developing our staff to meet the needs of our children;
- Our approach to assessment in D6 also supports and enhances the personalised approach to learning.

Example 1:

A teacher is planning her Key Stage 1 session where the theme of the half term is 'Who we are'. The Science focus is integral to planning as an approach, but here she is considering a session which brings art, music and drama together to consider 'who we are'. Plans include an investigation into how people have been represented in art over the centuries – some may investigate on the computer, others may use a range of books provided. Visual learning is at the forefront here, and pupils discuss with each other the changes or differences they can see. Some may be able to link these explicitly to time frames, and will be directed to do so. The teacher also plans for the children to decide on how they would like to represent themselves in art – and paint themselves, which provides kinaesthetic learning. There is an opportunity for science integration here with a consideration of what paint is and where it comes from.

Music will be used to explore how we represent ourselves, aurally – different pieces of music are played using headphones and through the computers to

encourage the children to analyse what they feel about each piece. This aural learning uses a different learning approach, and children continue the aural / oral approach by discussing and debating what they have heard. Again, some science integration is supported by considering how we hear – how does that work? This can be reinforced in the discrete Science lesson, but introduced here, or vice versa – the teacher makes a planning note to discuss with Science.

The physical representation of who we are can be explored kinaesthetically through dance and movement, and the teacher plans an active session in PE for the children to work on their own and then in groups to explore how they can show others 'who they are' through movement, culminating in a performance piece backed by music chosen by the children and backdrops of their paintings.

Impact on outcomes

We have emphasised personalisation of learning to address closely the issue of the range of learning issues that we as a school are likely to address with our community of learners. We are clear that a personalised approach, carefully tracked and monitored through an appropriate assessment methodology, will allow the greatest progress to be made by each individual learner, and so achieve our planned targets and outcomes. It will support engagement, motivation to learn, and independence in learning, all qualities which we consider critical for children to acquire to support their transition to secondary education and prepare them as lifelong learners.

Progression and enrichment through a thematic approach

Strategy

We consider that, by taking a thematic approach, we allow children to explore the interconnectedness of disciplines, leading to deeper and more sustained learning outcomes and thus meet our demanding targets. Our thematic approach is as follows:

- The 6 trans-disciplinary themes of the International Baccalaureate Primary Years Programme will be used, because the IB programme has an international perspective – the rationale for which is detailed in Section C – and supports an approach which includes integrating community service and personal projects into planning children's learning in a coherent whole. The 6 themes are:
 1. Who we are: providing opportunities to explore personal, social and emotional development; communication, language and literacy; knowledge and understanding of the world; creative development; understanding where we come from (history, philosophy, politics).
 2. Where we are in place and time: providing opportunities to explore scientific topics of space and time; geography and history;

- mathematical development; understanding the world; communication, language and literacy.
3. How we express ourselves: in terms of communication, languages and literacy; mathematical development; understanding of cultural history, art, diversity and celebration; changes wrought by the way we use information technology, new technologies and media: religious understanding, knowing and understanding our world; creativity; physical development.
 4. How the world works: supporting our Science approach; mathematical development; creative development; the philosophy and history of how we have come to understand how the world works.
 5. How we organise ourselves: developing personal, social and emotional learning; communication and literacy; mathematical development; creative development.
 6. Sharing the planet: allowing us again to take a Science approach; human geography and history; environmental understanding; how the future might look; mathematical development; knowing and understanding our world.
- Staff will plan their schemes of work with a particular theme in mind, using the theme to guide the topic or scheme of delivery. All the National Curriculum content will be covered within the thematic approach – Art, Music, Drama, Geography, History, RE, Design Technology, Mathematics, English / literacy, Science – as well as personal, social, health education. We will leave the detailed strategy of how this is to work to the Head Teacher, but one approach might be that the whole school follows a particular theme each half term, allowing all 6 to be covered during a year.
 - Staff will use the agreed theme to weave in a continued focus on Science as a topic, and the scientific method of enquiry-based learning to provide our focus as a Science Academy, and meet our targets in Science.
 - Staff will use the themes of the IB PYP to deliver a broad and balanced curriculum, with appropriate proportions of time spent on the areas of literacy and numeracy; the range of other disciplines and subjects to be studied; social, emotional development and well-being; physical development; use of information technologies; and placing our children securely in a positive context of place and time which allows them to understand the opportunities and responsibilities for them as they grow older.

Early Years Foundation Stage Approach

Our Foundation Stage provision will reflect the vision and ethos of KSA. We will use the themes of the IP PYP and incorporate the recommendations as a result of the EYFS Review when they are published. Meanwhile we are mindful of the Government's response to the consultation published in December 2011.

From the Government response it seems likely that the government will introduce three prime areas of learning with four specific areas of learning and development. Meanwhile we will continue our plans for developing a comprehensive Foundation Stage provision which will address a model of 6 Early Learning Goals (ELGs) through the 6 themes of the IB PYP described above.

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

We believe that this approach will enable us more seamlessly to make any required adjustments to reflect a model focused on the three Prime Areas of Learning and Development

- Communication and Language
- Physical development
- Personal Social and Emotional Development

With four Specific Areas of learning and Development

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We will aim to develop an approach which is flexible and able to adapt to the Government's requirements for the Early Years Foundations Stage provision as it evolves.

We will work closely with parents, who we recognise are the prime educators and influencers in children's learning and development, beginning with our home visits described in D5. Parenting and other workshops will help to include parents in the life and learning of their children.

The Foundation Stage area will provide indoor and outdoor space that is accessible to all children and will facilitate their learning and development in all areas. The areas will be set up to encourage choice of activity (process), learning through the themes and to support specific areas of learning and assessments (product). These will reflect the themes of learning, such as 'All about me'.

For example:

- Role Play area set up as hospitals, vets or homes to support learning in communication, understanding of the world, creative development.
- Water play to encourage practical understanding of capacity and the properties of water

- A variety of creative opportunities, painting, clay modelling, junk modelling which might involve the children in creating pictures of themselves or their families
- Spaces for climbing and running, equipped with bikes, cars, scooters, skipping ropes, balls etc. to support physical development as well as communication, and personal, social and emotional development as children are encouraged to be aware of other's needs in sharing and using the space available safely
- A display involving pictures of themselves as babies, with their dates of birth and weights to encourage mathematical language and sensitive comparisons of how they have grown and developed over time

While we believe the Early Years is an important phase in the a child's development and learning we also consider it to also be an essential phase in ensuring a child is ready for learning in Year One and participating in school life. Using the thematic approach of the IB and shared planning with Year One teachers will ensure the children have the essential knowledge and skills that will provide them with the foundations to make good progress in school. This will be further supported by our careful recording, tracking and reporting systems for each child which will identify each child's 'school readiness' and progress in the Early Learning Goals (ELGs).

We expect that within the detailed planning process, time spent on aspects of literacy and numeracy to meet our high expectations are woven into the curriculum, such that from Year R to Year 6, we expect that at least 20% of curriculum time will be spent focusing on aspects of communication and literacy as appropriate for the Key Stage – and that there is a good balance between speaking, listening, reading and writing. This will include a systematic approach to synthetic phonics from the Early Years Foundation Stage through to Year One. We will follow government guidance that suggests that systematic teaching of synthetic phonics and using 100% decodable reading books supports children in learning to read by aged six. We would anticipate that using this approach will enable all our children to reach the required levels in the phonic check at the end of year one. We want all our children reading by aged six as we believe this is a fundamental prerequisite to success in their academic studies and achieving the target outcomes we are anticipating.

This aspect of Early Years and Key Stage 1 learning in reading is critical for our pupils as we expect that many will experience barriers to becoming effective communicators through their experience of English as a second language, and / or having special educational needs. We will utilise continual assessment and early intervention or catch up programmes to support children who are not making the required progress. We discuss our strategy in these areas in more detail further on.

The School Day

Our thematic approach will be supported by and reflected in the approach that we have taken to planning the school day, shown in D2 below. The school day is broken into longer periods of learning time (Learning Periods) to

support staff in planning for personalisation, flexibility to reflect the pupils in his or her care, and requirements relating to literacy and numeracy in particular which must be our first focus to secure pupils in being able to become independent and confident learners.

Example Curriculum Model using the principles identified above – adapted as appropriate for each Key Stage

In D2 we show an example daily timetable, which indicates the number of hours per week that pupils spend in each type of activity at the academy. The Reception and KS1 pupils have a 3 Learning Period day. Reception children will be taught using the approach detailed above, using the 3 sessions flexibly and appropriately. Key Stage 1 pupils’ curriculum model is exemplified below:

	Monday	Tuesday	Wednesday	Thursday	Friday
LP1 1.5 hrs	Literacy – including application to theme	Mathematics – including application to theme	Science – including application to theme	PE	Literacy – including application to theme
LP2 1.5 hrs	Theme – focused around art / music	Theme – focused around RE & philosophy	Mathematics – including application to theme	Literacy – including application to theme	Mathematics – including application to theme
LP3 1.5 hrs	Theme – focused around geography	Literacy – including application to theme	Theme – focused around design and technology	Theme – focused around history	Science / Theme – alternate weeks

Note that other subjects may be addressed within the approaches taken to learning the core subjects with the thematic approach. We have shown here an indication of how some subjects may be the focus of the theme, but would intend that staff plan in an integrated manner as described in Example 1.

Key Stage 2 pupils have a 4 Learning Period day:

	Monday	Tuesday	Wednesday	Thursday	Friday
LP1 1.5 hrs	Literacy – including application to theme	Mathematics – including application to theme	Science – including application to theme	PE	Literacy – including application to theme
LP2 1.5 hrs	Theme – focused around art / music	Theme – focused around RE & philosophy	Mathematics – including application to theme	Literacy – including application to theme	Mathematics – including application to theme
LP3 1.5 hrs	Theme – focused around geography	Literacy – including application to theme	Theme – focused around design and technology	Theme – focused around history	Science – including application to theme
LP4 45 mins	Mathematics – including application to theme	Theme – focused around personal	Theme – focused around literacy	Theme – focused around science	Theme – focused around personal

		project			project
--	--	---------	--	--	---------

The foundation subjects are delivered thematically and in an integrated manner, again potentially also touched upon within the core subjects. We have shown here an indication of how some subjects may be the focus of the theme, but would intend that staff plan in an integrated manner as described in Example 1.

Time for each subject area, as a percentage of the total day: please note that the KS2 learning day is longer, so in fact no less time in any subject is delivered – eg 1.5 hours for PE – but the additional time is distributed differently.

Subject area	Time delivered @ KS1	Time delivered @ KS2
English / literacy	27%	23%
Mathematics / numeracy	20%	23%
Science	12%	14%
PE	7%	6%
Foundation subjects as themes	34%	34%

The personal project, an element of the International Baccalaureate approach, supports increasingly independent learning for children, and also provides time in the week for those who need intensive additional support to catch up in their core learning of English, Mathematics and Science to ensure that we meet our targets. As outlined in Section C, the IB PYP is not an approach that can be adopted from the outset by a new school. We are therefore aiming to put into place an approach which is sympathetic to this, leaving the decision as to whether to convert to the IB PYP approach to Governors and the Head teacher once the school has been firmly established.

Impact on outcomes

We consider that a thematic approach allows a variety of opportunities for children to apply and develop their literacy and mathematical skills, scientific and creative skills, across the curriculum. The variety – complemented by visits and projects – motivates the children, providing pace and energy to their progress. The thematic approach allows closer personalisation of learning, and encourages assessment for learning. As a result, faster progress in learning is achieved and better outcomes which meet our demanding targets are attained.

Rooted in English and Mathematics and our Science specialism to ensure security of core learning and speedy progression

Overarching Strategy

Our Academy has chosen science, particularly scientific enquiry, as our specialism because we believe that this aspect of the subject promotes essential skills needed for learning across the curriculum, and research to date can be considered to support this.

At the same time, the learning challenges potentially faced by our pupils

indicates a need to root learning in the core of English / literacy and Mathematics to ensure mastery of these core skills and so develop independence in learning.

By integrating the literacy, mathematics and the sciences in all aspects of our curriculum and encouraging a problem solving attitude we will deliver pupils who are confident in progressing their scientific knowledge as they progress into secondary school, more analytical in the way in which they interact with their world and who recognise, without fear, the options open to them in progressing a future which embraces the sciences.

Strategy relating to English / Literacy:

- Staff planning the Early Years Foundation Stage will carefully balance the focus of introducing literacy, numeracy and science with the other areas of learning, using play-based learning approaches such as role play areas, drama, song and art to embed literacy and game-based numeracy learning, focusing on child-initiated activities in each of the 6 EYFS areas.
- We will follow an government approved synthetic phonics scheme which is as yet unidentified but will be chosen to provide systematic instruction for whole class and individual activities in phonics, supported by a full range of decodable readers, lesson plans and teacher notes. We will introduce a whole school approach to synthetic phonics to ensure consistency throughout the school. Our staff will be fully trained in synthetic phonics as a pedagogical approach and in the use of the particular resources we use, so that we obtain the best possible results for our children. We will engage parents in the approach so that they are able to further support their children's learning.
- We will engage parents in the approach so that they are able to further support their children's learning. This will be done through a series of workshops/training sessions that transfer skills to parents supporting their child through education.
- We will use a range of other books with to support the children as they learn to read, these will include graded schemes and 'real books' to ensure children have the best possible access to and support for learning to read.
- We believe that children need to be able to speak fluently and confidently in order to fully develop their literacy skills and access the full curriculum. As a high proportion of our children may have English as another language we will place great emphasis on speaking and listening from the Early Years and though out all year groups. This commitment will be expressed across our curriculum.
- We will explore good practice to access training and good practice on helping to develop vocabulary and inspire confidence in children to communicate effectively. This is particularly effective with children who are late language developers, often the case with students who have English as a second language.

- We expect that within the detailed planning process, time spent on aspects of literacy and numeracy to meet our high expectations are woven into the curriculum, such that from Year R to Year 6, we expect that at least 20% of curriculum time will be spent focusing on aspects of communication and literacy as appropriate for the Key Stage – and that there is a good balance between speaking, listening, reading and writing. This aspect of Early Years and Key Stage 1 learning is critical for our pupils as we expect that many will experience barriers to becoming effective communicators through their experience of English as a second language, and / or having special educational needs. We discuss our strategy in these areas further on.
- A key role for the Deputy Head will be to support and develop our excellent Literacy learning approach, working closely with our partner school Guru Nanak Academy, providing a range of approaches to learning, opportunities for all class teachers to break their class into smaller groups, and introducing co-operative learning approaches to encourage speedy progression.

*Strategy relating to Mathematics / Numeracy:**

- Again, staff planning the Early Years Foundation Stage will carefully balance the focus of introducing literacy, numeracy and science with the other areas of learning, using play-based learning approaches such as role play areas, drama, song and art to embed literacy and game-based numeracy learning, focusing on child-initiated activities in each of the 6 EYFS areas.
- Our strategy for success in Mathematics is to introduce a wide variety of approaches to learning Mathematics in Year 1, with at least 20% of the curriculum focused on either discrete learning of Mathematics, or it being applied in everyday contexts and through the themes and topics planned by staff. Recent reviews of studies³ show that the most successful mathematics programmes focus on changing daily teaching practices, particularly the use of co-operative learning methods, classroom management, and motivation programmes. In particular, the most successful mathematics programmes encourage pupil interaction, and are underpinned by continuing professional development.

*Strategy relating to Science:**

- A discrete lesson each week will be delivered in Science by our specialist Science teacher, who we plan will join the school from its inception to embed this strategic approach.
- Scientific skills including analysis, observation, critical questioning, comparing and predicting will be emphasised where appropriate, in all

³'What works in teaching maths? Report summary' Nov 2009; University of York

planning of work, as will the use of information technologies to facilitate these skills. The Science specialist will support these planning approaches so that they are embedded from Year R onwards.

- Staff will focus on planning these skills in a variety of interesting contexts which scientific topics provide, involve discussion, communication and presentation, which all in turn emphasise literacy skills which we have identified as being critical for our pupils.
- Science as a theme will be integrated into all subjects. Each class base will have their own project corner or role play area, with interesting experiment stations both inside and outside, perhaps as part of our project areas, along with horticultural areas to reinforce the 'Grow-Eat-Cook' cycle of learning about Healthy Living.
- Our specialist Science teacher will also support individual staff planning both in providing information, activities and schemes of work on different topics for staff, and in spending time identifying additional ways in which the scientific method – enquiry-based, investigative, data-driven and discursive – can be integrated into other, not obviously Science, schemes and plans.
- We have made contact with Temple Moor School, a specialist Science College, and will work with them both to take advantage of the outreach science programme they offer (including a 'Science Van' which visits the school), and opportunities for our pupils to attend the school and use their specialist facilities.
- We intend also to make contact with Leeds University and / or Leeds Metropolitan University to provide some stimulus for our pupils in terms of understanding the opportunities that exist for Science students at higher education level.
- Our Science specialist will work with another of our partner schools, Guru Nanak School in Hayes, to share good practice and discuss approaches to learning Science.

Impact on outcomes

By focusing on Science as our overarching specialism, we encourage and embed an approach to learning which develops independence, reflection and enquiry. In turn, we consider that these approaches will allow children to make faster progress and achieve better outcomes both academically and in terms of preparing them for the next stage of their learning experience. We also intend that a focus on how Science is used in a variety of work and jobs will begin the process of pupils aiming high for good careers which may take them all over the world, and so celebrate their own international background and provide aspiration for their future.

