



**Nishkam School Trust response to establish a Free School
for September 2012**

Free Schools in 2012
“How to apply”
Mainstream schools

31st May 2011

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Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: Nishkam School Trust
Company address: [REDACTED], Handsworth, Birmingham, [REDACTED].
Company registration number: 7522245
Main contact
Name: (1) [REDACTED] (2) [REDACTED]
Address: c/o [REDACTED], [REDACTED], Handsworth, Birmingham. [REDACTED].
Email address: (1) [REDACTED] (2) [REDACTED]
Telephone number: (1) [REDACTED] (2) [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors (<u>3</u>) and (b) any other members of the Governing Body (<u>0</u>) appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] Position: Director / Governor (proposed Chair)
Name: [REDACTED] Position: Director / Governor (proposed Vice-Chair)
Name: [REDACTED] Position: Director / Governor
Name: Position:
Name: Position:
Name: Position:
Name: Position:
Name: Position:
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the

members, directors or otherwise) with any other charitable or commercial organisation? Y

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

Guru Nanak Nishkam Sewak Jatha (GNNSJ) – Charity Number: 508470

GNNSJ is the local community faith-based organisation that has played and an integral role in setting up Nishkam School Trust and will continue to provide guidance to ensure the creation of a Sikh ethos multi-faith school. The Trustees of GNNSJ are the members of Nishkam School Trust.

If your organisation is an existing independent school, please provide your six digit unique reference number: N/A

Declaration to be signed by a Company Director

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

Signed:

Print Name:



Date:

31st May 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

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

Section 2: Outline of the school

Proposed school name:	Nishkam School Trust							
Age range:	11-18							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	100	100	100	100	100	100	100
	Year 8		100	100	100	100	100	100
	Year 9			100	100	100	100	100
	Year 10				100	100	100	100
	Year 11					100	100	100
Year 12	100	100	100	100	100	100	100	
Year 13		100	100	100	100	100	100	
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/a							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	<p>Yes, Designated Sikh faith School</p> <p>(The Sikh faith is a multi-faith ethos, i.e. also gives priority to children practicing other faiths – please see admissions criteria 4.1)</p>							
Is this an application for a single-sex school? If so, please tick the relevant box.	No							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Birmingham LA; adjacent to Sandwell LA							

Department of Education

[REDACTED]

[REDACTED]

London

[REDACTED]

31st May 2011

Dear Sir / Madam

Re: Application for Free School – Nishkam School Trust

Guru Nanak Nishkam Sewak Jatha (GNNSJ) is a registered Charity and a Sikh place of Worship.

We, as the designated religious body, would like to full endorse the bid for a Free School by the Nishkam School Trust for a Secondary School to open in September 2012.

Yours sincerely,

In God's service

[REDACTED]

[REDACTED]

[REDACTED], Guru Nanak Nishkam Sewak Jatha (Birmingham) UK

Section 3: Educational vision

Rationale

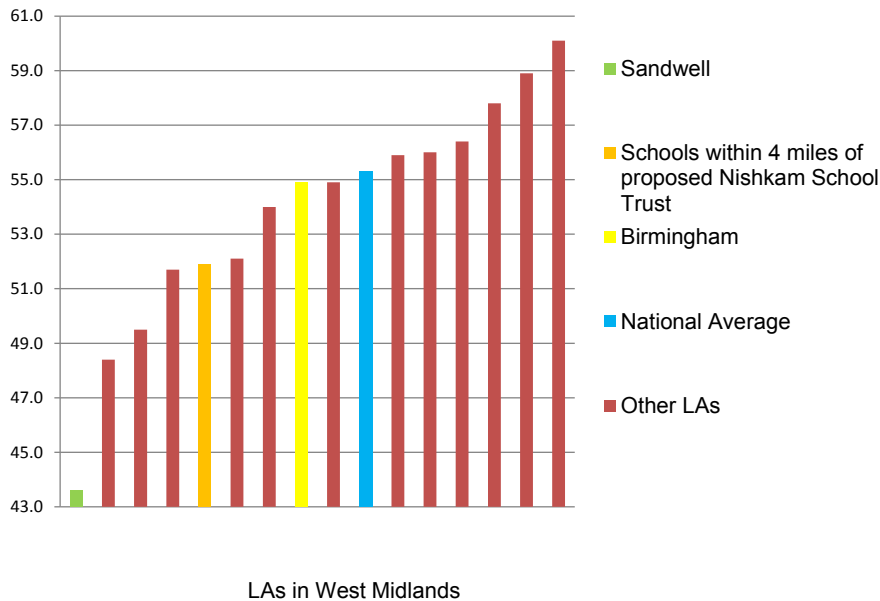
Nishkam School Trust (NST) is applying for a new secondary school and sixth form in Handsworth, Birmingham. NST will be a Sikh ethos multi-faith school that nurtures and supports children of all faiths and none.

This type of values-led, Sikh ethos based education:

1. is not currently available in Birmingham, increasing parental choice and diversity;
2. will increase local secondary school provision; the LA exports nearly 3000 secondary school-age pupils to nearby LAs, demonstrating further need (please see graph below);
3. will improve education locally; local attainment remains below the national average, and, as a minimum, we will be higher than the national average (please see Section 4) and will have above average uptake of higher education;
4. will drive up quality of provision and standards in local schools through leading by example and by fostering partnerships with local schools and educational institutions (please see 'Ethos' in this section);
5. will significantly improve the character and self-esteem of young people and families in the locality (please see 'Vision and Ethos' in this section)
6. will meet parental/pupil demand (please see Section 5.1);
7. will provide a value for money solution, by engaging in selfless voluntary local community participation (*nishkam sewa*), of which we have very strong track record (please see – 'Our background' this section)

The schools within a 4 mile radius of the proposed Nishkam School Trust perform significantly below average

% with 5 A*-C GCSE, including English and maths

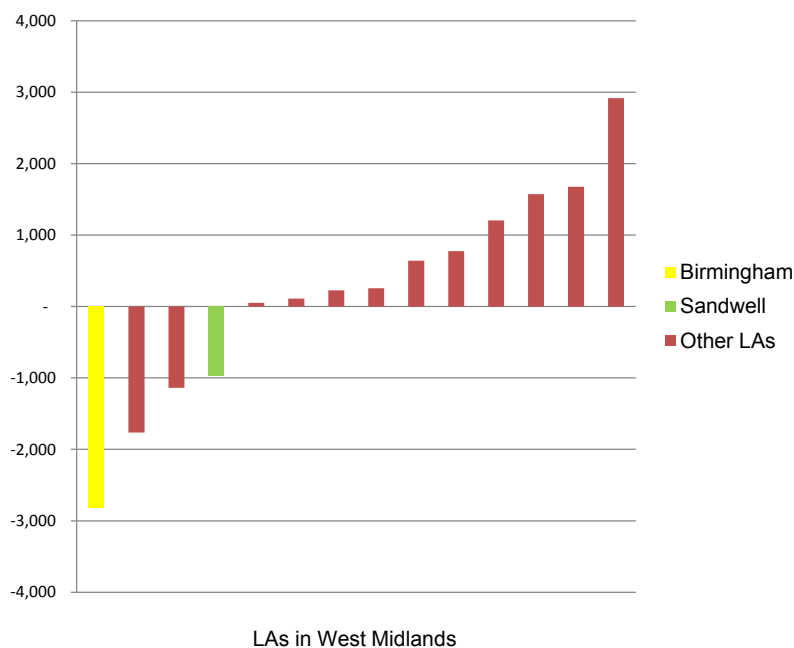


Source: Performance Tables 2010, table 16

Nishkam School Trust is based in the West Midlands Area. It is located towards the western edge of the Birmingham LA, close to the Sandwell LA.

Our LA exports nearly 3000 secondary school-age pupils to nearby LAs, demonstrating a need for new schools

Number of pupils in state-funded secondary schools, compared to secondary school-age population



Source: School Census 2010, table 17b

Overview of the school

The proposed Nishkam School Trust will be an inclusive all-ability small secondary school and sixth form for ages 11-19.

The school will open in September 2012 with the following capacity:

- 4 FE Year 7 (100)
- 4 FE Year 12 (100)

Currently, the plan envisages the school developing to full capacity within 5 years.

Our Mission

Nishkam School Trust will nurture the infinite potential in children to become examples in society that shape communities for the common good.

Our Vision

By 2017, we will be an exemplar school based on the Sikh ethos, inclusive to all. Our excellence will be built upon a strong partnership between passionate staff, committed learners and dedicated parents. We will have engaged communities, learning institutions and businesses through the spirit of *nishkam sewa* (selfless service) to be a powerful force to help young people become highly educated, enlightened, active and responsible citizens.

Our Values

We are committed to academic excellence grounded in a selfless approach to life (*nishkam*). These aspirations will be underpinned by the practice of faith-inspired values of humility, service, compassion, self-discipline, forgiveness, love and creativity.

Our Ethos

We believe that to build strong communities and responsible citizens, our efforts must go beyond our current standard models of education and encompass a holistic approach. We believe that faith-based organisations have a significant role to play as part of the wider community; the heritage they draw upon illuminates some of the deeper quests for meaning and value in human life and inspires a broader vision and greater responsibility in our endeavours. We believe that our faith-inspired values define the character of education and that they should be intrinsic to a positive outlook on life. Values are awakened and strengthened in us when they are practiced in front of us every day. At the School, we will all work to ensure both our educators and learners are instinctively exercising values in every thought, decision and action.