Excellence through high expectations, creative approaches

Strategy

- To achieve our vision, we recognise that the excellence and commitment of our staff is paramount.
- We have explained in other sections of D how we expect staff to plan, prepare and assess to achieve the pupil outcomes we aim for.
- Our staffing model provides appropriate time for staff to plan, prepare and assess pupil work to the level of detail that we have identified, by using the Science specialist teacher.
- Each teaching staff member is paired with a Teaching Assistant to support the achievement of our high expectations.
- All staff will be confident with the routine use of information technology and new technologies to inform and enhance learning.
- Staff will also be facilitated to work in pairs and threes at regular and frequent intervals through the use of the Deputy Head teacher, to moderate, provide continuing dialogue about progression and transition by individual children, and assess overall progress against targets.
- Staff with additional responsibilities will have additional time to meet these responsibilities.
- To support the development of our staff, we will use one of our partner schools, Guru Nanak School in Hayes, which is a training school, as a source for staff professional development, both through virtual training and staff visits and exchanges.
- We intend that, as a rule, training will be held as ‘twilights’ or at most half days during the term time, to minimise difficulties and disruption to parents. We will expect staff to attend whole-school training days outside term time to maximise the use of their role as full time paid employees, and will provide appropriate contracts to clarify this.
- The process of recruitment of an excellent Head teacher to lead our Academy is discussed in Section F – as the driver of the school’s vision and ethos, this role is critical to the success of the school.

Impact on outcomes

Committed staff working in teams, focused on assessing progress, moderating and agreeing each other’s judgements, with a clear and single goal to work towards, will support rising standards of achievement and outcomes.

Extra-curricular and enrichment activities

To support our vision and ethos for Khalsa Science Academy, we plan to provide a range of enrichment activities for pupils to develop areas in language, dance, drama and music that are introduced during the core school curriculum.

- We intend to offer Punjabi and Spanish as the two languages for pupils to study, with Spanish providing a direct pathway to our school's closest secondary school, Roundhay Technology and Languages College. This will in turn provide a headstart to our pupils as they move into secondary education, and improve their ability to access the English Baccalaureate.
- Enrichment activities will be open to our school pupils and their parents / carers and families. They will be provided free of charge to children who wish to participate, and will take place after school. They are optional.
- Support for literacy and numeracy, and enhancement activities for Gifted & Talented children, will also take place in enrichment time. In discussion with parents and carers, we may require that some children attend these to support their progress, and as such will be compulsory.
- Extra-curricular activities, clubs and societies will be provided for our children and the wider local community. Depending upon the nature of these, we may ask for a voluntary contribution to cover the costs of these activities. These are optional.
- We have provided an example timetable of enrichment and extra-curricular activities which may be offered by the Academy:

Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	Numeracy	Literacy	Numeracy	
Chess club	Enhancement group	Gardening club	Cookery club	School choir
Languages: Punjabi; Spanish.	Cultural studies – a programme which reflects our diverse community.	Music – heritage instruments; guitar; piano; recorder.	Languages: Punjabi; Spanish.	Dance – heritage dance; modern dance.
Football	Hockey	Music - instrument	Community volunteering activities	
Music – instrument	Football	Brownies / Cubs	Ballet / tap / modern dance	
Silver surfers	Parent learning	English for adults	Karate	

Example timetable of enrichment and extra-curricular activities

The provision for literacy and numeracy supports learning directly. Music, dance, drama and singing all provide opportunities for children of all ages to work together, develop programmes which they feel proud of and then perform to their parents, community groups, old people's homes etc, developing a great range of personal and social skills.

Additional support in languages provides pupils with a headstart at secondary school, as does additional programmes in cultural and historical understanding which supports the Humanities element of the English Baccalaureate. They also provide a sense of belonging and heritage which

raises self-esteem and confidence.

D2: Academy timetable and calendar

The organisation of our academy

Our principal school organisation approach for learning will be in class groups of 30. Within each class group of 30, we intend to create sub-groups for learning as appropriate. At times, especially in literacy and numeracy groups, we expect to group by progress and level, and individual groups will on occasion be taught separately to enhance their progress, withdrawn from class using senior and specialist staff – this is supported by our Financial Plan in section G.

We intend to create these groupings using our robust assessment processes, described below in D4. Pupils may be grouped by ability on occasion to ensure that good progress is made at all levels by each child, and the smaller class size facilitated by the Deputy Head or specialist Science teacher will allow a more intensive and concentrated learning experience for each child. This is one way in which we intend to achieve our ambitious targets at each Key Stage, including in the Key Stage 2 end of year tests.

We intend to secure our vision of a positive learning environment by introducing a House system which will supplement our principal school organisation approach. Each form will be divided into one of 5 Houses, each of which is named after a prominent Scientist: Rutherford; Newton; Faraday; Hawking; Raman.

House competitions relating to a range of school activities, from sports and drama to fund raising and volunteering, achievement of merits and other academic awards, will all count towards House points. Houses will be led by pupils in Year 6, with 6 pupils in each form belonging to one of the 5 Houses. This will provide a vertical 'family' structure with 42 pupils in each, creating an intimate and personal support structure where older pupils will be able to lead and support younger ones.

We intend to develop a sense of continuity whereby pupils who have left KSA in the future will return to support their House family, for example by presenting a 'student's eye view' of secondary school, motivational talks about the importance of doing well academically, performing if they have developed excellence in music / drama / dance, mentoring, and so forth.

There will be formal mentoring activities for Year 5 and Year 6 pupils to undertake in relation to Reception pupils and new arrivals in their House. This will provide a sound structure to promote good relationships and eliminate bullying within the school.

Below we show our proposed daily timetable for the academy:

Time	Activity	Note
7.30am	Before school – Breakfast Club provided in the Hall.	An extra-curricular service provided to parents for a good start to the learning day.
8.30am	School day begins: Welcome / assembly	Pupils come into their class, welcomed by their teacher, and settled and focused for the day.
8.50am	Learning period 1	These learning periods are longer sessions to provide great opportunities for experimentation and investigation, and also a long sports / PE session, but can be broken up into smaller sub-periods by appropriate planning.
10.20am	Break time	An opportunity to play outside, and have a snack.
10.40am	Learning period 2	
12.10pm	Lunch time	The school intends to provide all pupils with a choice of a hot or cold vegetarian lunch.
1.10pm	Learning period 3	
2.40pm - Year R - 2	Reflection / assessment / assembly	
3pm – Year R - 2	Core school day ends. Extra-curricular activities, after school clubs and societies, begin for these pupils.	Pupils are available for collection by parents.
2.40pm – Year 3-6	Break time	Play, snack
3pm – Year 3-6	Learning period 4	
3.45pm – Year 3-6	Reflection / assessment / assembly	
4pm	Core school day ends. Extra-curricular activities, after school clubs and societies, begin for these pupils.	Pupils are available for collection by parents.
6pm – 10pm	School closes for pupil activities – now available for community learning and leisure activities.	

The timings of the day

The day begins at 8.30am for all pupils, but the academy intends to open an hour before to provide before-school Breakfast Club provision for busy parents.

The three main Learning Periods in the day are 90 minutes long. These are intended to be used creatively by teachers in their planning. The longer periods allow for a full PE session or investigative Science session for all pupils, whatever their age. It is expected that teachers of classes especially in Years R to 2 will on occasion sub-divide these sessions, as appropriate and depending upon the class, in discussion with the Head teacher. Year R pupils in particular will follow the Early Years Foundation Stage and thus will be moving inside and outside during each Learning Period. They may have free choices within each Learning Period when they complete a particular task they have chosen.

Longer Learning Periods allow teachers to plan interesting sessions building up sustained concentration for longer periods and supporting pupils' investigations. It has been shown that this supports 'deep learning', accelerating progress and outcomes.

The academy's day ends at 3pm for Years R to 2, and parents can collect their children from that time. However, a range of extra-curricular activities, clubs and societies (see below) is available from that time for parents who wish to pick up their child later in the day. This also supports parents who have a child in Year 3 or above, whose day ends later.

The academy's day ends at 4pm for Years 3 upwards, and parents can collect their children from that time. Again, a range of extra-curricular activities, clubs and societies is available from that time for parents who wish to pick up their child later in the day.

Time spent in the school day

Curriculum time: Years R – 2 have 4.5 hours of curriculum time per day, or 22.5 hours per week. Time on each subject area is shown in a table above in D1.

Years 3-6 have 5.25 hours of curriculum time per day, or 26.25 hours per week. Time on each subject area is shown in a table above in D1.

Assemblies / assessment / circle time / reflection time: 30% of the school week is devoted to variously assemblies, assessment, reflection and circle time – key in developing the whole child and meeting our qualitative targets, as well as providing time and space for each child and their teacher to reflect upon and assess their learning.

The school terms and year

To support parents, we intend to follow the Leeds City guidance on school terms and the school year. Although we have considered the benefits of adopting alternative approaches, we consider that it may not be appropriate as parents of pupils in different school phases in Leeds will find a different approach difficult to manage and organise, and may lead to challenges for attendance.

This will therefore mean that there will be 190 pupil days in the school year, divided into 3 terms – Autumn, Spring and Summer. Each term is further sub-divided into 2 half terms, with a week's break for the half term in each case. The Leeds School Calendar for 2011-12 looks like this:

Holiday	Schools close	Schools open
Summer		Monday 5 Sept 2011
Autumn mid-term	Friday 21 Oct 2011	Monday 31 Oct 2011
Christmas	Friday 16 Dec 2011	Tuesday 3 Jan 2012
Spring mid-term	Friday 10 Feb 2012	Monday 20 Feb 2012
Easter	Friday 30 March 2012	Monday 16 April 2012
May bank holiday	Friday 4 May 2012	Tuesday 8 May 2012
Summer mid-term	Friday 1 June 2012	Monday 11 June 2012
Summer	Monday 23 July 2012	

The Sikh faith has a range of days for celebration, linked to Gurus' birthdays and key events in Sikh history. We do not intend to close the academy for these events – partly because we do not feel that this is appropriate as a community, non-selective academy, but also because we would aim to understand, learn about and explore these as part of our wider RE curriculum where we would also explore and understand, for example, Eid, Christmas,

Passover, and Easter.

D3: Meeting the Needs of All Pupils

Overview

Our academy will work to meet the needs of all pupils, through personalisation, individual assessment, delivering an exciting, broad and balanced curriculum full of challenge and support, in an environment which encourages attendance, good behaviour, and the development of lifelong good practices for learning.

We fully support and intend to adopt the Special Educational Needs Code of Practice. Abiding by the code will be the overall responsibility of the Head Teacher, supported by our SENCO. We understand the implications of Equality legislation and will ensure our policies and procedures take full account of the Equality Act 2010.

We anticipate a higher proportion of pupils than nationally to attend who have particular barriers to learning because of the demographic of our local community. As detailed in Section C, an average of 59% of pupils in schools within a mile of our proposed Free School have English as a second language. The academy serves an area of significant social deprivation – lying in the bottom 0.38% percentile of deprivation measures. In addition, an analysis of the closest 16 schools within a mile of our proposed academy shows that the average proportion of pupils who are noted as having a statement of Special Educational Needs is 8%, although 2 schools have 20% of pupils in this category. We therefore expect to need to support pupils with a wide variety of learning needs.

We are determined to provide our particular strategies to meet the needs of these pupils, so that they are able to progress and achieve the targets that we have set for the school. We also outline our specific strategies for children who show gifts and talents in some or all areas of learning.

Strategy

Working with parents

Working with parents, meeting and anticipating their needs, is a core element of our strategy generally in meeting the needs of all pupils. We believe that true parental engagement in children's learning results in parents talking to their children about a wide range of subjects, including their school day and learning and that this has a positive impact on pupil learning and achievement. We believe that working closely with parents and the other agencies that support our families is one of the most effective ways to overcome pupils' barriers to learning. This approach is exemplified in our admissions policy, our support of adult learning and our approach to supporting cultural and language integration (see below).

As noted in our Admissions Policy (D5 below), we intend that all families receive a home visit before their child comes to the school. We believe this approach will help to overcome barriers between home and the academy from the earliest possible opportunity. It will also allow us to understand the type of support that a child may need in terms of learning. We will use our home visit, plus any information we may be able to gather from other settings, to begin to

assess the need for particular strategies to support each child.

Where a child has been identified with a specific need prior to joining our school, we will work with the family and the other agencies involved with the family to plan an individual support and learning plan for the child which will include targets and review dates and detail how the support will be provided.

We will provide opportunities to support parental learning as we believe this will promote a closer relationship between home and school, encourage parental engagement and support pupil learning. The school will host activities which might include:

- Learning English
- Adult literacy and numeracy
- Nurturing and parenting classes
- Cooking and nutrition classes
- Community and social events
- Basic ICT to shop, socialise and bank online

This approach is explored further in section D7.

Children with disabilities, whether or not these are supported by a statement of Special Educational Needs

Assessment and Early Intervention

Our approach to tracking and assessment will ensure that we are quickly able to identify when a child falls behind or fails to make sufficient progress in phonics, reading, writing, mathematics or science. Such early signs will initiate the appropriate early intervention programme so that pupils do not fall too far behind and are able to make progress so that they can continue to learn at the same pace as their classmates.

This early identification will also highlight any issues affecting learning progress, such as problems at home, where we might need to include other agencies or provide support through outreach or school based family support.

Where a child requires a statement of need, or is likely to obtain one prior to entry to our academy, we aim to be involved in the discussion and development of that at the earliest opportunity, so that we can plan in parallel to be completely ready to receive the child at school.

We intend to support any child who has physical disabilities, by ensuring that the learning environment is DDA compliant, and where there are particular needs, working with parents as described above from the outset to provide an appropriate level of support to the child and the family.

Approaches to interventions

Our overarching strategy for all children with particular needs is to develop with them, their parents, and other agencies and partners which may be involved with the child, an individual learning plan which is appropriately resourced and deliverable by us, to allow them to make the best possible progress in their learning.

Our SENCO will select the most appropriate intervention or catch up programme and ensure our teaching assistants are trained in using the

resources to support pupils learning. We shall use a combination of in class support and withdrawal, including dual or part-time attendance as appropriate, to support the child's learning.

We will track progress and measure the impact of such intervention programmes on pupil learning, progress and outcomes in order to adequately assess their efficacy and value for money.

Leeds City Council runs Specialist Inclusion Centres for pupils with complex physical care needs, and for those with complex social and emotional behaviour needs. Children with less severe needs but who require particular levels of support beyond that normally expected in mainstream provision are based in Resource Bases attached to particular mainstream schools. These exist for children with specific needs – speech and language; visual impairment; hearing impairment; moderate learning difficulties; severe learning difficulties. We intend to use expertise and best practice from these bases should a child apply to our school, to ensure that we can support them effectively in their learning.

Roles and Responsibilities

We will appoint an experienced and appropriately qualified Special Educational Needs Coordinator (SENCO) who will be a member of our Senior Leadership Team. Our SENCO will have leadership and management responsibility for our team of Teaching Assistants.

The SENCO will provide support and guidance to class teachers in planning and delivering appropriate curricula for individuals with particular needs. He or she will work with children, their class teachers and other supporting adults to develop Individual Education Plans to support all children requiring particular support. The IEPs will be shared with the individual pupil so that they own their targets and know what they need to do to make progress towards their goals. This reflects our overall learning approach but will be more finely tuned for individual pupils requiring their learning to be broken down into smaller segments, more closely monitored for progress or greater support.

Supporting pupils with English as an additional or second language

Assessment

Depending upon our initial assessment of each child's need for support, we will variously withdraw a child for intensive English and literacy support, provide in-class and enrichment class support to move a pupil forward quickly to the level of their peers, or provide targeted intervention to manage specific elements of their learning

Approaches to Intervention

We intend to liaise with Leeds City's ESOL provision, and also learn from approaches taken by one of our partner schools, Guru Nanak Academy in Hayes, to support practically both pupils and their parents who have English as an additional or second language. Guru Nanak Academy has been rated as 'outstanding' by Ofsted, and takes a high percentage of pupils with English as a second language. Their literacy programme from Reception year

onwards is a key element of their success and they are keen to share this with us both in terms of approaches taken, and training for staff.

We are currently working with GNA to explore further their approaches to supporting successfully children with English as a second language. These include:

- A detailed assessment approach from the outset to identify the baseline standard of each of the elements of literacy for each child;
- A regular testing / teacher assessment regime to check progress against this baseline, which may be weekly for some children, using the class teacher, senior staff and learning assistants to support the whole class in learning while some are tested or otherwise assessed individually or in small groups;
- Regular time for literacy / English learning – which we have replicated in our curriculum model;
- A phonics approach for all from the outset to focus on decoding;
- Early intervention such as withdrawal and additional one to one sessions for children falling behind in literacy;
- A literacy assessment file on each child identifying the key elements of literacy being worked on, the interventions being used, tracking progress, and other notes, that all staff consult and update;
- A close focus on the detail of presentation of language, including handwriting classes, grammar and punctuation.

GNA have committed to providing detailed training in these methods should we be accepted as a Free School. See also the assessment section of D4 below.

We intend to provide opportunities to study a language, including Punjabi, Spanish⁴ and possibly other heritage languages. We believe that this approach will allow increased early success for our pupils who arrive with English as an additional language, celebrating and making central their own skills and experiences rather than showing concern at their gaps in their education.

We wish to make connections with schools in other countries and use ICT to video-conference and work with them, learning from and supporting each other.

Working with parents

It is our experience that a pupil arriving without much English may find it difficult to make quick progress with learning English because some or all of their family are unable to speak English, and so at home they are immersed in their heritage language. To counter these effects without 'stigmatising' a family, we will use a trained member of staff (nominally the Special Needs

⁴ This subject is the one taught by a number of local secondary schools, giving our pupils a headstart in this area.

Coordinator, but it may be another member of staff depending on the situation) to work with the family to engage them in our or other adult learning classes to address those with English as a second or additional language. We aim not to get them to reject their own language entirely, but to balance its home use with family use of English to encourage rapid progress by all the family.

Specific strategies for supporting the most able (Gifted & Talented)

Assessment

Children will be identified by staff through formative assessment from the Early Years Foundation Stage onwards as having a particular ability to develop to a level beyond that of their peers either academically, practically or socially.

Approaches

We will ensure there are planned curriculum opportunities for children who are identified as having exceptional talents and abilities, but all lessons will provide opportunities of children to be challenged and for them to demonstrate and extend their understanding, their skills and abilities.

More able pupils would be supported in a variety of ways, including being taught in smaller groups to ensure that teaching is well matched to learning levels, one to one tutoring, the use of peer mentors, extended curriculum through after school clubs and educational visits. They will also be encouraged to develop independent learning strategies and take more responsibility for determining their learning targets and direction of their learning according to their interests and talents. This will include the Enhancement group which we intend to develop for gifted and talented pupils in year 2 and beyond. Pupils with a range of particular academic gifts, who will be encouraged to participate in the Enhancement Group, although it will be optional. The group will be introduced to Philosophy for Children (P4C), more advanced self- and peer-assessment processes, some more advanced Science learning in keeping with our specialism, and other advanced learning approaches.

In the spirit of our school and our values we will celebrate all our pupils' many gifts. All pupils and in particular our Gifted and Talented pupils will be encouraged to share their gifts with their classmates and the community by taking part in school and community events. These might include singing festivals, poetry or writing competitions, displays, spelling bees and art and dance festivals. We believe that these celebrations will encourage a happy acknowledgement and acceptance of our gifts and the value of service as we share them with others, underpinning our Sikh ethos. This approach will raise the self-esteem of our pupils and further encourage them to work hard and achieve.

The Role of the Senco

Organisation of the home visit, and use of the information which comes from the visit, will be the responsibility of the SENCO.

- We will appoint an experienced and appropriately qualified Special Educational Needs Coordinator (SENCO) who will be a member of our Senior Leadership Team.
- Our SENCO will have leadership and management responsibility for our team of Teaching Assistants.
- The SENCO will provide support and guidance to class teachers in planning and delivering appropriate curricula for individuals with particular needs.
- Our SENCO will work with children, their class teachers and other supporting adults to develop Individual Education Plans to support all children requiring particular support. The IEPs will be shared with the individual pupil so that they own their targets and know what they need to do to make progress towards their goals. This reflects our overall learning approach but will be more finely tuned for individual pupils requiring their learning to be broken down into smaller segments, more closely monitored for progress or greater support.

The SENCO will also have the following roles:

- Supporting the process of engaging parents in learning, alongside the Deputy Head;
- Training support staff in aspects of Special Needs support;
- Identifying appropriate intervention programmes, managing and implementing them, reporting on their impact;
- Working directly with children in one to one interventions;
- Attending and reporting to review panels;
- Reporting on progress of pupils to leadership team and class teachers;
- Writing and tracking IEPs;
- Tracking, assessment and reporting in relation to all children identified as having some form of Special Educational Need, with class teachers and other members of the leadership team;
- Identifying children with SEN;
- Initially our SENCO will be responsible for implementing our Gifted and Talented strategy.

Using ICT to support learning for all

We will use technology and ICT to support all learning. We anticipate that the use of technology will motivate and engage students, provide alternative methods of communication, extend opportunities for communication and allow students to further develop their independence and responsibilities in learning. ICT will be a key tool in the 'toolbox' of every member of staff, used appropriately as part of a range of learning and teaching approaches.

The provision of ICT equipment in every classroom, alongside some class sets of individual devices such as iPads or equivalent, will allow all pupils, particularly those who are Gifted & Talented, to develop, extend and deepen their learning either individually or in small groups.

The use of technology in class supports our product and process curriculum model by providing creative and independent opportunities for learning and allowing structured and explicit outcomes to be expressed and achieved.

Such technology provision will also support students with specific needs such as dyslexia or dyspraxia. Children with a range of Special Educational Needs will find the provision of ICT throughout the academy invaluable in supporting them in communicating and expressing their learning. We intend to use ICT and other new technologies to support communication with pupils with specific needs who would otherwise struggle to engage at all in their learning, by making partnerships with a Special School who has expertise in this area.

As well as using ICT in learning and teaching, ICT will be critical to supporting learning through its use in leadership, management, administration and assessment. In particular the use of technology to input, analyse and evaluate data will be important in tracking progress of each child, identifying any lack of progress, and identifying and supporting early intervention. All staff will have a personal device to use, such as a laptop or tablet, as a core part of their provision.

D4: Pupil Achievement

In Section C, we set out our core measurable academic targets which we intend to achieve. We recognise that they are challenging targets. Many of our pupils may come to school with a range of recognised barriers to learning, such as English as an Additional Language, Special Educational Needs, or be from socially deprived backgrounds which can be indicators of lower educational outcomes. Nevertheless, we are inspired by many examples of outstanding schools which are delivering the high standards we aim for with similar cohorts of children⁵, such as Guru Nanak School in Hayes, which has a multicultural demographic where significant numbers of pupils speak English as a Second Language, and Durant Primary Academy in Stockwell, which has a majority of pupils from socio-economically deprived backgrounds, high numbers of children with Special Educational Needs, and a multicultural demographic where many speak English as a Second Language. We refuse to be defined by lower targets which may be considered to be acceptable through such measures as 'contextual value added' which we believe downgrade expectations of young people due to socio-economic background, gender or ethnicity.

⁵ Durant Primary Academy cohort described by Ofsted as follows: 'Well over three quarters of the pupils are from Black African and Caribbean heritages and others are from a wide range of ethnic backgrounds...many speak English as an additional language... The proportion known to be eligible for free school meals is much higher than average, as is the proportion identified as having learning difficulties and/or disabilities. The pupils' attainment on starting school is generally lower than that of a typical three-year-old.'

Guru Nanak School cohort described by Ofsted as follows: 'Guru Nanak Singh Primary is ... serving a mixed socio-economic location in Hayes in the London Borough of Hillingdon. The vast majority of pupils are from an Indian heritage, almost all speaking Panjabi at home. Over 50% of pupils enter the Nursery with no words of English, some being very recent arrivals in the country from Afghanistan.'

We have a range of aspirations for pupils' achievements and outcomes which broaden our academy's focus for learning. These are subdivided into three sections:

- A. Academic Outcomes: The academic outcomes of KSA will be one of the key criteria against which we and others will judge our performance, and as such are very important. We intend to deliver the very highest levels of outcomes for each child through our approach to learning and assessment, which is personalised, vibrant and effective. We have established 4 ways of measuring academic outcomes, detailed below.
- B. Personal Development and Effectiveness: the personal development of our children is key to creating lifelong learners who are happy, successful and able to continually develop and change as they grow. An important element of our vision is the creation of children with confidence, supporting their community and each other. We therefore developed three criteria for measuring the success of this element of our vision, detailed below.
- C. Moving on – Next Steps: an important reason for establishing this academy is to ensure that our children move on to their next stage of learning at secondary school in an excellent position to take full advantage of all that there is on offer. We want to set our pupils up so that they begin their secondary school life successfully, and leave it equally successful, setting out on a positive life journey where they are good citizens for our community. We aim to measure this in two ways, detailed below.

A Academic Outcomes

- 1. Academic achievement and progress.

Early Years Foundation Stage

Pupil Assessment – tracking through KPIs

Our Early Years Foundation Stage profiles will report as required on the attainment of each individual child, and their position in each of the 13 Assessment Scales – as it currently stands, although we fully intend to move to any new assessment guidance coming from the review of the EYFS. Working on current assessment requirements, we intend that each child will demonstrate a score of at least 6, and that 80% of them will secure a score of at least 8, to establish strong foundations to progress to the next level at Key Stage 1. We intend to set equivalently high standards for outcomes should the assessment approach change.

The measurement process is through careful observation and frequent recording of key achievements by the staff against assessment scales, and the review seems to indicate that this will not change, although additional guidance will be provided, which we shall make use of.

These are ambitious in that they provide a series of outcomes which are towards the upper end of what might be expected at this age – and will be charted against an intake which conceivably may have lower than average ‘attainment’ upon entry. This ambition is necessary, however, if we are to lay the foundations for success at KS1 and then 2, shown below.

Key Stage 1

*Pupil Assessment – tracking through KPIs**

The teacher assessments carried out at the end of Key Stage 1 will be firmly based in the tasks and tests produced for this purpose. This is to ensure that our pupils become used to taking tests in a safe environment, essential practice to secure success at Key Stage 2 and beyond.

We intend that the Year 1 Phonics Screening test, if delivered again in 2013, will demonstrate that all (100%) of our pupils are working at the level appropriate for their age. This will keep us on track for achieving our Key Stage 2 targets, as it indicates the required degree of proficiency in reading.

90% of our pupils will achieve Level 2 in English (reading, writing, speaking and listening) and Mathematics at the end of Key Stage 1. This ambitious target states that we will bring almost all of our children up to the required level, and our demographic data infers that this may be challenging as pupils will start from a lower base. This target also reflects our Key Stage 2 target.

Science: as well as the automatically generated level in Science produced from the English and Mathematics approaches, we intend to report separately on Science attainment and outcomes in each of the 4 areas of Scientific Enquiry, Life processes and living things, Materials and their properties, and Physical processes. Our target is that each child gains a secure Level 2 in each of these 4 areas, and this will reflect the commitment that we have made to Science as a specialist subject.

Key Stage 2

*Pupil Assessment – tracking through KPIs**

90% of our children to achieve a Level 4 or more in English and Mathematics end of Key Stage 2 tests, with a high proportion achieving level 5. This mirrors our ambitious targets at KS1 and in the Early Years, and reflects appropriately the highest performing primary schools in the wider locality (not those within a mile of our proposed academy).

To achieve this, we will set the secondary target of all children making the required 2 levels of progress between KS1 and KS2, so that even if a child does not have the desired attainment level, the progress he or she is making demonstrates sustained learning.

Science: as a Science Academy, we intend to inform the DfE that we would like to participate in the externally assessed sample Science tests. We intend that 95% of our children will achieve at least a Level 4 in Science, and that half (50%) will achieve a Level 5 in Science. This target is ambitious because it is set higher than the English and Mathematics target; we feel that this is appropriate to reflect our specialism and to establish a solid base from which our pupils can spring into a successful secondary school career.

Why this success indicator?

We have purposely put forward ambitious and challenging academic outcomes to highlight our vision of an outstanding academic academy provision for our community. Other communities with similar potential barriers to learning do have schools who deliver the highest results for their children, and we are determined to replicate that here. By achieving these measurable, quantitative standards, we can be confident that we are delivering our commitment to excellence as a 'standard' for our academy.

2. The ability to think critically and independently, to question and to communicate coherently, orally, in writing and using IT skills.

Pupil Assessment – tracking through KPIs

Assessment of this criterion will be against critical and independent thinking measures. Results will be a helpful indicator, but other key performance indicators will include the range of high level evaluative skills shown through assessment; the number of pupils who are considered to have gifts or talents; and the rounded outcomes of our pupils as demonstrated by their broad range of interests and involvement in their local community.

Evidence

For example, a pupil may be involved in a debating club and use their successful debating win in his or her portfolio to demonstrate their ability to communicate coherently. Another child may through her personal project demonstrate critical thinking through her analysis of the project's question, and communicate it to a high standard in an assembly.

Why this success indicator?

We have chosen this indicator of success because a key element of our ethos and vision is to inculcate thinking and questioning skills to support lifelong curiosity and learning. These approaches to learning, supported by our Science specialism and through our personalised approach to learning, including the personal portfolio, will we believe establish successful outcomes both in terms of results gained at Key stage 2, and also beyond into secondary school.

3. An appreciation and understanding of scientific principles and the natural world, inquisitive minds and a desire to find answers.

Pupil Assessment – tracking through KPIs'

Our performance against this criterion of success will be measured by the number of pupils who go on to study separate sciences at secondary school and to make science-based options choices both at Key Stages 4 and 5. We also have the specific target for end of Key Stage 2 test results in Science, measured by testing.

Evidence

Test results; subjects studied by students at secondary school.

Why this success indicator?

We selected this measure of success to support our ability to hold our science specialism to account. There is evidence for the successful use of Science as a specialism raising standards for all learners, shown by the SSAT. We want to be able to see if our Science focus does generate learners who have a love of science, which is an element of our vision.

4. Successful team members and leaders, developing the confidence and self-discipline to both demonstrate leadership and to work effectively in teams.

Pupil Assessment – tracking through KPIs

To measure this qualitative development of our pupils, we intend that each pupil keep an e-portfolio of a wide range of his or her work and activities as 'evidence' against agreed criteria to measure team contribution and leadership activities.

Evidence

A pupil may use evidence of 'leadership' when uploads pictures to her portfolio where she captains her House team to victory in a spelling competition; another pupil may use evidence of team work when he puts in his portfolio a certificate awarded for his role in developing a derelict site for use by the local community.

Why this success indicator?

We chose this measure of success as a way of assessing a key element of our vision to develop confident learners who are comfortable in a variety of roles when learning. This criterion also helps us to establish the community service element of our vision for our pupils.

B Personal Development

Children from our school will be happy and have excellent reputations in the community and with other local schools. They will be known for their trustworthiness, their honesty, their compassion, and their service to others.

5. The motivation and self-discipline for pupils to reach their full potential in all areas of life and the ability to celebrate appropriately their own success and that of others.

Pupil Assessment – tracking through KPIs

We shall, while the pupils are at the academy, use pupils' e-portfolios to capture evidence of motivation and self-discipline. In the longer term, we expect to see all our pupils achieve at least 5 good GCSE results, given the academic levels of attainment which we intend that they leave us with. We will measure the onward journeys of all our pupils and expect to see all our pupils continue on to education, employment or training post-16.

Evidence

The merit system will be a useful indicator of pupils' self-motivation in the class, and we would expect all our pupils to meet the 'average' expectations

shown in the Rewards policy. Pupils may also use celebrations in assembly, and their ability to promote others for awards, as evidence of their own self-discipline and motivation.

We shall also continue to track pupil progress into secondary school to gather their GCSE results as evidence of our success.

Why this success indicator?

This measure helps us to check that our qualitative approaches to learning deliver pupils whose positive and independent approach to learning is embedded in all that they do while, and after, they leave us. As the Jesuits say: 'Give me a child until he is 7, and I shall give you the man.' Pupils' ability to motivate themselves and demonstrate self-discipline will be supported through our mentoring system. To motivate current pupils, past alumni will be encouraged to return to our school to share their success and experiences.

6. Be able to make positive and inclusive friendships and being tolerant of other's faiths and backgrounds.

Pupil Assessment – tracking through KPIs

Our Key Performance Indicators will include the diversity of our planning for schemes of work, assessment of the range and diversity of assemblies, in which pupils will be encouraged to participate, and ongoing monitoring and assessment of pupil satisfaction with school life through regular reviews. We shall also review mentors regularly to assess the extent to which other children are using them because of issues relating to friendship, or intolerance.

Evidence

Assembly and Scheme of work contents; pupil review outcomes; mentor feedback.

Why this success indicator?

This indicator is important in assessing these qualities in our academy, as they underpin our ethos based in Sikhism's universal value of serving and sharing with others, one of our twin pillars.

7. Trustworthiness, accountability, personal integrity and self-discipline resulting in positive behaviour, respect for others and excellent attitudes to learning.

Pupil Assessment – tracking through KPIs

We will measure its success by quantifying the opportunities for pupils to take responsibility for their learning and behaviour, incidences of complaints and praise received both within the academy between pupils, and from outside the academy; collecting feedback from the organisations our pupils come into contact with through their involvement, facilitated by us, in their community.

Evidence

We shall seek evidence for these personal qualities firstly through the community response to our school. We shall also assess the way in which

our pupils relate to their peers, family, teachers and community by their involvement in community initiatives and their approaches to helping each other.

Why this success indicator?

This indicator is important in assessing our ethos based in Sikhism's universal value of living and working honestly, one of our twin pillars.

C *Next Steps – moving on successfully from our School*

8. A sensitive, informed and responsible approach to the use of our environment, facilities and resources in school, in our communities and in the world at large. We intend that pupils will take pride in their school, help in its upkeep, are positive about its development and success to date.

Pupil Assessment – tracking through KPIs

To measure the success of this criterion, we intend to examine the range of pupil duties that the academy creates to maintain the school environment, including taking responsibility for recycling, measuring energy use and reduction of waste; outcomes of Healthy Environment days organised in school and led by pupils; the nature and range of volunteering our pupils participate in as they grow older.

Evidence

These measures are in the main qualitative and captured by pupils in their portfolios, and in assembly celebrations for activities that the pupils have undertaken.

Why this success indicator?

This criterion is important as it measures the success of the element of our ethos relating to Sikhism's universal value of respecting all creation, one of our twin pillars. This element is also measured through criteria 6 and 7 above

9. The ability to live in a complex and changing world making informed independent choices towards a balanced, healthy life style and developing the social skills to be a successful and integrated citizen.

Pupil Assessment – tracking through KPIs

We will have supported the success of each individual when we can see what they go on to achieve when they move on to from our school. We intend to continue our pastoral oversight to ensure that they are successfully embedded into their secondary education by inviting them back to school to share their experiences, and offering any support that may be required by them or their family in adjusting to the additional costs or difficulties which may be experienced by a change in educational or wider learning setting as they move on to secondary school. We intend to offer scholarships to assist our alumni in pursuing their post 16 education and we will keep a record of all our pupil outcomes and any follow-up activities we may have to undertake in order to assist our pupils.

Evidence

Our measure of success against this criterion will relate to evidence collected in the pupil's portfolio while pupils are still at the academy. We shall encourage pupils to keep healthy eating diaries, walk or cycle to school, become involved in a range of extra-curricular activities and be involved in their House. All these measures can be quantified.

In the longer term, we expect to see all our pupils achieve at least 5 good GCSE results, given the academic levels of attainment which we intend that they leave us with. We will measure the onward journeys of all our pupils and expect to see all our pupils continue on to education, employment or training post-16.

Why this success indicator?

This overarching measure helps us to determine our success in embedding a desire to learn, to strive and to succeed in life long learning.

Pupil assessment and tracking systems

To ensure that we achieve our targets in each of these 9 areas, our pupil assessment and tracking systems will be critical. We are clear that the use of ICT is central to tracking data effectively, and that regular and timely assessments of all types are built into all planning as an integral element of learning. These will include self and peer assessments by pupils. Studies of successful learners also make it clear that 'ownership' of assessment is central to improving, and thus the methods we use for tracking are both held by staff and by pupils, and shared with parents.