Why we believe we stand apart from customary Faith schools: We believe faith schools can play a key role in not just nurturing a single faith, but also nurturing and encouraging the personal faith of each and every pupil, as well as building interfaith understanding. Worshipping collectively and within specific faith groups will be a unique and innovative feature of the School. The Sikh *dharam* (faith or religion) is emphatic in respecting all faiths and not seeking converts, maximising our contribution towards a cohesive society. The Sikh *dharam* has a unique multi-faith ethos and the School will reflect this by

positively nurturing children of all faiths and none. The philosophy of faith will resonate throughout the school week and will not be reduced exclusively to religious education lessons.

Parents, families, teachers, schools, institutions, businesses and the wider community all have vital contributions to make in the education of children. In particular, the involvement and collaboration with families is a key tenet of our ethos, and crucial to our success. The significant involvement of parents in Nishkam Nursery has positively influenced children and their families alike; this involvement will be extended to the whole school. The intention is for the community to work together to support families. This will involve learning experiences and interactions across generational boundaries and will also recognise the inherent value gained from peer support for children.

Our aspirations resonate strongly with the sentiments expressed in a House of Lords debate where education was described as '*...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible*'.¹

We will create opportunities for the wider community to contribute important skills and attributes to school life. Valuing and strengthening the family and community will ensure children are well nurtured in the home, school and local neighbourhood. The community will provide support and guidance for all pupils and develop strategies to ensure that equal levels of support are given to pupils of all backgrounds. Support will come in many forms, from academic support to skills workshops, on subjects from parenting to support for adult learning.

We strongly believe in creating partnerships with local schools as well as exemplar schools, to share best practice and resource, foster long-term collaboration and a wider community ethic and approach. We have initially achieved this by having two local head teachers (both nationally recognised) as a part of our team (see section 6.1). We will further achieve this by meeting other local schools regularly, as a wider group, to develop common goals and strategies for the wider local community.

Our Priorities

1. Raising hopes and aspirations for all, irrespective of background
2. Academic excellence within a strong values-led ethos
3. Excellence in teaching
4. Creation of a calm positive school atmosphere
5. Strong yet sympathetic discipline
6. Parental and community collaboration

Why we are distinctive:

1. Values-led multi-faith approach

¹ *Hansard*. 5 Jul 1996 : Column 1691

2. Non-profit making selfless ethos
3. Large voluntary parental and community collaboration
4. Non-selective across social classes
5. Vegetarian Diet (see below)
6. Philosophy within curriculum throughout (see below)

Our Approach

We promote holistic lifelong learning that is achieved by implementing the following principles:

- Recognising that all children have the potential to contribute and succeed
- High achievement grounded in humility
- Igniting a passion for learning in all
- Nurturing an instinct to serve others
- Inspiring young leaders and role models
- Focus on curriculum enrichment, sport and pastoral care
- Enhanced parent and family partnerships and collaboration
- Having dedicated and reflective staff
- Celebrating all humanity as one

Our Pupils

We anticipate transforming not only the lives of children coming through the school, but also the lives of their families and the wider community through partnerships and collaboration. The school week will not only consist of achieving the very best possible for each and every pupil through the National Curriculum but it will also have significant curriculum enrichment activities based on our ethos. Our pupils will emerge as self-confident young adults, having achieved their very best academic, and will be grounded with humility and with strong moral and ethical values.

Vegetarian Meals

The school will be offering nutritionally balanced vegetarian meals. The menu will be exciting yet carefully planned to encourage positive healthy eating habits. Vegetarian meals lend to many benefits including dramatically reducing an individual's carbon footprint, significantly improvement in long term health (please see appendix 8), as well as marrying one of our core values of compassion.

Philosophy within curriculum

The central purpose of education is to develop children's ability to think. To think well is one of the most important objectives of philosophy.

'Among the thinking skills that philosophy for children aims to foster are just those skills which underpin the National Curriculum in England (DfEE/QCA 2000), namely information processing, enquiry, reasoning, creative thinking and evaluation.'

The aim of philosophy for pupils is to develop the ability to go beyond the information given and to engage not just in terms of literal meaning but at an analytic and conceptual level. To do this the teacher must offer more than instruction and encourage pupils to

think for themselves and give them the means to think critically, creatively and to solve problems through discussion, questioning and experimenting with ideas. How to encourage independent thinking and cooperative learning are key questions for teachers of children at any age. Philosophy holds one possible answer for rather than being told what to think, through philosophy children encounter at first hand a community of enquiry, in which children are exposed to and internalise the skills and habits of higher order thinking

(Fisher 1995, 1998).

Our History

We, NST, as proposers, along with our partners, are committed to providing education that will raise hopes, aspirations and attainment of young people in the area. This will be realised through the implementation of the Nishkam Education Vision, which has emerged from over 30 years of education/ voluntary work with children within a socially disadvantaged part of the city.

We have been working with the government for the last 10 years to find ways of creating a school our community has consistently been seeking. The Nishkam approach to education has been evolving over this period and has led to the success in delivery of education services. This involved the setting up of Nishkam Nursery, supporting programmes at the University of Birmingham, and supporting overseas educational institutions and endeavours. These achievements were followed by the preceding Secretary of State supporting our application to open a V.A. School in 2008 and most recently with the current Secretary of State approving our application for Nishkam Primary School to open in September 2011.