- Assessment will be both formative and summative.
- Assessment will be made by the teacher and staff through a range of methods appropriate to the Key Stage – for example, observation in the Early Years Stage; tasks, tests, self-assessment and observation in Key Stage 2.
- We will identify long term, medium term and short-term goals. The children's performance will be assessed recorded and reported on a regular basis. Any targets set will then be revisited and updated accordingly.
- As developed by our partner school Guru Nanak Academy, a template, or generic Individual Education Plan will be provided to teachers for all students who join the Sikh School. This will be personalised for each child as they reach targets set. Senior staff will be expected to ensure class teachers are being supported through this process, and if required additional help is given so each child has a personalised IEP within the first half term of joining the school.
- Staff will be expected to work closely with the SEN co-ordinator to ensure children are given sufficient support to progress in all areas of learning and development.
- It will be the Head teacher's responsibility to report to governors for additional support. This will be provided as and when required – we

currently have a number of retired teaching professionals who are prepared to volunteer at the school.

- As children move through the school they will be tracked as individuals, as groups and as a cohort. This will help us to identify children who are not making expected progress and plan for early interventions, or identify issues with groups or cohorts of pupils.
- Class and pupil targets will be established each year and tracking will be undertaken against these targets.
- Targets will be established which address each of the 9 areas described above, as appropriate.
- The 'Assessing Pupil Progress' (APP) model will be followed, using the processes designed and developed by Guru Nanak School in Hayes, one of our partner schools, rated 'outstanding' by Ofsted, where their 'continual assessment' methodology provides a clear focus for planning for teachers. See also section D3.
- The APP model will track individual pupil progress, and each teacher or, if appropriate, teaching assistant, will spend time each day assessing progress being made by a pupil and recording progress as appropriate. The staffing model we have proposed facilitates this strategy.
- All teachers will be trained to use these successful techniques and apply the assessment of pupils' learning to their planning in a continuous cycle of improvement.
- Self-assessment will form a central part of our approach to the curriculum, with regular opportunities for children to understand what they know, what they need to do to progress, and whether they are progressing, being created through planning. The school day also facilitates this strategy.
- Pupils will own their own record of progress, successes and achievements, from a 'Reading Diary' in the EYFS (initially recorded by parents / carers / staff) to an e-portfolio and 'Learning Diary' which plots progress against 'learning ladders' in Key Stage 2.
- ICT will be used to provide interesting and engaging forms of self- and peer- assessment opportunities. It will also provide a place to store pupils' e-portfolios, a collection of key pieces of work that pupils will use to show evidence of their progress against the 9 different criteria we have identified above.
- Although the school management information system has not been identified yet, it will meet our requirements to enable staff and teachers to input assessment results directly and produce a range of data to support our interrogations of individual pupil, group and school progress and achievements in a range of areas.
- It is likely that our MIS will be an online system that will allow our trained and designated staff access to the system from anywhere in the academy and away from the academy at any time. This will support teachers planning and effective management of the school overall.

Monitoring, Reviewing and Reporting

The processes of assessment and tracking pupils described above will generate significant amounts of data. These will be used daily by class teachers in planning and adjusting plans for learning, as assessment will inform progress and thus the appropriate learning opportunities to be applied. Assessment data will also be monitored and reviewed on a formal basis, and reports on progress and attainment made regularly to governors, staff, parents, pupils and other stakeholders.

- Teachers will generally review the progress of their class against their targets on a termly basis. Class teachers will report termly to the senior management team.
- Tracking pupil progress will allow staff to determine the need for early intervention where a child shows that their progress is stalling, and allows the school to work closely with parents to understand their assessment of the situation and agree a recovery process. The staffing strategy supports the flexible creation of smaller groups and breaking groups into smaller sets by ability as appropriate to focus on barriers to learning as they present themselves, by using a non-teaching Deputy Head Teacher to provide this staffing addition. The Science specialist teacher provides the opportunity for planning, preparation and assessment time for each member of staff.
- Our tracking and reviewing system for children with literacy issues is more detailed and requires at some points weekly review and adjustment of intervention as a result of review. In these cases, a half termly summary will be prepared by the Deputy Head capturing the literacy assessment outcomes of each individual file.
- The senior management team will report to governors and will share results and progress with staff through the school. For progress and excellence to be consistent we believe an open, honest and team approach to the use and sharing assessments, progress, tracking, reporting and data is essential.
- Senior Leadership will review school progress toward targets on a termly basis, and half termly for those with specific literacy issues.
- A senior member of the leadership team will take the lead and be responsible for assessment and the use of data to inform school improvement.

Impact on outcomes

Studies⁶ show that the introduction of APP helps to strengthen assessment practice in all schools, and is particularly effective when it forms part of a strongly led, clear, whole-school vision which promotes high expectations as it

⁶ 'The Impact of the 'Assessing Pupils' Progress' initiative, Ofsted April 2011

develops consistency. In turn, it plays an important factor in pupils' rising achievement, particularly in English and mathematics.

Equally, assessment for learning shows that it develops secure, independent learning skills in children, allows them to take control of their learning and make decisions of their own as to how to improve and do better. These outcomes are central to our vision and ethos as a school.

D5. Admissions Policy

Our fully inclusive, welcoming school is illustrated by our admissions policy, detailed below. We welcome all children to our school, regardless of faith, ethnicity, or learning need. Khalsa Science Academy's admissions policy will apply to all admissions from 1st September 2013, including in-year admissions. We intend to work with Leeds City Council to mesh with their single admissions process to ease the application for parents. No additional forms or tests are required as part of Khalsa Science Academy's admissions process.

The Khalsa Science Academy is committed to following the School Admissions Code, the School Admission Appeals Code, and admissions law as it applied to maintained schools.

Admission Criteria

Khalsa Science Academy is the admission authority for the Academy. The admission arrangements are determined by the Trustees and Governors of the Academy, [note re statutory consultations]. The published admission number (PAN) for Khalsa Science Academy for 2013-2014 is 30, in line with a one form entry school.

For the main admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If the school is oversubscribed, places will be offered in the following priority order. We have chosen these oversubscription criteria to maximise fairness and inclusion, and to encourage our academy as a local community school serving its close community, in line with our vision for the academy. Places for applications received after the deadline will be allocated using the same criteria:

1. Children who are in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. (A letter from the Children's Services Department confirming the child's status must be provided).
2. Children who at the time of application have a brother or sister (including children living as siblings in the same family unit in the permanent residence) on the roll of Khalsa Science Academy and who will still be on roll at the time of the sibling's admission.
3. Children whose parents / legal guardians / carers have applied to the Academy and live nearest to the Academy, as measured in a straight line from the point set by Ordnance Survey at the child's home address to the main entrance to the Academy.

4. Tie break – we will use Random Allocation if two pupils live exactly the same distance away, eg in a block of flats.

Siblings

Criterion 3 includes children who at the time of application have a sibling for whom the offer of a place at the preferred school has been accepted, even if the sibling is not yet attending. A sibling is defined as a child living permanently at the same address as the child for whom the application is being made, and who shares one or both parents, or is formally adopted as being a child of said parent or parents.

Permanent Residence

The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

Distance measurement

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Leeds City Council's current system will be used to determine distances (from the Ordnance Survey home address point to the school office). Distances from multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. This method of prioritising admissions will also apply to any 'school specific' criterion unless otherwise stated in the school's brochure.

Multiple births

If the last pupil to be offered a place within the school's published admission number (PAN) is a multiple birth or same cohort sibling, any further same cohort sibling will be admitted, if the parents so wish, even though this may raise the intake number above the school's PAN. The PAN will remain unchanged so that no other pupil will be admitted until a place becomes available within the PAN.

Pupils with statements of special educational needs

The governing body will admit any pupil whose final statement of special educational needs names the school. This is not an oversubscription criterion. Where possible such children will be admitted within the PAN.

Waiting list

When all available places have been allocated, a waiting list will be operated by Khalsa Science Academy. Any places that become available will be allocated according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. The waiting list will be reviewed and revised –

- each time a child is added to, or removed from, the waiting list;

- when a child's changed circumstances will affect their priority.
- at the end of each school year, when parents with a child on the waiting list will be contacted and asked if they wish to remain on the list for the following school year.

At the time of receiving an offer of a school place parents will be advised of the process for having their child's name on a school's waiting list. Parents may keep their child's name on the waiting list of as many schools as they wish and for as long as they wish.

Deferred entry to Year R

Pupils reach statutory school age at the beginning of the term following their fifth birthday, but, in Leeds, most pupils are admitted as rising fives. Parents can request that the date their child is admitted is deferred until later in the year or until the child reaches compulsory school age. Pupils will normally be admitted at the start of a school term. If parents of summer born rising fives wish to defer their admission until they reach statutory school age, admission will be considered for Year 1, their appropriate year group.

Transition to Year R

To ensure that each child has a smooth transition into school, we offer an induction programme for Reception children and their parents:

- Parents are invited to a Welcome to School Evening. This is an opportunity for the Headteacher and staff to welcome parents to the school, to share information and to visit the classroom.
- Children are invited to attend the 'taster sessions' during the summer term.
- Parents are invited to Literacy and Numeracy workshops.
- Home visits will take place by our staff prior to a child starting school for the first time. The home visit plays no role in the admissions process.

Processes, including Appeals

The Governing Body of KSA will establish an Admissions Committee that will be tasked with making decisions on admissions for the academy, including drawing up the process for, and hearing Admissions Appeals in accordance with the Code of Practice. KSA may ask the Local Authority to carry out the admissions appeals process on its behalf, as allowed by the School Admissions Appeals Code. It maintains responsibility for ensuring that the functions are carried out properly, and if it decides to do so, will appoint an independent clerk to the Appeals Panel who will offer advice, appoint the panel and manage the process in accordance with the Code.

As required by the Admissions Code, we will consult with parents on an annual basis on our proposed admissions arrangements, providing details of where comments should be sent and by when.

D6. Pupil Wellbeing

Behaviour Strategy

Our aim is to create a happy academy where children work cooperatively, secure in themselves and with others. We believe that by creating such an atmosphere we will be creating the right atmosphere for learning required to achieve excellent pupil outcomes

- We believe that our children should feel safe, happy and secure in school, both in the classroom and out in the playground.
- We intend that all our children will develop positive attitudes about themselves, others and towards their learning.
- Our strategy is very much based on the positive – we aim to give five times more positive rewards than negative consequences.

Positive Role Models

Above all else it is essential that young children have appropriate behaviours and attitudes modelled for them. All our staff will provide these positive role models. Staff will treat each other and the children with respect and kindness. They will work cooperatively and in service to each other and the community. Staff will promote the universal values and ethos that our academy stands for. Young children do not always recognise the behaviours of kindness, helpfulness, diligence, tolerance, responsibility and respect. Staff will label the behaviours they see so that children understand the relationships between the words and the actions.

Golden Rules

We believe that when children own and understand the rules of their society, group or family, they feel more in control and more inclined to keep the rules themselves and encourage others to keep them. As an academy with a Sikh ethos based on respect, service and love we will work with the children to develop jointly a series of 'Golden Rules' that will help to define the behaviours expected in our school. At the beginning of each new school year the class teacher will work with the class to develop the class 'Golden Rules'. There will be no more than 5 'Golden Rules' in each class and they will be couched in positive terms to reflect our positive ethos. In our experience children naturally choose rules that reflect appropriate behaviours, the way they treat each other, the environment and property and the way in which they learn.

The development and reinforcement of the Golden Rules will provide an excellent opportunity to reinforce the values and principles of the Sikh ethos, and this will be made explicit in our Behaviour Policy.

- We intend to use the following rewards:
 - Verbal and written praise;
 - Stickers and points – which are personal within the classroom;
 - Merits and House points – which count towards the House competition;
 - Positive letters home from the Stage Leader;

- Certificates presented in assemblies;
- Celebration assemblies where great work is shared with the school;
- Letter or telephone call home from the Head teacher or Deputy Head teacher.

Rewards

Year R

Young children need to develop the behaviours necessary for happily working together, sharing, playing and learning. We will reinforce these behaviours with rewards. The Golden Star will be awarded each week to a child who has shown the sort of behaviours that we wish to encourage in our school. This might be for trying hard, being kind to classmate, helping another or producing good work.

Years 1-6

Golden Points will be awarded to children by staff and possibly by other children for effort, achievement or outstanding examples of our academy values. 10 merits earns a Bronze Award, 20 merits a Silver Award, 40 merits a Gold Award and a Badge, and 60 merits a Platinum Award and Badge. The 'average' child would therefore be receiving their Bronze Award by the end of the Autumn term, their Silver Award by the end of the Spring term, and their Gold Award at the end of the Summer term, presented in assembly.

Consequences

It is only right that children learn the responsibilities that come with their actions. Children need to learn that they have choices in the way in which they behave. They have control over their behaviour and their actions. In this way we are helping our children to understand that they are not at the mercy of their impulses or the behaviour of others. We will work with our pupils to understand their choices and the consequences. In this way we are empowering our pupils with love and kindness to accept the consequences of their actions graciously, without humiliation and enabling to them to move on.

The consequences of not following the Golden Rules will be 'negotiated' with the children and will reflect their age. All adults in our school will be equally responsible for monitoring and administering our behaviour policy, awarding rewards and consequences. Although a hierarchy of consequences means that a discussion with the Head Teacher is one of the ultimate consequences, it is also one of the ultimate rewards. Initially the Deputy Head teacher will be responsible for the regular review of the behaviour policy, including staff training. All adults in our school, site maintenance staff, cleaners, cooks, office staff, classroom support and teachers will follow and respect our behaviour policy and training will be offered to all staff accordingly.

- Early Years: when the children join Reception they are very young and are gradually introduced to the Golden Rules as they acclimatise to school life. Expectations for appropriate behaviour are made clear through verbal explanations. As children mature and the academic year progresses the sanctions which apply to the

rest of the school will become applicable to those children in Reception.

Key Stages 1 and 2:

- Verbal warning;
- Name on the board – acting as a visual reminder and a deterrent to the others;
- Time out – in class. The child is asked to sit quietly and calm down in a designated and calm area of the classroom. This is not a 'naughty corner'. It is a 'calm corner' or 'golden space' where a child has the opportunity to reflect for a few minutes and rejoin the class when ready. No fuss is made, the emphasis is on being calm and reintegrating with the class with dignity so that learning in the class is not disrupted. Inappropriate behaviour is not ignored. The teacher will have a quiet word with the child a short time, emphasising the right choice and providing the opportunity for the child to make amends with an apology.
- Time out – this is as above but if a child is unable to calm down in the classroom with his or her classmates as an audience, he or she is sent to a different class for 10 minutes to gather themselves and calm down. Egg timers will be used to show the child when the time is up. If they feel that they are ready to return to class and work without disruption, they may. In the rare occasions where a child is very agitated and is unable to calm down on their own they will go with an adult to a quiet space elsewhere in the academy until they have calmed sufficiently to talk about the problem, resolve it and return to class.
- Letter home from the class teacher, with an invitation to come into school to discuss the behaviour and how it needs to improve.
- Letter home from Stage Leader, or if the child's class teacher is the Stage Leader, the Deputy Head teacher: at this point, it will be required that parents or carers attend to discuss the behaviour and how it needs to improve, with both the class teacher and Stage Leader / Deputy Head. We will seek to work closely with parents and carers to ensure we provide support and guidance where appropriate.
- Head teacher / Deputy Head teacher: the child may be sent to either to be spoken to. Parents / carers will be invited to attend a meeting to discuss the behaviour.
- Where a child's behaviour is repeatedly resulting in a consequence a strategy of support will be put in place. This will include a method for tracking the behaviour, frequency of behaviour, identifying trigger incidents and capturing every opportunity to reinforce the positive behaviours sought.

- A severe incident will cause the Head teacher or Deputy head teacher to contact the parent immediately. Our behaviour policy will define a severe incident but it will include acts of violence to another child or adult, discrimination and racially motivated incidents.
- Exclusion – in very rare cases where a child is violent or abusive to staff and / or peers, and external exclusion may be required. We are committed to following the statutory guidance and requirements for exclusion but would anticipate no use of any type of exclusion.
- Should there be a need for an exclusion, we would in the first instance examine the opportunity for an internal exclusion – the child is at the academy but completely isolated from peers and friends. This may be appropriate when for example a child is making no progress with his or her behaviour, is frequently sent to the Head teacher and parents are constantly being called in. This prevents the possibility of the child being left insufficiently supervised at home, ensures that work is set and completed, and ensures that the class is not disrupted.
- If a fixed term exclusion were required, it would be presented clearly to parents with the rationale for the exclusion, expectations of work undertaken while the child is excluded, and a re-integration meeting established at the time when the exclusion is put into place to define an end point and time. The re-integration meeting would be attended by parent, child, appropriate academy staff, and possibly other agency staff, and a clear contract of behaviour would be drawn up and agreed at that time.
- A Fresh Start – to ensure that a fresh start is possible, a sanction given on a day will not be carried into the next day.
- Where the school begins to see difficult behaviour with a child, discussion internally with the SENCo may lead to discussion with parents about involving appropriate external agencies to consider the triggers for the behaviour, including issues at home, the revealing of particular special educational needs, or other similar.

Promoting Pupil Wellbeing

We take our role in ensuring Every Child Matters very seriously and believe that our ethos and our strategies will fully support every child in our school to be healthy, stay safe, enjoy and achieve to their full potential, make a positive contribution to the life of the school and to the community and is able ultimately to achieve economic wellbeing. The Sikh ethos of the academy makes the values of wellbeing explicit in all that we do.

Our education plan and our anticipated high academic achievements along with the excellent teaching and learning opportunities we will provide will ensure that each child's potential is unlocked and fully realised. Our admissions policy and our approach to developing secure home/school links and parental engagement will also underpin our approach to pupil wellbeing.

We consider and cherish the whole child and fundamentally believe that this is the right approach not only to pupil wellbeing but also to excellent outcomes for children.

Class teachers will know children and their parents well from preschool visits and regular pupil/teacher interviews on progress. Class teachers will also invite parents, carers and the extended family to appropriate curriculum update meetings, celebrations and assemblies.

The class and House 'families': each child's principal first pastoral base is his or her class, supported by the class teacher, learning assistant and mentors. In addition to this important centre of support, each child is also a member of a House, as described in Section D2 above. This House system provides peer mentors and older children as support to younger or more vulnerable children in their House, and a different staff member as House leader. These two pastoral support processes mesh to provide a strong base for developing a sense of belonging, purpose and wellbeing for each child.

Our behavioural policy, our values and ethos, the opportunities we will provide for quiet reflection and contemplation and our participation in community events will all contribute to every child's sense and knowledge of him or herself, self-worth and happiness.

Our 'product and process' model of the curriculum allows for the essential elements of self-determination, guidance and specified outcomes that will ensure children develop the self-discipline and self-motivation that supports wellbeing.

We will provide explicit opportunities within the curriculum and school life to address and develop wellbeing. For example, these will include:

- An understanding of healthy eating
- Physical activity
- Explicit teaching around the values of happiness, tolerance and cooperation essential for wellbeing

As reflected in our behaviour policy, everyone in our school - governors, head teacher, support staff and child - is responsible for the wellbeing of each other. Individual class teachers are responsible for the children in their class and they may introduce a variety of strategies to support this, thought diaries, circle time and class debates.

We have outlined how we will work with outside agencies to identify and support children with educational needs. This will include working with agencies to support children at risk. Equally it will be our responsibility to identify when children in our care present symptoms of underachievement or of being at risk. Initially our appointed SENCo will be responsible for safeguarding and child protection issues and will work with colleagues and outside agencies to protect and support our pupils.

We will work with the local police, youth agencies and others to support positive decisions being made by our children, to prevent youth offending and develop approaches to supporting our children should they be in danger of going down this route.

We will maintain and interrogate data of wellbeing indicators to ensure we are providing the appropriate levels of support for our children and that our approach is successful.

Bullying

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Learning about how we should behave towards each other is an integral part of our role as an outstanding primary school, and forms the core of our strategy to deal with bullying. This has been outlined in our approach to rewarding good behaviour above.

- In the first instance, if a child believes that they are being bullied, or a member of staff considers that a child is being treated in a way which may make them feel bullied, discussion between children and staff as appropriate takes place. A child may feel confident to tell a teacher.
- Our mentoring system will provide older House mentors who can be approached by younger pupils to provide support and raise concerns. We shall also develop peer support processes as appropriate should a bullied child need support, such as befriending or circles.
- In dealing with bullying incidents, we will observe five key points.
 - We will not ignore bullying.
 - Staff should not make premature assumptions.
 - All accounts of the incidents should be listened to fairly.
 - We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
 - We will follow up to check bullying has not resumed.
- In class, approaches to being bullied, how you can tell when someone may be being bullied, and what to do, will be discussed and raised through curriculum opportunities, assemblies, class circle time, and reflection.
- Parents will be made aware of the signs that may indicate a child is being bullied and encouraged to talk to their child and/or the school if they have any cause for concern. We emphasise a partnership approach at all times in matters of behaviour and well-being.
- Bullying behaviour will be discussed with the child or children, noted in the School Incident Log, and the Behaviour Policy followed. We may also instigate restorative justice approaches as appropriate.

Attendance Strategy

We consider that attending school is the best way for each child to achieve his or her full potential.

Our key strategic approach is to make sure that school is a positive, exciting place to be which a child does not wish to miss. As such, our approach to creating a vibrant learning environment, with exciting learning opportunities, is at the heart of our attendance strategy.

- As part of our Rewards approach (described below) we will encourage 100% attendance through certificates in assemblies, merits and letters home.
- We shall make the start and finish times of the school day very clear to parents to make sure that attending on time is fully understood. The provision of a Breakfast Club and After School Club will, we hope, facilitate full attendance by supporting busy parents.
- Our attendance target is 97%, and we intend to make that clear to all parents and children and help them to help us to achieve it by showing our community progress towards that goal through a visual display in the entrance to the school and periodically in classrooms.
- We shall provide a clear procedure on authorising absences, including holiday absences, through supporting Leeds City Council's Attendance Strategy.
- We shall put into place a clear course of action for first-day contact between parent and school whenever a child is absent – whether by text, by phone or in person.
- We shall put into place a comprehensive and detailed procedure for taking formal action where a child's attendance is unsatisfactory, which will include working closely with parents / carers and where appropriate, the involvement of external agencies. In brief:
 - Unexplained absence or lateness will in the first instance be followed up with a phone call home by the administrative staff.
 - This will be repeated if no explanation is forthcoming, and the Deputy Head teacher will be alerted.
 - A letter will be sent home if unexplained absence appears to be becoming persistent, requiring a written explanation. The letter will also invite the parent to come into the academy for a meeting.
 - If absence is persistent, and a meeting cannot be secured at the academy, the Deputy Head teacher will work with appropriate agencies as required, and make a home visit.

The attendance strategy will be the responsibility of the Deputy Head teacher in the first instance. The school administration staff will track attendance through the academy's Management Information System. The administrative staff will notify the Deputy Head teacher of regular or persistence absence or where there is an absence that gives cause concern for any reason. The Deputy Head teacher will follow up accordingly with the parents/carers or the appropriate agencies if necessary.

Impact on outcomes

The provision of an exciting, vibrant, multi-cultural learning environment with a variety of activities both inside and outside school will support the delivery of the qualitative targets we have set ourselves and our children. We expect that a holistic approach to learning will enhance both academic and personal progress. Our learning environment will encourage children to see school as

a 'home-from-home' which they trust and where they attend, make strong friendships which support positive attitudes to learning and to school, and develop positive learners for life.

D7: The School in the Community

Our local community is ethnically diverse and includes Afro-Caribbean, African, white British, Jewish and Asian residents, including being a local centre for the Sikh community in Leeds. In examining local schools within a mile of our proposed site, we see that there is an average of 59% of pupils with English as an additional language. Our community has some resources at its disposal, including a public library, but places for community theatre, meeting, clubs and societies are limited. This information has driven our response to the role that our Academy is to play in its community. We are passionate about ensuring that our academy is fully inclusive and meets the needs of all those in our community.

To achieve this, we have shaped our Education Plan and curriculum appropriately, discussed in detail above, and summarised below.

Children with English as a second language: we have illustrated the possibility of perhaps 60% of our pupils having English as a second language. To address this, we have provided the following:

- a clear focus in our curriculum plan on literacy, ensuring that it is taught discretely and has appropriate curriculum time dedicated to it;
- a commitment to small group teaching, in-class support and withdrawal as appropriate to accelerate the progress of these pupils;
- an integrated programme with Leeds ESOL to provide specialist support as appropriate;
- a commitment to provide adult education for parents for whom English is not a first language, so that they can support their child at home.

Children with Special Educational Needs: we have illustrated the possibility of anything between 8 and 20% of our pupils having a statement of Special Educational Need or otherwise requiring additional support. To address this, we have provided the following:

- the establishment of an Individual Education Plan, supplementing our focus on personalising learning, with appropriate step by step planning for pupils with SEN to ensure that they make progress and are motivated to continue to achieve;
- a dedicated and well-qualified SENCO to coordinate all special needs provision;
- differentiated planning by all teachers to ensure appropriate stretch and challenge for every pupils;
- a commitment to small group teaching, in-class support and withdrawal as appropriate to accelerate the progress of these pupils;
- a Teaching Assistant attached to every class to support these approaches;

- partnership with a Special School to learn from and share good practice with them with regard to supporting pupils with SEN.

Children living in a household where no one works, or are in low-paying jobs or working untypical hours. To address this, we have provided the following:

- the establishment of an academy day which supports the parent through 7.30am – 6pm provision;
- a Breakfast Club to ensure that every child starts the day with a healthy breakfast;
- lunchtime hot meals to ensure that every child receives a well balanced, nutritious and tasty meal each day;
- a commitment to small group teaching, in-class support and withdrawal as appropriate to accelerate the progress of all pupils, especially those that may need additional attention;
- a safe and supported environment to complete their homework while accommodating working parents and carers.

We intend for Khalsa Science Academy to be a vibrant community hub for all in our community, and intend to implement the following proposals to ensure that our school serves our children, their families and the wider community:

- an internationally focused curriculum, using the themes of the International Baccalaureate Primary Years Programme;
- a wide variety of extra-curricular and enrichment activities which celebrate the rich heritage of our pupils;
- a range of learning activities for adults after school hours with some examples is shown above. This will be added to through our consultation process
- Science presentations of classwork to which parents are invited on a regular basis. These presentations will be recorded and uploaded to our learning platform to ensure that parents who cannot attend can remain involved.
- Use of our building for community meetings and for community groups (we are currently consulting with community groups over how we might share resources and intend to develop a plan for managing this sharing)
- Promoting our school as a venue for presentations and displays particularly in respect of science
- Promoting and supporting an annual science fair for Leeds students
- Forging links with secondary schools to share information and to prepare our students for progressing. We have instigated a connection with Temple Moor Science College and received a favourable response over access to their resources including a mobile science wagon, inflatable planetarium and their science laboratories.

Parents

- To promote an inclusive, community-focused learning environment, engaging parents will form a key part of our strategy. As well as being welcomed into the school, we shall run a range of learning sessions both

in school time and outside school time to respond to parental concerns ('how can I support my child in their homework?') and to meet parallel parent learning requirements (for example, adult classes to teach English).

- We shall hold regular surveys and question-and-answer sessions at school to identify parent and community issues, needs and concerns, so that we are continually meeting our community's needs as a hub for learning.
- Parents will receive reports on their child's progress twice a year formally. The use of the 'parent portal' on our Virtual Learning Environment will also allow parents to keep fully up to date with their child's activities. We will always welcome parents to make an appointment with any of the staff to discuss any of their queries, concerns or issues. We believe that the dialogue between family and child and the school is critical to a pupil's success, as it fosters an understanding of our pupils' needs and promotes a consistent approach to both learning and discipline. We will therefore continually interrogate and review our inclusive approaches with parents to ensure that we are doing all that we can to promote that.

Faith

- We have underpinned our school with the ethos of the Sikh faith, but show throughout section D, and reinforce again that this does not spill over into explicit (and thus potentially excluding) focus on Sikhism in the curriculum, in assembly or elsewhere at the school.
- All the major world faiths will be explored and celebrated in Khalsa Science Academy, and we intend to bring religious local leaders of each faith into school to discuss and teach children about each religion.

Partnerships

- Community partnerships - with other schools, with other education providers, with outside agencies, with Leeds City Council education partnerships – are all welcomed and will be actively sought by the school as key strategic approaches to achieve our goals. We hope to grow into a school which can be an active partner to others in turn.
- We currently are growing a relationship with Temple Moor High School who is interested in supporting our Science specialism as a Science specialist secondary school; we have had initial conversations with them, and they are keen to explore in more detail elements of partnership should we be successful.
- We have also had initial discussions with Rainbow Free School in Bradford and Nishkam Free School in Birmingham, with a view to developing and sharing best practice. Again, these Academies are keen to develop partnerships should we be successful.
- Leeds City Council have welcomed our proposal to develop Khalsa Science Academy (see Section E2), and we intend to enter a partnership

with a family of local schools with whom we shall work with to learn from and disseminate best practice, and with the secondary schools, work closely to provide seamless transition from Year 6 into Year 7.

Impact on outcomes

A fully inclusive environment for learning, where the community plays an active part in the school's life, and the school enhances the community's quality of life by being a learning hub, is one where pupils will feel proud to go each day. The importance of learning will be reinforced again and again, ensuring that pupils feel increasingly inspired to meet our expectations of them, knowing that they will be supported as they do so, and that barriers they may meet will be overcome.

Conclusion

We believe that this section appropriately describes the detailed Education Plan which will deliver the vision and ethos of Section C.

Section E1: Evidence of demand and marketing

Parental Support

We have consulted with the parents of children in our community and they have given a definitive declaration of support for Khalsa Science Academy.

50 children wish to attend Khalsa Science Academy in reception class in 2013, 167% of available places filled, and 39 pupils wish to attend in year 1, 130% of places filled. In 2014, 44 children wish to attend reception class with 147% of places filled.

The following table summarises the support that we have gathered from parents who have told us that they would choose Khalsa Science Academy as their **first** choice.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	30	50		167%	30	44		147%
Year 1	30	39		130%	30	50		167%
Year 2					30	39		130%
Totals	60	89			90	133		

Column A - proposed number of places in each year group.

Column B - the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.

Column D - demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

A full table showing the children's ages and postcodes is attached to the end of this section along with an additional table of parents who are supportive of our school but would not yet choose KSA as their child's first choice.

We presented these parents with a clear statement of our ethos and intentions and asked them if they would choose our school as the first choice for their child's primary education. We asked them:

- Would you be interested in sending your child(ren) to Khalsa Science Academy? (with a number of response boxes including "Yes I would choose Khalsa Science Academy as my first choice")
- How many children do you have?
- What are their birth dates (month and year)?
- What is your postcode?
- Would you like to be updated on our progress?
- Please provide contact details on the method that you would like us to contact you.
- Additional Comments

The following is a copy of the printed form that we circulated for parental feedback:



The following is a copy of the form that was posted on our website to gather parental support:

██████████

It is our intention to open in September 2013 with a reception class and a year one class and then to grow at 1 class per year as our cohort progresses. We have also collected responses for 39 children whose parents have told us that they would enrol their children in our reception class in 2015.

Our proposed intake of students for 2013, 2014 and 2015 is presented in the following map centred on our preferred sites in Chapeltown, Leeds. This plan clearly shows that intake through the early years of our school is quite widely spread with a relatively small percentage living within a mile radius of our proposed site. While we have made, and continue to make, every effort to welcome pupils from all ethnicities, faiths and backgrounds, as shown later in this section, we recognise that our pupils through the initial years are likely to come, predominantly, from a Sikh background as it is this community which has initially proposed the free school. The Sikh community is spread across the city and beyond and is not confined to pockets or neighbourhoods. This wide spread of the community is shown on the map. The parents of pupils not living in the immediate vicinity of our site have expressed their commitment to transport their children to KSA and have told us that there is not a comparable school in their area. These same parents regularly travel to our temple in Chapeltown and are aware of travel distances and journey times.



The shaded area shows a radius of 1 mile around our proposed site.

As part of our ongoing marketing strategy we are continuing to gather parental support for our school. The dialogue with our community started in the Sikh Temple in Chapelton with a series of open evenings and meetings. As previously stated we recognise that in opening a school that is underpinned by a Sikh ethos it is likely that the initial commitment and support will come from the Sikh community so this was our starting point. However, as outlined in section C of this application we welcome Sikhs and non-Sikhs alike and our aim is for our pupil profile to reflect the diverse ethnicity of our local community.

To this end, we have publicised Khalsa Science Academy through a number of methods as listed in our marketing strategy. In January / February we held a series of open days in our Sikh Centre and on 9th of February we held an open public consultation (refer flier following). Despite poor weather conditions, this was well attended, in the main this event was attended by members of the Newton Park Residents Association. The majority spoke positively about the excellent education initiative, but also expressed a considerable interest in site development and planning process. KSA are committed in continuing dialogue with these residents.

██████████

Section E2: The wider community

Marketing strategy

Khalsa Science Academy is driven by the needs of our community; we seek to respond to those needs. Our marketing will communicate the benefits of our proposed school and express our vision, ethos and pedagogy and explain how these are translated into our curriculum to ensure that the learning needs of our children are met.

Publicity for the school thus far has included:

- An interview on local radio where members of our group explained our proposals.
- Publicity in the local newspaper
- Meetings with prospective parents, interested members of our community, and community groups. In addition to our parental support forms we have collected a number of responses from community groups and individuals expressing support for the school. We have used, and will continue to use these forms to identify people and groups with whom we can form partnerships to benefit our school and the community. A sample of each of these forms is included in appendix 1.
- Community meetings in both the Sikh Temple and in other community centres.
- Our website www.khalsascienceacademy.org
- Our brochure (see appendix 1)

We are continuing to market our school and to engage with our community throughout the application process and this will intensify once this application has been accepted. In order to engage fully with our community, key aspects of our ongoing consultation will be:

- Our research indicates that up to 60% of pupils from our local community will not speak English as a first language. We recognise that consultation with the families and carers of these children will need to specifically address the challenges associated with communicating effectively with a variety of people who speak a different language in their home. We will liaise with community leaders from the different ethnic groups within Chapelton and agree with them the most effective way of engaging with members of their community including advice on translation and communication. Dependent upon the outcomes of these meetings a combination of the following will be undertaken:
 - Update our website to include information in different languages
 - Provide written information in different languages
 - Provide translation services at community meetings and assistance in filling in our survey forms
 - Provide information to allow community leaders to engage with their people and inform them about our school
- Our community is ethnically diverse and includes Afro-Caribbean, African, white British, Jewish and Asian residents. We will arrange

additional community meetings at a variety of venues including libraries, sure-start centres, preschools, mosques and community centres to explain our intentions.

- In our community one in three children lives in a household where no-one works and a large number of those working are in low paying jobs, working long, or untypical hours (refer appendix 1 for evidence of local deprivation). We will arrange meetings for a variety of times to allow people undertaking shift work (cleaners, hospital porters etc) the best opportunity to attend.
- Expand our website to include full details of our application. News and updates will be entered as and when new information becomes available, for example the recruitment of the Head teacher
- Issue press releases detailing our progress and explaining our vision and ethos.

If approved, we will conduct statutory consultation in line with section 10 of the Academies Act 2010, and, in agreement with the DfE, will enlist the support of Lloyd Wilson Partnership Ltd in order to ensure the compliance and effectiveness of the process.

The purpose of the consultation will be to inform on the plans to open Khalsa Science Academy, to highlight the benefits of our science enriched curriculum underpinned with the Sikh ethos, and to enable parents, carers and members of the local community to ask questions and voice their opinions.

The consultation plan will be structured over a 6 week period, to ensure the maximum opportunity for engagement and responses. Our aim will be to establish a dialogue between the company directors and all potential stakeholders in Chapeltown and the wider area, providing a flow of information in varied forms and media to ensure accessibility to all the diverse groups in the community.