We are committed to serving the inner city deprived area of Handsworth by rejuvenating dilapidated buildings to use as premises, and by forging partnerships with organisations that share our vision, to motivate and inspire the community.

Our Background

The community is dedicated to selfless service (*nishkam sewa*) and spirituality and has grown since the mid-seventies within the socially disadvantaged area of Handsworth. Initially this was through building a Sikh place of worship (Gurudwara), which has now developed into the largest in Europe. This school project is building on over 30 years of a community's remarkable self-reliance within an area of high unemployment and urban deprivation, in forging local community well-being and regeneration. The Gurudwara is run on a completely volunteer basis with community donations, serving up to 25,000 free hot meals a week for all.

Further initiatives by the community have seen the development of a successful community cooperative creating employment locally. Amongst many other projects, the Nishkam Civic Association was recognised by the 'Queen's Award for Voluntary Service 2010' and houses a very successful adult education and well-being centre open to all.

The community has flourished with local, national and international recognition, through tireless work in the fields of international aid and social justice. There has been

passionate support of the Jubilee Debt Campaign since its inception. The spiritual leader of the community is a Trustee of Birmingham Citizens, a social action organisation. He is also a member of the Elijah Board of the world's Religious Leaders and European Council of Religious Leaders, International Trustee of World Conference of Religions for Peace, member of the John Fetzter Institute's Advisory Council on World Religions and Spirituality, as well as an invited speaker at numerous national and international conferences including the United Nations. He is a recipient of the Juliet Hollister award from the Temple of Understanding, for intra and interfaith work internationally.

The community also supports and part-funds research by the special advisor on United Nations affairs and coordinator of UNESCO Chair in Interfaith Studies at University of Birmingham, which explores strategies to enhance interfaith cooperation for sustainable peace.

Our Staff

NST will implement innovative long-term policies to ensure we recruit, retain and develop well-qualified and committed staff. Priority will be given in training and developing teachers and other classroom staff, focusing on improved learning for our pupils. The school's success will only be achieved if we can work together to raise standards and the quality of service. Senior and middle leaders will be encouraged to use leadership strategies, which are people focused, transformational and empowering.

All staff will be expected to commit fully and consistently to the ethos, ambition and policies of the school and to focus on excellence in learning. Staff will be valued, encouraged and supported to become leaders, and will have clear pathways for development and career progression.

Staff will be expected to show a strong emphasis and lead on the pastoral care of pupils, creating a calm, orderly learning environment where pupils feel safe and can excel. We will expect the highest standards of behaviour and self-discipline.

Staff will aim to build partnerships with parents before their child starts at the school to raise and foster high expectations. We expect clear communication to enable parents and carers to see their child's educational progress, behaviour and attendance. In addition, regular 'keep in touch' sessions will be encouraged for parents and staff to discuss a child's progress and next steps.

Measuring Our Success

The following measures have been developed to cover all aspects of the vision and ethos and will be reviewed and developed on a regular basis. Key performance objectives and outcomes include:

- **Meeting Needs:**
 - Consistently meeting the needs of parents and pupils as expressed through survey results.

- The school is in the top quartile nationally for both attainment and value added performance
 - The school achieves at least “Good” in Ofsted inspections and being recognised as “Outstanding” for Spiritual, Moral, Social and Cultural provision
 - Being at a minimum, consistently higher than the national average of pupils achieving Grade A*-C in GCSE, and pupils going onto higher education.
 - Teaching is consistently good or better.
 - The pupils describe themselves as happy, safe, well known and cared for
 - The staff provide an excellent role model for pupils, demonstrating positive attitudes, values, personal reflection and learning
 - Parents and communities respond very positively about their involvement
 - The school is recognised as an exemplary provider of Faith-based education, including the provision of advice, resources and support to other schools
 - The school is seen to have an inclusive approach to learning by recognising the right of every child and young person (irrespective of age, gender, ethnicity, faith or disability) to be included as a valued, respected and equal member of the learning community
 - By 2017, the school being consistently oversubscribed for entrance.
 - Multiple positive partnerships with local schools and businesses
- **Personal Development:**
 - Parents and pupils recognise the progress the child is making academically and personally.
 - The pupils can express their personal aspirations and can describe the steps they must take to achieve them
 - The pupils document a learning journey on their application of the values of the school

Section 4: Educational plan

4.1: Proposed Admissions Policy

The Nishkam School Trust is responsible for determining the school's Admission Policy, which will conform fully to the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained schools. The admissions oversubscription criteria have been created so as to ensure fairness, transparency and ease of operation to minimise appeals and we aim to ensure that children from deprived areas are not disadvantaged in any way.

This proposed admissions policy for Nishkam School Trust is based on the admissions policy for Nishkam Primary School, a free school opening in 2011, which has already been approved by the Department for Education.