Our consultation will be targeted at:

- Existing parents, carers and social workers with responsibility for children in our community
- Local community organisations and groups who might become stakeholders or partners with the school through connections that we have established, and continue to make
- Local youth and sports groups
- Leeds City Council
- Neighbouring secondary schools
- Teachers' unions and non teaching staff unions
- Neighbouring residents

The core messages of our consultation will be:

- The distinctive ethos of Khalsa Science Academy
- Our curriculum and in particular our science enrichment program
- The ways in which we aim to improve the life chances of our young people
- Our plans to work in partnership with both local schools (including Temple Moor School in Leeds), and our wider partners (including Guru

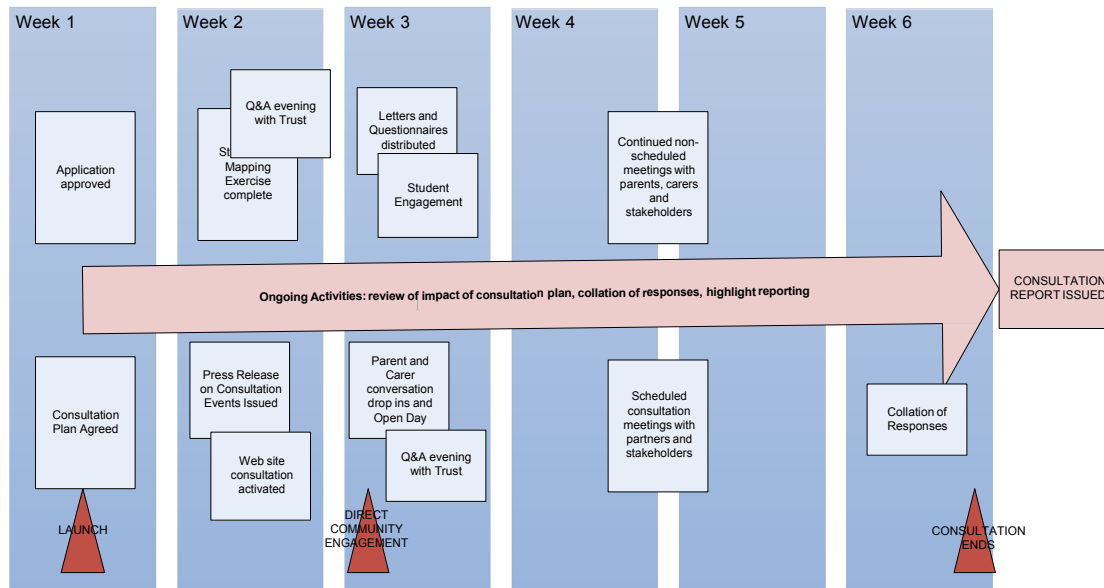
Nanak School in Hayes) working together to share the best teaching methods and resources

- The relationships we plan to establish with community organisations
- How we will improve the outcomes for our pupils giving them a better foundation from which to progress into secondary education

We will consult through:

- Direct personal contact
- Our Web site
- Telephone and e-mail
- Mail shots and door to door survey
- Informal presentation and Q & A evening to be held in a public venues close to our preferred premises
- Drop in information centres at the local supermarket, leisure centre and library
- Briefing papers to the local media

Consultation process and timescale:



Our consultation plan will fully comply with the Equality Act 2010, ensuring that all stakeholders of whatever background, ethnicity or faith are able to participate. Our primary function is to engage positively with disadvantaged pupils, and to draw their families, communities and support networks into that process.

Access for All

We intend that Khalsa Science Academy will serve the needs of all children in our community and understand that these needs will be varied. We will put in place a number of measures to make our school attractive to a range of pupils and to ensure that they have the opportunity to benefit from a high quality learning experience:

- Breakfast club – To ensure that all students get the best start to their day, regardless of their background or home life.

- Homework club – To ensure that those students who, for a variety of reasons, are unable to work at home can complete their work and are properly prepared for lessons.
- An inclusive environment – Our ethos embraces people of all faiths and backgrounds. In order to ensure that we reached the wider we made a conscious decision not to open as a faith school. We are actively promoting our school outside of the Sikh community in an attempt to reach all of the people in our community.
- Performance – We are confident that the performance achieved by our pupils will make our school a popular choice for parents from all backgrounds in coming years. While we anticipate that our initial intake will be from the Sikh community (as they have supported us in setting up the school and have made their demand clear) we are aware that a high performing school is able to transcend differences in culture as parents typically want their children to achieve and will therefore seek out the best performing schools.
- Promotion of our curriculum approach – Over time our results will attract a range of students. Initially, however, we intend to promote and publicise our curriculum approach as set out in section D through the marketing approach set out above. In particular we will promote the following aspects to encourage a wide range of pupils:
 - Our Science specialism including trips to museums and other institutions and facilities in support of gifted and talented pupils.
 - Our highly personalised approach to learning supporting both less able and gifted and talented children and helping both to achieve their potential.
 - The presence of a highly effective SENCO to benefit less able children and those with Special Education Needs.
 - The provision of a learning assistant in all classes providing additional support as standard regardless of whether statemented children bring funding for additional staff.
 - A commitment to partnering and ongoing training of staff to ensure that best practice is maintained in teaching students of all abilities.
 - Our determination that pupils with Special Education Needs are successful both academically and socially.

Parental and Community Involvement

We recognise the benefits for both our school and the community in forging good relationships and sharing facilities, ideas and opportunities with our community.

We intend for Khalsa Science Academy to be a vibrant community hub and will implement the following proposals to ensure that our school serves our children, their families and the wider community.

- A range of learning activities for adults after school hours with some examples is shown in section D of this application. This will be added to through our consultation process
- Science presentations of classwork to which parents are invited on a regular basis. These presentations will be recorded and uploaded to

our learning platform to ensure that parents who cannot attend can remain involved.

- Use of our building for community meetings and for community groups (we are currently consulting with community groups over how we might share resources and intend to develop a plan for managing this sharing)
- Provision of breakfast clubs and after school homework clubs to allow children from disadvantaged backgrounds to get the best start to the day and to have a safe and supported environment to complete their homework while accommodating working parents and carers
- Promoting our school as a venue for presentations and displays particularly in respect of science
- Promoting and supporting an annual science fair for Leeds students
- Forging links with secondary schools to share information and to prepare our students for progressing. We have instigated a connection with Temple Moor Science College and received a favourable response over sharing of their resources including a mobile science wagon, inflatable planetarium and their science laboratories.

Need for Additional School Places

We have had discussions with Leeds City Council who are supportive of our school and have provided school placement and demand data in support of our application.

It is recognised that there is considerable pressure on primary school places in Leeds with many primary schools being oversubscribed. LCC advised in July 2011 that they were putting in place measures to ensure that additional places would be provided to attempt to meet increasing demand. These measures include increasing the rolls of 2 primary schools, and broadening the pupil intake of 1 secondary school to include primary pupils. Further consultation was held in 2011 and the recommendation made to convert a further secondary school to an all-through school to allow a primary intake of 60 reception pupils. Documents relating to these decisions are included in appendix 1. We have been advised by Leeds City Council that there is demographic pressure in the area of the proposed Khalsa Science Academy and that our proposal is not in conflict with any other proposers, nor with the Local Authorities own plans for schools

The following table shows the projected demand for primary school places in the vicinity of Khalsa Science Academy as supplied by LCC.

	Age Group	0-1 yr olds	1-2 yr olds	2-3 yr olds	3-4 yr olds	4-5 yr olds
	Year Starting School	Sept 15	Sept 14	Sept 13	Sept 12	Sept 11
Within 0.5 miles of KSA		248	264	208	237	212
Within 1 mile of KSA		772	836	750	796	734

The capacity of primary schools within a half-mile radius of our preferred site as advised by LCC is:

School Name	Admission Limit
Bracken Edge Primary	60
Chapel Allerton Primary	60
Hillcrest Primary	60
Total	180

And the capacity of schools within a 1 mile radius is:

School Name	Admission Limit
Bankside Primary	90
Bracken Edge Primary	60
Chapel Allerton Primary	60
Gledhow Primary	60
Harehills Primary	90
Hillcrest Primary	60
Holy Rosary & St Annes Catholic Primary	30
Hovington Primary	60
Kerr Mackie Primary	60
Little London Primary	30
Mill Field Primary	60
Quarry Mount Primary	30
St Matthews C of E Primary	60
Total	750

This data demonstrates that the existing schools can just meet the demand for pupil places in 2013 but that projections are for greater pressure on places for 2014 and 2015.

However many of the schools listed are performing below the UK average for achieving level 4 or above in both English and Maths (74%). Hillcrest, Hovingham, and Harehills all achieve 50% or less compared with the national average of 74%, and at Mill Field Primary School only 30% of pupils achieve this target.

The performance of local schools coupled with the pressure on pupil places is reflected in the pupil placement figures provided by the local authority with only 84.4% of pupils receiving their first choice of primary school in 2011.

Khalsa Science Academy will provide pupils in our community with greater choice for high quality education, while relieving application pressure from neighbouring schools.

Sikh Ethos

Our school will not be a faith school but will be underpinned with a Sikh ethos. As explained in section C of this application we will not select our intake nor discriminate in respect of background, social status, religious beliefs, culture, colour, creed or gender.

We believe that the Sikh ethos of living a truthful life, having consideration for the welfare of the universe, caring for people and other living creatures and the environment, and serving others enshrine universal values which all of

any faith and none can subscribe to.

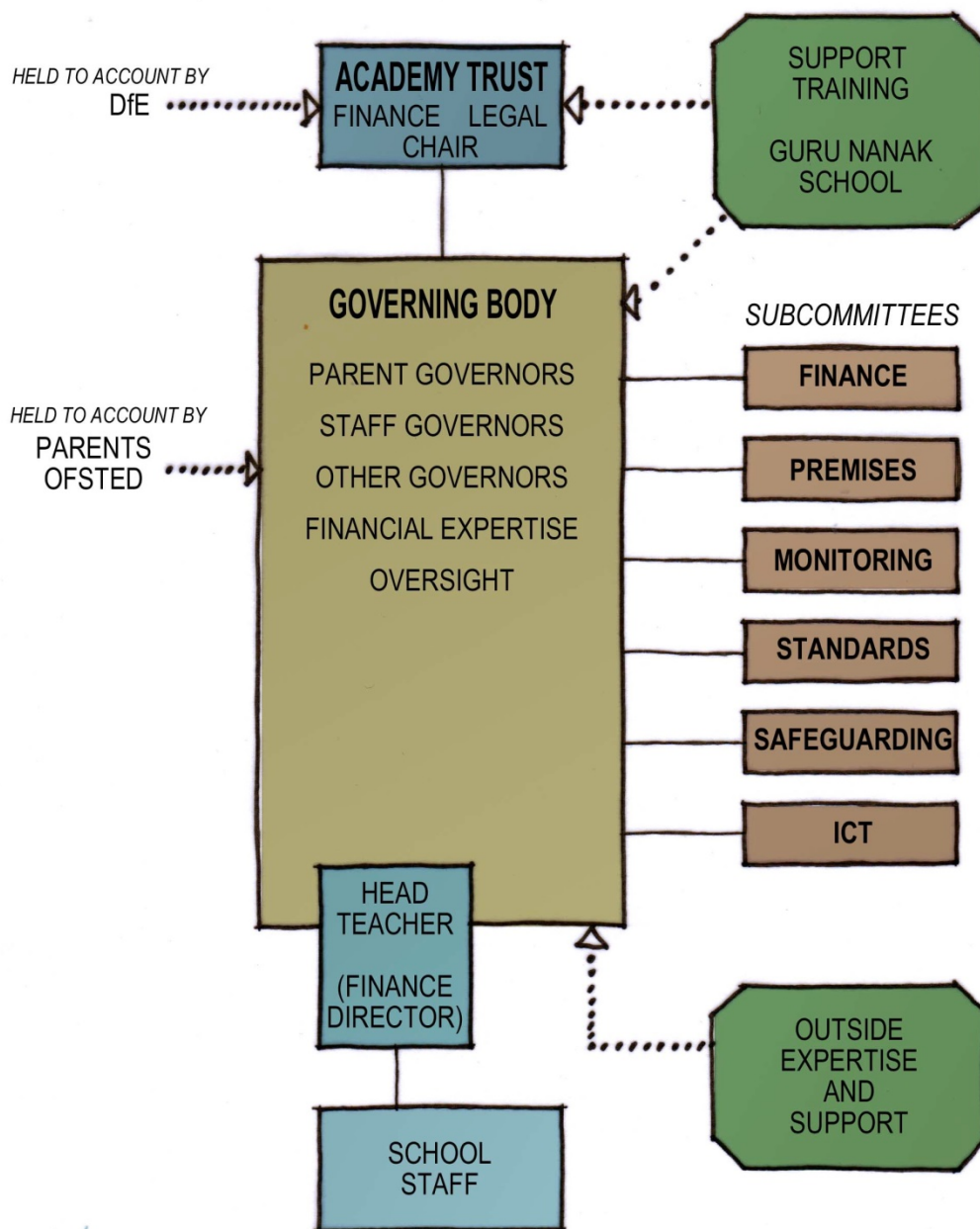
Our focus will be on providing a high quality primary education. Within the RE provision of our core curriculum we will learn about all faiths on an equal basis. We will celebrate religious events on an equal basis and invite religious leaders from all faiths to contribute to the religious education of our students.

Cultural studies, provided as part of our enrichment programme, will include Sikh studies as well as other cultures and will therefore be inclusive and touch on the heritage backgrounds of all of our children. A suggestion of activities to be included within our enrichment programme is included within section D.

Section F: Capacity and capability

F6: Overarching Governance and Structure of Khalsa Science Academy

Khalsa Science Academy is established by, and headed by, the Academy Trust – a company limited by guarantee that has been established as shown in Section B – which oversees the Governing Body, who are in turn responsible for providing support, setting challenge, monitoring and tracking the progress and outcomes of our school.



We consider that the core role of the Academy Trust is to ensure that the disbursement of public funds is undertaken appropriately – as such, it is accountable to the Secretary of State and must be satisfied, and satisfy in turn that the public funds used to run Khalsa Science Academy are being used effectively to meet the vision and ethos of the school. KSA's Academy Trust

will be made up of the following 3 roles:

Role	Responsibilities
Director of the Company	<p>As Director of the Company, the person in this role becomes a Trustee of the Academy Trust, and as such sits on the Governing Body.</p> <p>This role requires experience of company directorship and the running of a company more generally. The person in this role should aim to create or use network of associates at company director level upon whose resources they are able to draw in order to form valuable contacts for the school.</p>
Legal	<p>A lawyer or someone with senior experience of the law. The person in this role should be able to comment broadly on legal documents, and either provide advice directly, or use his or her contacts and/or associates with expertise in different aspects of the law including employment law, property law, company law to support the running of the Academy Trust.</p> <p>This does not replace the need for a possible occasional legal expert to be consulted in a certain aspect of law with regard to the detail of running the school.</p>
Financial	<p>An accountant or financial director.</p> <p>Able to prepare a financial plan for a school spanning a number of years.</p> <p>Able to complete an annual budget and to undertake or oversee the publishing of annual accounts.</p> <p>Able to support and have input into valuation of the school's assets</p> <p>Able to manage the preparation of robust financial policies and procedures for the effective running of the school.</p> <p>Able to arrange for an annual audit, and to check regularly the state of the finances of the Academy Trust.</p> <p>Able to prepare or oversee the preparation of financial reports and accounts.</p> <p>Experience in the tax system and in particular experience of VAT issues in relation to a charity.</p>

Together, these three Directors of the Academy Trust will focus on the relationship between public funds used, and outcomes achieved by the school. We anticipate that all will become Governors of the school as they all have skills that will benefit the effective management of a school.

Governance

The role of our Governing Body will be to hold our Head teacher to account for achieving the outcomes of the school, in particular the achievements of its pupils, demonstrating effective leadership and management, good value for money in running the school, and an innovative and creative approach that makes the best use of the staff. In undertaking this role, the Governing Body

must demonstrate that it is able to provide both challenge and support to the Head teacher through:

- Determining school improvement goals
- Overseeing Head Teacher performance management
- Visiting the classroom and monitoring teaching
- Taking a keen interest in the school by attending events
- Monitoring the delivery of the school's ethos
- Determining spending policy and monitoring spending
- Determining fundraising policies and assisting in revenue generation

The Governing Body will in turn be held to account by OFSTED, the parents of the school, and other stakeholders.

We will manage the Governorship of our school in a transparent and open manner. Conflicts of interest will be declared at appropriate times and where necessary Governors will be asked to withdraw from decision making or discussions, for example when the outcome of such discussions or decisions might be considered to be of personal or financial interest.

We believe that a large governing body can be unwieldy and unable to make the timely decisions required to manage an effective primary school. We propose a concise governing body with subcommittees made up of associate governors, reporting, in an advisory role, to the main body (refer the diagram at the beginning of this section) through a subcommittee chair who is a governor. In this way individual teams are able to remain focussed on their tasks but the Governing body retain overall control without needing to micromanage. This approach also nurtures potential governors with less experience to learn from their more experienced counterparts.

We would propose that when the school is operational the Governing body meet bi-monthly with subcommittees meeting between each meeting. However during the setting up phase we anticipate that the governing body will meet monthly (and sometimes more often depending upon the phase of the project) and that the trustees will meet weekly.

We will approach our partners and the Leeds LA to find the equivalent of a School Improvement Partner to provide external educational advice to support our governing body in setting performance targets, undertaking performance management with the Head Teacher etc.

Our governing body will produce an annual report to be presented at a school event and there will be opportunities for community involvement and discussion through regular community meetings.

To engage with the wider staff team we will appoint governors with responsibilities for literacy, EAL, Science and safeguarding. Staff will be invited to present to the governing body on a regular basis on a range of topics.

Given its important role, the Governing Body needs to be made up of people who bring a wide range of skills and experience to the school, who are prepared to make a significant time commitment to ensure the effective set up and running of our school and who are dedicated to the aspirations and vision as set out in section C of this application. Our Governing body will start with our Trustees and members of our steering group and will grow over time. It

will not be complete until the school is open and running.