Admission Numbers

For September 2012 and subsequent years, Nishkam School Trust will be accepting applications into the following classes.

- Year 7- 100 pupils
- Year 12 - 100 pupils

Oversubscription criteria

Where the number of applications for admission is greater than the published admission numbers, all places will be allocated according to the following categories.

Category 1: Priority Admissions

The children that qualify under the following Priority Admissions will be admitted before any others. In priority order:

- 1) Children with a **statement of Special Educational Needs** where Nishkam School Trust is named on the statement;
- 2) Children who are in the care of a Local Authority as per section 22 of the Children Act 1989
- 3)
 - a) For Year 7 admissions: Children currently in Year 6 at Nishkam Primary School, up to a maximum of half of the published admissions number
 - b) For Year 11 admissions: Children currently in Year 11 at Nishkam School Trust, up to a maximum of the published admissions number
- 4) Children with a sibling on the roll at the time of proposed admission.

“Sibling” includes adopted siblings, step- or half-siblings, and other children who are living as permanent members of the household. Where necessary, preference will be given to multiple-birth children to avoid them being split into separate schools.

It should be noted that:

Priority Admissions 3a will not be applicable until Nishkam Primary School has children in Year 6. This is likely to be in the school year 2015/16.

Priority Admissions 3b will not be applicable until Nishkam School Trust has children in Year 11. This is likely to be in the school year 2016/17.

Category 2

After the Category 1 places have been allocated, 50% of the remaining places will be allocated according to Category 2a, and 50% will be allocated according to Category 2b.

Category 2a - Faith-based places

Category 2a places will be offered to children of families practising Sikh Dharam (faith or religion) and then any other faith.

The school has established a definition of families practicing Sikh Dharam (faith or religion) which gives priority to applicants as follows (in order of priority). All applications will be assessed and places offered against the highest available category before moving to the next.

CATEGORY	EVIDENCE
2.a.i. Child is a practising, initiated Sikh (Amritdhari)	Declaration on letter headed stationery from a Sikh Gurudwara
2.a.ii Parents/carers are practising, initiated (Amritdhari) Sikhs	Declaration on letter headed stationery from a Sikh Gurudwara
2.a.iii Kesadhari child (uncut hair) with intent to becoming practising, initiated Sikh (Amritdhari)	Documentary evidence of these aspects must be provided at the time of application: - My child is nurtured in the faith through home or Gurudwara education - Regular attendance at Gurudwara and participation in Sewa NB uncut hair is itself evidence of a level of commitment to the faith without being initiated
2.a.iv Non-Kesadhari child (who may have cut hair) with intent to become practising, initiated Sikh (Amritdhari)	Documentary evidence must be provided– My child is nurtured in the faith through home or Gurudwara

	education Regular attendance at Gurudwara and participation in Sewa
2.a.v Any child who, through birth, has inherited the Sikh faith, or whose parents align themselves to the Sikh faith <i>[accommodating others not aligned to Khalsa tradition]</i>	Singh or Kaur on birth certificate or personal statement
2.a.vi Non-Sikh children whose parents can demonstrate a commitment to a faith or involvement in religious activities	Appropriate documentary evidence

Having allocated places in priority order as above, if in the lowest category where places have been allocated there remains oversubscription, all applications in that category will be subject to the following tie-break:

- Proximity: children who live nearest to the school when measured in a straight line from the front door of the home to the School's front entrance

Any remaining Category 2a applications without places due to oversubscription will be added to the applications under Category 2b.

Category 2b - Open Places

50% of places will be offered to children who do not qualify under Category 2a. These places will be allocated by Random Selection.

Waiting list

The School will operate a waiting list for each year group. Where in any year Nishkam School Trust receives more applications for places than there are places available, a waiting list will operate until the end of the first term after the beginning of the school year. Places on the waiting list will be prioritised and allocated in the same order as the admissions oversubscription criteria

Due diligence

Wherever random allocation is used to determine admission, external independent observation of the admissions draw will take place. A Birmingham City Council admissions official, or alternatively another suitably independent person, will attend and carry out this role.

Admissions Consultation for September 2012

The school is required to consult on its admission arrangements with the groups - including the local authority, schools and local parents - set out in the admissions code for 8 weeks between 1st November and 1st March in the year prior to admissions (i.e. by March 2011 for September 2012 Admissions). Due to the timescales available prior to opening, this will not be possible. However, we will include details of the admissions process and policy within the general consultation taking place in late 2011/early 2012.

Admissions Consultation for September 2013 and subsequent years.

Admissions law and the admissions code (with which we are required to comply) place requirements on admission authorities in respect of consultations on and finalisation (determination) of admission arrangements.

The school is required to consult on its admission arrangements with the groups - including the local authority, schools and local parents - set out in the admissions code for 8 weeks between 1 November and 1 March (i.e. by March 2012 for September 2013 Admissions). We then have to finalise our admission arrangements by 15 April and inform consultees, who have a right of objection as set out in the Admissions Code.