Criteria for selecting our governors will include:

- sympathy with the ethos of our school
- balance of skill sets
- access to resources and expertise external to the School
- amount of time available to commit to the School
- availability to attend meetings
- willingness to attend training courses

F1, 2 and 3: Expertise and Experience within the Group

In this section, we have shown that the following expertise will be required to make up an effective Steering Group to set up the school, many of whom would then make up the Governing Body (including associate governors) on opening. A number of roles may be held by one person. We have subsequently shown the ways in which the members of our team fit each of these roles, and the time they can devote to the school.

Subsequent sections analyse this information to ascertain the extent to which we can:

F1 – access appropriate and sufficient educational expertise;

F2 – access appropriate and sufficient financial expertise; and

F3 – access other relevant expertise

to set up and then run our school.

	Role	Experience
1	Chair of Governors	Senior role that brings together and focuses the Governing Body. Person with significant senior management experience required for this position, together with good people skills.
2	Project management	Significant experience of project management of large projects, this role will be critical in the run-up to the opening of the school in particular. The role can then be subsumed into others in the Governing Body, but will continue to be of great use as the school pursues large projects eg capital funding grants; other bidding opportunities set by government.
3	Education support and understanding	Once the school start-up is secured, there are a range of activities to be undertaken in relation to the detailed policies and procedures required, devising outline schemes of work, ordering resources and materials to support learning, and so forth. Detailed educational experience is required here, and once the Head teacher is appointed, he or she will take on the majority of

		this responsibility , supported by our education advisers.
4	Legal understanding and background	It is helpful for the person in the Academy Trust to sit on the Governing Body with this expertise.
5	Financial understanding and background	It is helpful for the person in the Academy Trust to sit on the Governing Body with this expertise.
6	ICT	A person with experience of information technology, networks, architecture, hardware and software, wireless systems, ICT integration with design, or similar, will be an extremely useful member of the team. The requirement to create an ICT strategy, identify hardware and software requirements, procure and then put together a rolling refresh programme which fits with the school's budget, and who may be in a position to scout for sponsorship, deals and pilots, would be a great asset to the setting up and running of a school.
7	Marketing	A person with strong knowledge and expertise of marketing products or services, particularly to the general public, will be a key asset in supporting the marketing and consultation plan once the school is opened. This person will also be able to advise and support the school in their ongoing determination to have open communications with parents, the local community and others, by getting stories placed in the local media, supporting the setting up and administering of periodic surveys and questionnaires, and so forth.
8	Local Authority Governor	Although not required by an Academy school, our good working relations with the LA and our commitment to partnership with them will mean that we shall ask an LA member to become part of the Governing Body. This member will be able to suggest services and approaches which the LA may be able to provide, linking the Academy with the excellent aspects of education in Leeds.
9	Partners as Governors	We are keen to invite our partners, particularly our Science partner Temple Moor, or our closest local secondary school, to act as Governor representing secondary transition, and Science expertise, to improve links and opportunities between our school and theirs.
10	Human resources, recruitment	An experienced HR person will be an important asset to the Steering Group / Governing Body in supporting the recruitment first of the Head teacher, and then with the Head teacher and Chair of Governors, the remaining staff. Terms and conditions of employment; details of pensions,

		national insurance; other payroll issues; procuring payroll (usually delivered through a private company; may be an SLA from the LA); employment issues linking to legal issues of employment law, will all be vital experiences for the Governing Body to draw upon.
11	Premises role	An individual who can bring experience of aspects of building and premises projects - running live sites or existing buildings, maintenance and cleaning contract issues, an engineering background which provides experience of overseeing and 'snagging' building projects, identifying premises issues and supporting their solution.
12	Community Governors	Individuals in the Steering Group from the Gurdwara who bring detailed knowledge and understanding of the community that the school serves, and who do not have another role in the Governing Body, may be represented as Community governors. We intend to invite other community representatives as links to our local geographic community grows – for example community leaders of the Black Caribbean community, and / or the Muslim community. Community providers of education and leisure opportunities at the school may also be invited to support the Governing Body, either as Governors or as Associate Governors on sub-committees, for example local cub or brownie leaders; local football club leaders; local adult education / evening class leaders.
13	Parent Governors	Representatives of parents to the Governing Body will initially be taken from the Steering Group, to provide the vital perspective of parents as the school gets up and running. Parent elections for Governors will be held in the second year of the school's opening.
14	Head Teacher (Designate)	The Head teacher of the school will work closely with the Chair of Governors to provide reports of the school's progress, suggest areas for improvement, recommend aspects of the school that Governors may wish to observe in more detail, and facilitate Governors' visits to the school. The Head teacher will provide any reports and updates of the school as required by the Governing Body. He or she may require a member of staff to provide a direct update when this is relevant.
15	Staff Governors	The Governing Body will include staff governors,

		usually at least one teaching staff governor and one non-teaching staff governor. This helpful role will be taken on once the school is open and running, probably in its second year.
16	Secretary to the Governors.	This role is usually undertaken by the PA to the Head teacher, or the school's office manager. The LA may provide a School Governor service which provides governor advice and a secretary, which the school may look into procuring. School Governor training will also be vital to organise in the run-up to opening, and then once new governors are adopted.

KSA Management Team – Resource Planning

At KSA, we see our resources being deployed over three phases, as illustrated below:

Phase	Time Period	Impact on Level of Commitment
Setting Up	Pre Start Up, Start Up	High and Intensive, especially on the senior and more experience resource.
Transition	Year 1 & 2	Medium, as the team test and fine tune the newly established policies and processes.
Running	Year 3 and beyond	Low, as the school experiences organic growth, the team is expected, in the main, to be working with proven practices.

The following people have been identified in the Khalsa Science Academy Community Group as having the appropriate qualities and experience within each role as stated. Resumes of people named in this table are included in Appendix 2.

In each case, the person named first will have overall responsibility for carrying out the role, which has been described in detail above. Any other people named within the role will support the first person in carrying out elements of the role. The detail of this will be finalised should we be successful in our application. Our analysis of the overall coverage of each role follows this table.

	Role	Name of Person	Experience & Expertise	Time Commitment (days per month) S = Setting up T= Transition R = Running
1	Chair of Governors	[REDACTED]	[REDACTED]	S – 8 to 10 T – 4 to 5 R – 2 to 3
		[REDACTED]	[REDACTED]	S – 3 to 4 T – 2 to 3 R – 1 to 2

		[REDACTED]	[REDACTED]	S – 8 to 10 T – 3 to 4 R – 1 to 2
3	Education Support & Understanding	[REDACTED]	[REDACTED]	S – 8 to 10 T – 4 to 5 R – 2 to 3
		[REDACTED]	[REDACTED]	S – 6 to 8 T – 3 to 5 R – 2 to 3
		[REDACTED]	[REDACTED]	S – 3 to 5

		<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>and further supported by Partner Governors</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>T – 2 to 3 R – 1 to 2</p> <p>S – 3 to 5 T – 2 to 3 R – 1 to 2</p> <p>S – 3 to 5 T – 2 to 3 R – 1 to 2</p>
4	Legal Understanding & Background	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>S – 4 to 6 T – 3 to 4 R – 1 to 2</p> <p>S – 6 to 8</p>

			[REDACTED]	T – 3 to 5 R – 2 to 3
5	Financial Understanding & Background	[REDACTED]	[REDACTED]	S – 4 to 6 T – 3 to 4 R – 1 to 2
		[REDACTED]	[REDACTED]	S – 3 to 4 T – 2 to 3 R – 1 to 2
		[REDACTED]	[REDACTED]	S – 3 to 4 T – 2 to 3 R – 1 to 2
		and further supported by the Guru Nanak VA	[REDACTED]	

		Business Development Manager		
6	ICT	<p>[REDACTED]</p> <p><Redacted></p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>S – 6 to 8 T – 3 to 5 R – 2 to 3</p> <p>S – 3 to 4 T – 2 to 3 R – 1 to 2</p> <p>S – 4 to 6 T – 3 to 4 R – 2 to 3</p>
7	Marketing	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>S – 3 to 5 T – 2 to 3 R – 1 to 2</p> <p>S – 4 to 6</p>

			██████████	T – 3 to 4 R – 2 to 3
		██████████	██████████	See above – Chair of Governors
8	Local Authority Governor	Pending confirmation		
9	Partners as Governors	Pending confirmation	We are currently exploring the benefits in having representatives of groups with whom we are establishing partnerships on our Governing body. This exploration will continue as we start to set up KSA.	
10	Human Resources Recruitment	██████████ ██████████ ██████████	██████████ ██████████ ██████████	S – 3 to 5 T – 2 to 3 R – 1 to 2 S – 3 to 5 T – 2 to 3 R – 1 to 2 S – 3 to 5

				T – 2 to 3 R – 1 to 2
11	Premises Role			S – 8 to 10 T – 2 to 3 R – 1 to 2
				S – 8 to 10 T – 2 to 3 R – 1 to 2
				See above – Project Management
12	Community Governors			S – 2 to 3 T – 1 to 2 R – 1 to 2
				The level of time commitment here is additional to those expected from Parent

				Governors, as these named individuals represent their sections of the local community.
13	Parent Governors	Pending School Opening		
14	Head Teacher (Designate)	Pending Recruitment		
15	Staff Governors	Pending Recruitment		
16	Secretary to the Governors	Pending Recruitment		

At this stage it is essential to understand structure to be applied for this group. In due course the above stated lead individuals are likely to serve as Governors and hence each to chair an assigned sub-committee. The assisting colleagues will serve as associate governors within the proposed sub-committee structure.

F1, F2, F3: Accessing appropriate and sufficient educational and financial expertise to deliver our vision, and other expertise in opening and operating the school

Analysis of Capacity and Capability to set up the school (education, finance, other)

We consider that we have a wide range of skills relevant to the setting up of a school, as previously identified, and are able to commit to the time required. The table of individuals contributing to each role, shown above, indicates that we have a good coverage of each role required in setting up the school.

However we accept that, despite the breadth and depth of expertise and experience in the team, we do not actually have a person or group who have previously been involved in setting up a school in its most obvious sense, although it can be seen that entrepreneurs and others involved in starting new enterprises are involved.

To ensure that we capture the expertise required which relates specifically to the establishment of a new school, we have started to put into place partnerships with other schools and with consultants who we will be able to draw on in order to bring additional skills into our team and to access training for our team members.

Analysis of Capacity and Capability to run the school (education, finance, other)

Similarly our team possesses the skills identified to run a school, as evidenced by the members who run businesses and other organisations, and some have previously or currently work in a school environment at middle leadership level. However, we do not have within the team direct experience in the running of a school (as opposed to a business) at senior level.

While we are keen to bring our experience of running other types of organisations to bear in the running of the school, we are clear that the appointment of a high quality head teacher will be instrumental in the setting up and running of our school. We also have working with us consultants who have direct experience of running a school, who we intend can support us as described in more detail below.

Our team are committed to the success of Khalsa Science Academy and we are able and willing to give our time as identified in the table.

Filling the gaps of key missing roles – Finance (F2) and Other (F3)

We have identified that the following roles are not currently available within the team as it stands:

- F2: Experience of the high level financial management of a school (although high level experience within business is held);
- F3: Experience in the project management aspect of setting up a school (as opposed to a business).

To fill these positions, we intend to undertake the following activities:

1. Use the ongoing community consultations to discuss with individuals their expertise if they show that they are interested in making a

- contribution to the school; contact individuals who indicate that they would be interested in helping directly.
2. Contact individual partners directly to identify a Governor – we are in the process of developing our relationships with Temple Moor School, the university and the Local Authority, and feel confident that should we be taken forward to the next stage, that these organisations would support us in a Governance role.
 3. Identify and discuss with the current team and local parents the gaps in our team, with a view to individuals on the team recruiting other appropriate individuals to become involved.
 4. Use the New Schools Network to support the process of filling the gaps in our team.
 5. Appoint an experienced and capable Head Teacher with a history of financial responsibility within a school.
 6. In some instances, it would be appropriate to buy in expertise, for example, human resource and recruitment support through another local school, one of our partners such as Guru Nanak school.
 7. Use consultants as required, including the expertise of LWP Ltd., to support and guide us in the early stages. LWP is described in more detail below.

F2: Financial Expertise

As described above, we have significant financial expertise within the team, although not specifically in running a school budget. We understand the levels of accountability and monitoring required by the present YPLA and are familiar with the self evaluation documentation issued around financial management and governance with an annual return required from September 2012.

Our Governance Structure diagram at the beginning of section F shows the Head Teacher as Financial Director. S/he will have support from members of our group who have experience of management in education will be able to assist with the specific budgeting for subjects and resources that require a specialised knowledge of different subjects.

We will seek advice on the best financial packages to support an 'academy' financial process and in delivering compliant financial systems and procedures. This will include consideration of support for processes such as payroll and management of pensions arrangements for teaching and non-teaching staff.

We will clearly identify the financial responsibilities from the Trust to governors to the Head Teacher in a schedule of delegation overseen by a 'responsible officer'. A clear schedule of management and evaluation of accounting will include termly management accounts at full governors' meetings with prior assessment and approval by a financial sub-committee.

We understand the level of experience and accountability required in a post of financial responsibility and although we have specified our Head Teacher as Financial Director we will consider how the requisite level of strategic and operational experience might be shared with other local academy/free schools, and particularly with our partners.

██████████ of ██████████ is a former Head Teacher for a London Secondary School now undertaking a role with a large LA for immediate support as well as ongoing overseeing role for financial success.

F1 and F3: Partners supporting Educational and Other expertise

We recognise that we will require some outside assistance in setting up our school, in running it during the early years while our team are inexperienced and from time to time as extraordinary matters arise.

We have started to build partnerships with organisations who we believe will be able to assist us. These partnerships will be developed and new ones established as the process of establishing our school progresses, as Governors are appointed and, in particular, upon the appointment of our Head Teacher.

Guru Nanak Sikh VA Primary School (GNPS),

We have established a relationship with Guru Nanak School in Hayes who have pledged their support in assisting us with training and advice through both the implementation and running phase of Khalsa Science Academy. This school is a very successful Sikh all through school and we consider that their expertise and advice will be invaluable in helping us to upskill and train our team as appropriate to ensure that we are able to manage and run our school effectively. We are currently in the process of formalising our relationship with them (pending a successful application) but we have already met with this school on a number of occasions and they have made a commitment to us. Guru Nanak School are in the process of becoming a Training School and we will also be using their expertise to ensure that our teachers receive the training required in order to deliver the excellent standard of education that we are committed to. Support from GNPS senior leadership to ours (i.e. shadowing a member of their leadership), has been agreed in principle. Our team, under the direction of our Chair of Governors, will devise a mentoring programme enabling us obtain best practices from corresponding senior staff from the GNPS. This programme will include visits to be made by senior staff and/or governors (once a half term) to help train our governors and staff thus to ensure good quality assurance and outstanding practice and systems at all levels. Furthermore, outstanding practitioners from GNPS are to deliver training to our staff, as and when required, in person and via internet/video conference facilities. Additionally, it has been agreed in principle to have access to the GNPS Business Development Manager.

Temple Moor High School, Leeds (TMHS)

Temple Moor is a secondary school with a science specialism in North Leeds. TMHS have agreed in principle to support our science provision allowing our science specialist to network with them, attending meetings and keeping up with the training, enabling smooth transition for our pupils into secondary. The specific meeting and/or workshop schedules will be finalised by Sukhraj Singh and the Head Teacher (Designate) and Science Specialist with the senior management of TMHS.

Other Schools

We are in the process of formalising relationships with Nishkam School in

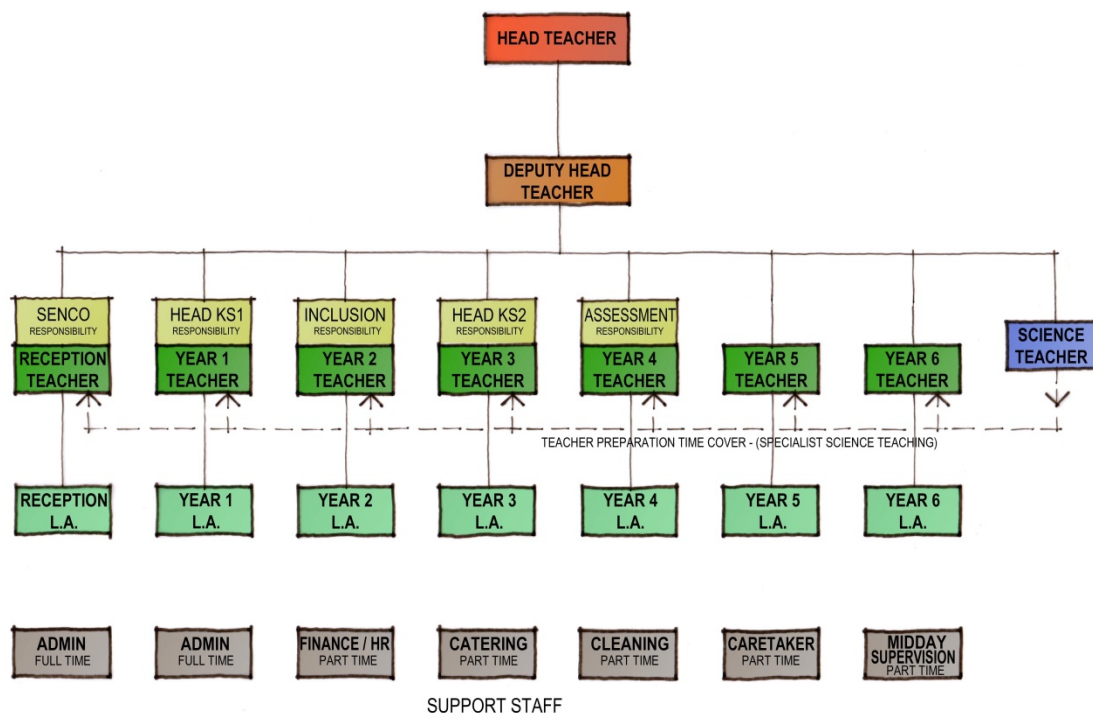
Birmingham (opened September 2011) and Rainbow School in Bradford (opened September 2011). We also have a relationship with Leicester Sikh School, a free school currently in the process of applying to open in September 2013. Our intention is to be able to share knowledge with these schools and to learn from their experiences in setting up as free schools.