If there **are no** objections or changes to the admission arrangements, the Trust is required to consult every third year. Where there **are** objections or changes to the admission arrangements the Trust is required to consult the next year.

Admissions Process.

For our first year of operation (i.e. admissions in September 2012) Nishkam School Trust will run its own admissions as outlined above. For 2013 and subsequent years, Nishkam School Trust will participate in the LAs co-ordinated admission process. Offers will be sent out by the LA, after we have informed the LA of the rank order of all applicants against the admissions criteria above.

Special Arrangement for September 2012 admissions only

Despite admissions taking place outside of the LAs co-ordinated process in 2012, we will endeavour to align our offer date with the LA's.

Applications will be checked and parents contacted if applications are incomplete.

Parents will be contacted to see if they intend to take up the places offered. Offers will continue to be made until classes are full from the ordered admissions list. We will keep the LA informed of places offered on a regular basis.

4.2: Curriculum and organisation of learning

Overview

Our curriculum will rise to the challenge that schools should encourage pupils' Spiritual, Moral, Cultural, Mental and Physical development, which were included in the Education Reform Act 1988. The Act began as follows:

'The curriculum for a maintained school (must be) a balanced and broadly based curriculum which:

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.' Education Reform Act 1988 (c. 40). Part I, Chapter I, Section I (2).

The Nishkam School Trust will deliver an enriched National Curriculum which is broad and visionary. It will raise aspirations and achievements of all pupils, strengthen a sense of belonging and contributing and meet the diverse needs of its pupils. It will set the foundations of 'lifelong learners', and lead to an above average uptake of higher education. Such a curriculum is vital to promote good citizenship and make a positive difference to an area with high indices of social deprivation and, in some cases, of poor educational experience and achievement.

The term 'curriculum' encompasses the whole experience of pupils in their journey through school. This includes the scope and organisation of subjects within the school timetable. In this regard the school will follow the National Curriculum, using the freedoms available to extend and enrich the academic offering. Integral policies, such as SEN, Gifted and Talented, will ensure that all pupils are fully supported, their horizons widened and they are motivated to strive for higher goals.

Key to achieving the Nishkam School Trusts' high academic standards is the embedding into the curriculum of core values and dispositions as well as innovative teaching and learning strategies. Imperative to this is the high quality of teachers and their on-going professional development. Active engagement with families, the wider community and guiding institutions will also play a crucial role.

The experience of pupils will be considerably enhanced by creating a broad and visionary curriculum and wide ranging extracurricular experiences. The Nishkam organisations, through their local and global infrastructures and their professional, cross-cultural and interfaith networks, are uniquely positioned to provide the necessary resources. The extracurricular provision will be visionary – designed to stimulate the spirit of adventure and of service to others.

The Nishkam School Trust draws on the framework of **24 Moral and Spiritual dispositions** of Birmingham’s locally agreed syllabus for Religious Education. Staff and pupils will be fully aware that these dispositions underpin the whole curriculum. They can be grouped into the following six themes:

Compassion: *Caring for Others, Animals and the Environment; Sharing and Being Generous; Being Regardful of Suffering; and Being Merciful and Forgiving.*

Contemplation: *Being Curious and Valuing Knowledge; Being Open, Honest and Truthful; Being Reflective and Self-Critical; and Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence.*

Commitment: *Remembering Roots; Being Loyal and Steadfast; Being Hopeful and Visionary; and Being Courageous and Confident.*

Creative: *Being Thankful; Expressing Joy; Appreciating Beauty; and Being Imaginative and Explorative.*

Community: *Being Modest and Listening to Others; Cultivating Inclusion, Identity and Belonging; Creating Unity and Harmony; and Participating and Willing to Lead.*

Choice: *Being Fair and Just; Living by Rules; Being Accountable and Living with Integrity; and Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment.*

The dispositions will form a key part in the assessment of each pupil’s educational experience. A pupil’s holistic development in this regard will be continually assessed through on-going dialogue, engaging pupil and family, as opposed to a binary assessment. Where further support is required to achieve these goals, the school, in consultation with families, will identify strategies and resources to deliver this.

The Nishkam School Trust will adopt a whole school approach to the delivery of the dispositions. All subject areas will incorporate and deliver the agreed dispositions in classroom practice and teachings. The dispositions will also form the basis of the assemblies for that term

Term	Cluster	Disposition	Curriculum Link
Autumn / Winter Term 1 September - October	Being Attentive - How can we learn about what lies beyond the limits of our world?	Being Regardful of Suffering Being Temperate, Exercising Self- Discipline and Cultivating Serene Contentment Being Curious and Valuing Knowledge Being Silent and Attentive to, and Cultivating a Sense for, the Sacred	Whole school subject approach “*Hidden Curriculum”

		and Transcendence	
Autumn / Winter Term 2 October - December	Learning from The Past - How can the past enlarge the present?	Appreciating Beauty Being Fair and Just Being Modest and Listening to Others Being Open, Honest and Truthful	Whole school subject approach “*Hidden Curriculum”
Winter / Spring Term 1 January – February	Learning from The Past - How can the past enlarge the present?	Remembering Roots Being Loyal and Steadfast Being Reflective and Self-Critical Cultivating Inclusion, Identity and Belonging	Whole school subject approach “*Hidden Curriculum”
Winter / Spring Term 2 February - April	Looking to The Future - What dare we hope for?	Being Imaginative and Explorative Creating Unity and Harmony Being Hopeful and Visionary Being Courageous and Confident	Whole school subject approach “*Hidden Curriculum”
Spring / Summer Term 1 April – June	Recognising Inter-dependence - How do we learn that others rely on us and we on them?	Caring for Others, Animals and the Environment Living by Rules Being Accountable and Living with Integrity Participating and Willing to Lead	Whole school subject approach “*Hidden Curriculum”
Spring / Summer Term 2 June – July	Responding and Developing - What can we do to develop fully as persons?	Expressing Joy Being Thankful Sharing and Being Generous Being Merciful and Forgiving	Whole school subject approach “*Hidden Curriculum”

***The hidden curriculum** has a big influence on pupils, making it as important, if not more important, than the National Curriculum. For example, it is one thing for a school to teach about democracy in a Citizenship lesson, but if the pupils in the school are given no voice and are treated unjustly by the school system then a much louder, negative message is given to those pupils about the nature of society.

For us, the ‘hidden curriculum’ plays a significant role in creating habits and conditions for improving learning. We aim to foster a culture which encourages self-discipline by developing content, confident, caring, reflective and generous learners. Disciplinary procedures should likewise promote an attitude of loving care towards others to reinforce the importance of responsibility and accountability.

Terms

Autumn Term: First week in September to third week in December

Spring Term: First week of January until Easter

Summer Term: Two weeks after Easter until third week in July.

The usual pattern for school holidays is two weeks at Christmas, two weeks at Easter and six weeks in the summer.

Key for year planners

Holidays	In-service days	Parent's Night	Open Evenings
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Academic Forward Planner 2012/2013 (Proposed Holiday Arrangements)

	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
Aug 2012			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
Sep 2012						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Oct 2012	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
Nov 2012				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
Dec 2012						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Jan 2013		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
Feb 2013					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				
Mar 2013					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Apr 2013	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
May 2013			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
Jun 2013						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Jul 2013	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					

All dates are provisional and subject to change

Curriculum Model

Following the report “Informed Choices” from the leading British universities, the Wolf Report on Vocational education and the introduction of the English Baccalaureate, it has been decided that more structured choices are necessary for entry onto Key Stage Four courses. In order to give pupils the best chance to gain university entrance, several areas of study have been made compulsory. For this reason pupils will all follow courses in Maths, English, Science, RE/Life Science/Philosophy, Language, Information and Communication Technology, Physical Education and a Personal Development

Programme including careers guidance. The Nishkam School Trust will allow for these pupils to express a preference in four areas.

- All pupils must study a Design and Technology subject chosen from, Food Technology, Graphics Products, Resistant Materials or Textiles Technology
- All pupils must study Geography or History
- All pupils must study either Business Studies or Separate Sciences
- All pupils must study Art, Drama or Music.

These subjects will all be studied to GCSE level.

All-round excellence will be achieved through:

- inspiring and enthusing pupils to optimise their innate abilities
- teachers who are passionate about learning, and well supported to perpetuate high quality teaching
- a focus on 'Learning to Learn' as a whole school approach
- a school environment whose design and facilities maximise the learning experience
- adopting best practice and expert models of challenging education delivery
- embedding values and dispositions, practiced in the day-to-day life of the school, through daily assembly and collective worship and the 'hidden curriculum'

Key Stages were introduced to the UK education system in 1988, to ensure that all children cover specific content during these particular stages of their school career. For each subject, teachers will guide their pupils through the requirements of the National Curriculum, in preparation for Standard Attainment Tests (SATs) at the end of Key Stages 1, 2 and 3

Key Stage 1 Ages 4–7 Years Reception, 1 and 2

Key Stage 2 Ages 7–11 Years 3, 4, 5 and 6

Key Stage 3 Ages 11–13 Years 7 and 8

The Nishkam School Trust will follow the above model which will allow for a seamless flow of subject content to be delivered throughout the key stages.

The main Key Stage subjects are English, Mathematics and Science, which are taken throughout Key Stages 1 to 4

Years 7-8(Key Stage 3)

For the first two years at the School, pupils will follow a broad and challenging academic programme which will allow pupils to confidently choose with subjects they would like to study further at KS4. These will include:

English: Setting in English will begin in Year 7. KS2 SAT's will be used to pupils.

Mathematics: Setting in Maths will begin in Year 7. KS2 SAT's will be used to set pupils.