Lloyd Wilson Partnership

Lloyd Wilson Partnership are Education and Design consultants who have supported us in writing our application. They have challenged us in a number of ways and helped us to express our vision and our intentions for Khalsa Science Academy. LWP's business tends to be in working with local authorities in improving their schools but they have agreed to support us in our Free School application as they consider our ethos to be conducive to providing a high quality learning experience. We are able to draw on LWP's varied experience in education management, training, communication and design to upskill our team and to fill any temporary gaps in our knowledge base. [REDACTED] is a former head of a London Secondary school and has extensive experience in turning around a failing school and in all aspects of running a successful school including management, finances and staff motivation, training. LWP are also assisting the Leicester Sikh School, as listed above, with their application. Nevertheless, should we require specific expertise, beyond the reach of our own team and partnering schools, subject to tender, we will retain the option to procure specialist expertise as appropriate.

F4: The final staffing structure for the school

The diagram below clearly shows the final planned staffing structure of the school.



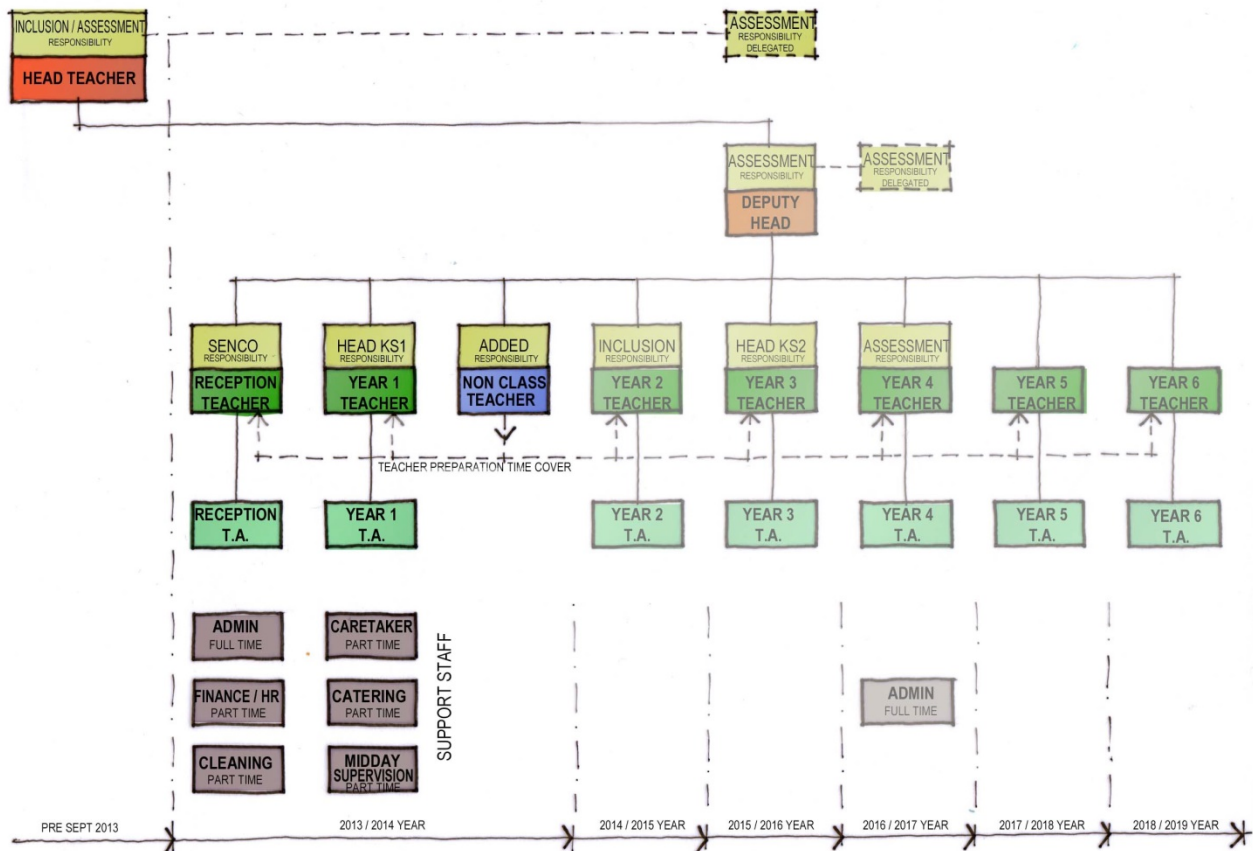
The table below shows how the staffing structure delivers the Education Vision and Plan. This is also referred to in several parts of Section D. Section G shows that the structure is affordable.

Role	Responsibilities
Head teacher	Overall responsibility for delivery of the school's outcomes. In Years 1 – x, they will also oversee Inclusion and Assessment roles (see below).
Deputy head teacher	To support the Head teacher in delivery of the school's outcomes. As a Deputy Head teacher without a class responsibility, he or she will identify and deliver specific aspects of the curriculum to allow a continual monitoring and assessment of the progress of the pupils, and the activities of the staff. The DHT will relieve staff with responsibilities to allow them to carry out these tasks. The DHT is also available to support class teachers and Teaching assistants in taking smaller groups for accelerated learning opportunities especially in literacy and numeracy, and to support aspects of the Gifted and Talented programme.
Science specialist teacher	This teacher will plan and deliver discrete Science lessons across the school, support class teachers in planning and preparing lessons which are enquiry-based, as described in detail in Section D. This teacher will relieve teaching staff in the delivery of discrete Science lessons to plan and prepare their schemes of work.
SENCo (a role not a person)	Responsible for managing the overall effectiveness of the teaching assistants, and overseeing the planning and delivery of Individual Education Plans for children identified with statements of Special Educational Needs, those at School Action and School Action Plus, and the requirements to support children with English as an additional or second language.
Inclusion (a role not a person)	Working closely with the SENCo, the Inclusion role manages all aspects of inclusion other than SEN and EAL, including the pastoral organisation of the school, parent and community liaison, attendance and behaviour.
Assessment (role not a person)	As a key element of success in our Curriculum Plan, the overseeing of rigorous, robust and effective assessment of pupil progress, and the processes of self- and peer-assessment undertaken by the pupils, including their e-portfolios, is included in this role.
Head of Learning Stage (a role not a person)	As a one form entry school, we have identified two teaching and learning responsibilities relating to overseeing a key stage. The oversight of Key Stage one will incorporate the Early Years Foundation Stage; the oversight of Key Stage two will incorporate robust transition planning to secondary phase.

Class teacher	
Teaching Assistants	Another key element of our Curriculum Plan is the ability to group and break up classes into smaller groups. This is effectively facilitated by good teaching assistants effectively managed by class teachers, and we propose to have one linked to each class across the school, regardless of whether or not additional support then arrives with a child with a statement of need.
Office manager	This key role oversees attendance, reporting, the school's efficient organisation, and manages all non-teaching staff except the Bursar / finance role, which is managed by the Head teacher. This person will also be PA to the Head teacher.
Administration	Responsible for all aspects of administrative support to the teaching staff and assistants, ensuring the smooth running of the school, and allowing the meeting of the workforce reform agreement.
Midday supervision	Responsible for the monitoring and enhancing of lunch times by overseeing, playing with, monitoring and supporting the children in their break, and supporting the ethos of the school by appropriate intervention in the playground.
Finance / HR	A part-time role supporting the Head teacher in managing the budget, keeping staff information in order, and supporting recruitment.
Caretaker	Responsible for security, maintenance and the cleaning of the school and grounds, administering the recycling policy, and bin management.
Cleaning	Responsible for the cleaning of the inside of the school, including toilets, recycling, but not the kitchen.
Catering	Responsible for the timely delivery of nutritious meals and snacks to pupils for Breakfast Club, break times, lunchtimes, and the cleanliness of the kitchen.
Section D also makes reference to the roles and responsibilities in the school	

Building up to full staffing model

The diagram below makes the appropriate and phased build up of staff clear, in line with planned numbers of pupils and the financial resources available to us:



We believe that the general build up of the model is fairly ‘typical’ and in line with the requirements of classes arriving year on year.

The appointment of the Science specialist before the Deputy Head teacher is a decision we have made which reinforces and underlines our commitment to a superb science-based learning experience from the outset. During the first two years, we consider that it will be more important to start the school with the Science specialist in post to deliver Science and to play an integral role in setting up the initial schemes of work, science links to partners, and the approach to learning which is described in detail in Section D. During these first two years, we consider that the Head teacher is appropriately supported in terms of the putting in place the SENCo and the additional teaching and learning responsibility of Head of Key Stage 1 and Early Years. This leaves the Head with direct responsibility for inclusion and assessment as described in the roles above.

In Year 2, a third class teacher is appointed, who could if appropriately qualified take on one of the responsibilities of assessment or inclusion. The Head teacher would then relinquish one of these if appropriate. However, this may not be appropriate, and the Head teacher may continue to hold on to

both.

In Year 3, the Deputy Head teacher is appointed as well as a fourth class teacher. The DHT takes over the responsibility of either inclusion or assessment or both, depending upon the year 2 appointments. The fourth class teacher represents the school moving into Key Stage 2, and the addition of this teaching and learning responsibility supports the effective planning of this position from the outset.

Subsequent appointments can fill the remaining inclusion and / or assessment responsibilities, allowing the Head teacher and Deputy Head teacher to intensify the monitoring and supporting of progress as the first results for the school approach.

F5: Recruiting High Quality Staff

A key element of the success of the school will be to recruit high quality staff, beginning with the Principal Designate – the Head teacher.

We have a clear understanding of how we intend to ensure the recruitment of high quality staff, including the head teacher, and aim to apply the following principles:

1. Start in good time – have a clear process map for the procedure, beginning with factoring resignation periods of 1 term for Head teachers, and half a term for other staff, acknowledging the possibility that we shall have to have two attempts to recruit the staff we really want, and build a schedule from that.
2. Develop a clear and robust job description and person specification for each role in the school that fully reflects our vision and ethos. Where appropriate we shall be clear about the experience we require, what is essential to the role and what is desirable.
3. The application form, processes for long and short listing candidates, and the development of activities and processes on the day, will follow best practice in staff recruitment and will draw on our experience of our partner school Guru Nanak in Hayes.

In appointing the Head teacher, we are aware that there is an apparent shortage of strong candidates for primary phase Headships, and we shall be keen to use all our contacts and encourage interested parties whom we have met through consultation processes to apply. However, they will all go through a rigorous and transparent recruitment process to ensure fairness and the best possible start for the school.

In appointing staff other than the Head teacher, we are also keen to encourage appropriate candidates who have become aware of the school through our consultation processes. The role of the Head teacher in recruiting the remaining staff is central, and the Head teacher will work closely with the Governing Body and will be supported as necessary by our education advisers.

Appointing the Head teacher

The key qualities of the Head teacher will be captured in detail in discussion with the Governors, in the job description and person specification. We shall use the guidance from the National College of School Leadership, and the process of application will be grounded in securing a person who has deep empathy with the vision and ethos of the school, and the experience and track record to achieve our challenging outcomes. He or she may not have set up a school of their own before, but their ideas and approaches to doing so must be evident, robust and well thought through.

Our Head Teacher will have worked in a senior leadership position in a school previously and will have had an understanding and responsibility for financial undertakings in the running of a school. Ideally he/she will have a passion for the sciences. Our head teacher will be committed to delivering the vision and ethos promoted in our application.

The following table outlines our proposed process for the appointment of the new Head Teacher for Khalsa Science Academy.

TASK	DEADLINE	COMMENTS
1. Initial meeting with Trust / proposer group to agree the specification and requirements and to agree the timeline, e.g. recruitment should commence in July 12 for appointment in Jan'13 and start in Sep '13.	June 2012	In order to provide the Appointment Panel with sufficient time to recruit to the post and have more than one opportunity to advertise, this process will need to begin in July 2012. Therefore this meeting will need to take place in June 2012. This is likely to be before we know if our school has been approved by the DfE.
2. Preliminary work to support the proposer group in the recruitment process by: <ul style="list-style-type: none">• Producing a recruitment timeline and actions for the post.• Providing a draft advertisement and identifying publications and advertising costs.• Providing draft person and job specifications against current market conditions.• To contribute to drafting material for candidates to go on the website (see 4 below).	July 2012	This is likely to be before we know if our school has been approved by the DfE.

<ul style="list-style-type: none"> • Providing an indicative salary for the post benchmarked against current advertisements for similar roles (currently allowed for L24 based on research of comparable positions) 		
<p>3. Second meeting to talk through the draft documents and provide advice. This should include:</p> <ul style="list-style-type: none"> • Finalising material for candidates and the draft advertisement. • Setting dates for the entire process and determining who will be involved at the shortlisting and selection/interview stages. • Determine when references will be requested and who will undertake this task. 	<p>September 2012</p>	<p>There will also need to be subsequent meetings leading up to the interview day. The schedule will need to be agreed at this meeting.</p>
<p>4. Agree costs for advertisement, publications / online. Build a new section on the School's website to host the recruitment materials to hold:</p> <ul style="list-style-type: none"> • A letter from the Academy Trust about the role, context and some 'key messages' (to attract those we want and deter those we don't) • Person Specification • Job Specification • Further info on the vision and ethos • A copy of the advertisement • How to apply, e.g. An application form • Further information: <ul style="list-style-type: none"> ❗ Hyperlinks to relevant pages of existing websites 	<p>July 2012</p>	<p>This is likely to be before we know if our school has been approved by the DfE.</p>
<p>5. Refining the advertisement for final approval and dispatch of final advertisement copy to the selected publications. – Advised as the TES (Recruitment costs in TES can be up to £5000, for a half page ad as well as a Gold Package presence online. This will vary depending</p>	<p>September 2012</p>	

how many weeks it needs to run.)		
6. Responding to enquiries from interested candidates during the process. (The mobile number and email details of the main recruitment contact supporting the process should be available on the School website).	To be determined by the date of the interviews	To be agreed in June meeting of the Trust / proposer group.
7. Receiving completed applications/CVs.	To be determined by the date of the interviews	To be agreed in July meeting
8. Copy and distribute applications to the Selection Panel and Advisers and provide a shortlisting grid for Selection Panel and Advisers consistent with the agreed person specification.	To be determined by the date of the interviews	To be agreed in July meeting
9. Hold a meeting with the nominated Selection Panel and Advisers to shortlist applicants based on their analysis in the shortlisting grid.	To be determined by the date of the interviews	
10. Take up two references for each short listed candidate with references to be available for use on the second day of interviews.	To be determined by the date of the interviews	Administrative support as agreed at the July meeting.
11. Prepare a model for the two day process and draft interview questions/exercises for short listed candidates	To be determined by the date of the interviews	Education GB member(s) and education adviser will complete in line with agreements made at the September meeting
12. Interview candidates. (Two days)	To be determined by the date of the interviews	To be agreed at the meeting of the sponsors in June
13. Telephone feedback to unsuccessful short listed candidates	To be determined by the date of the interviews	To be advised by the Chair of the Appointments Panel.
Other tasks		

Booking / organising of rooms, venues, catering etc for the selection process.	Ongoing from July meeting	Sikh temple administrative support
Booking / organising of accommodation, parking or other arrangements for candidates / GB members / advisers.	Ongoing from July meeting	Sikh temple administrative support
Psychometric or other tests.	Ongoing from July meeting	The meeting in July will identify if any are to be used.

Section G: Initial costs and financial viability

Spreadsheet set One – Assumed Full School

Spreadsheet set Two – 90% Full School

Section G :Outline Narrative to accompany Financial Plan



Section H: Premises

BB99 indicates that we should require approximately 1300 square metres of accommodation in order to run an effective primary school for 210 pupils.

In order to serve our local community we consider it vital that our site is in the heart of Chapeltown. While the Sikh population have expressed a willingness to travel to our school (from as far away as Bradford) the non-Sikh community, based on our investigations, are unlikely to be able to travel very far to our school due to financial constraints. We are committed to supporting all children in our community.

We have explored the area around our community to ascertain the availability of buildings or sites suitable for a new primary school. We have spoken with our LA and with estate agents and business owners in our area. Our investigations have demonstrated that there is a scarcity of available buildings in the area, such that another free school provider approached us to see if either of our preferred sites could be made available to them.

We have identified 2 sites, both of which are owned by the Sikh Council.



Our preferred site is a disused Church Building opposite our temple on Chapeltown Road. This building has been derelict for a number of years and requires substantial refurbishment. However it has good road access and space for outdoor play to the rear. The building has sufficient floor area for our school and has a historic character that gives it a clear street presence

and would promote it as a community hub.

This building is at the heart of our community, is close to the street and stands independent of the Sikh temple.

The Sikh Temple have confirmed that they would supply this building rent free for the first 5 years and after that time at a rent of 50% of the market value (refer following letter).



Our second site (backup) is a series of rooms within a building adjacent to our temple. The building is across the road from our preferred site and so is still in the heart of our community. The rooms are on two floors attached to a large hall suitable for assemblies and sports.

The rooms available would not be sufficient for our school when fully occupied but would allow us to start up and to run for the first three years. There is ample room for expansion to the sides or into an under-croft and there is sufficient external area to be converted into hard and soft play. The building has a large hall space that could be used for assemblies and sports.

This building shares access with the adjacent Sikh temple and while this ensures that there is ample parking we have some concerns that this adjacency may deter non Sikh students from attending the school, however this is likely to be able to be somewhat addressed through careful redesign of the site entrance and circulation.

We have investigated the provision of outdoor sports facilities with Leeds City Council Parks Management. The council have confirmed via email that we will be able to use, at no cost, a provision at Potternewton Playing Fields in [REDACTED]. This provision is approximately 700 metres from our preferred site and would be within walking distance for our pupils.

[REDACTED]