Science: Setting will begin in KS3 initially using English and Maths KS2 data. In each case, pupils will be taught the sciences as separate subject's biology, chemistry and physics to give them an overview so they are able to make an informed decision as to what level they would like to study the subject further.

Pupils will be reset at KS4 using KS3 SAT's data and Science will be taught in Key Stage 4 based on whether pupils will be working towards GCSEs/iGCSEs in three separate science subjects, a dual award qualification or a single award qualification.

Religious Education/Life Studies: A broad curriculum based on the SACRE syllabus of Birmingham involving the 24 moral and spiritual dispositions, faith and spirituality.

Foreign Languages: FL will be introduced in Year 7 and groups will be mixed ability. Pupils will be able to study up to two at GCSE or iGCSE level at KS4. Pupils will start to be set in Years 9 using teacher assessment depending on the chosen course.

Information and Communication Technology: ICT will be embedded in the curriculum with different subject teachers taking responsibility for the delivery of different skills and topics.

Other Key stage 3 subjects that will be taken by all pupils: History, Geography, Religious Studies, Graphics, Textiles, Food, Music, Art, Drama, Physical Education and Games.

Personal Social and Health Education: PSHE will be delivered by Form Tutors. At Key Stage 3 pupils will have studied a wide range of subjects which will form a solid foundation for Key Stage 4. There will be a reduction in the number of subjects taken by pupils to ensure that the English baccalaureate certificate is achieved in the context of a performance indicator for the Nishkam School Trust.

Pupils will be offered tutorial support, open events and information evenings so pupils can begin to look particularly at the subjects they enjoy. Engagement with parents and tutorial support will be crucial so that pupils pick the correct subjects and to help them achieve the English baccalaureate.

Years 9-11 (Key Stage 4) – (see below for proposed timetable)

Key Stage 4 Ages 13–16 Years 9, 10 and 11

The Nishkam School Trust recognises that all pupils have different strengths and need to flourish as individuals. The school will run 2 main courses are KS4; the traditional GCSE academic route and a vocational diploma route.

- GCSE's: The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSEs are usually studied full-time at school or college, taking five terms to complete.
- The Diploma: This is a qualification for 14 to 19 year-olds, offering a more practical, hands-on way of gaining the essential skills employers and universities look for. It's aimed at increasing the choices available to young people and encouraging them to stay in education for longer.
 - The Diploma is flexible, so pupils can combine it with GCSEs and A levels.
 - Young people studying for Diplomas will do so along with any compulsory subjects - for example, English, math's, science and physical education in Years 10 and 11.

Pathways

These above courses offer 3 pathways for pupils to opt into at the end of KS3.

- Academic Route – GCSEs only
- Mixed Route – Core GCSEs and 1 Diploma
- Vocational Route – GCSE English, Maths and 2 Diplomas

Core subjects: Pupils at the School opting into the Academic and / or Mixed route will study a **core** of subjects at GCSE level, including English Language, English Literature, Mathematics, a Humanities, Science (worth between one and three GCSE's depending on the depth of study), Religious Education/Life Sciences/Philosophy and an Ancient or Modern Foreign language. This will lead to between six and eight GCSE's depending on the depth of Science study.

Options:

Pupils in the Academic route will then choose a further two options from a menu that includes an additional Foreign Language, Geography, Music, Art, Drama, Classical Civilisation and Ancient History.

Pupils in the Mixed route will select a relevant Diploma to study alongside the **core** GCSEs.

Pupils who opt into the Vocational route will study GCSE English and Maths in addition to 2 Diplomas from:

- Business Administration and Finance
- Construction and the Built Environment
- Creative and Media
- Engineering
- Information Technology
- Manufacturing and Product Design
- Society, Health and Development
- Sport and Active Leisure

Sport: Pupils will continue with Physical Education and Games throughout Key Stage 4.

Extended School Day: The school will be operating an extended day to enable pupils to take part in a range of activities as well as supervised study sessions. Pupils will be expected to remain in school – or attend music or drama clubs nearby – until 5.00pm on Mondays to Thursdays. The School day will finish earlier on Fridays.

Proposed Timetable

Sample Year ** Timetable								
	Form / Assembly 8.40 – 9.00	1 9.00 – 10.00	2 10.00 – 11.00	11.00 11.15	3 11.15-12.15	12.15 1.05	4 1.05 – 2.05	5 2.05-3.05
Monday	Form Time	English	History Geography or RE / Life Studies	BREAK	Science	Lunch	Maths	Art music or drama
Tuesday		Graphics or textiles	English		History Geography or RE / Life Studies		Physical Education	Science
Wednesday		Maths	Science		Graphics or textiles		History Geography or RE / Life Studies	PHSE
Thursday		Science	Art music or drama		Maths		English	Physical Education
Friday		History Geography or RE / Life Studies	Maths		PHSE		Food	English

Sixth Form

The Nishkam School Trust Sixth Form will strive for excellence in delivering opportunities for education and skills development in Birmingham and the wider community. 'Achievement through Partnership' and 'Success through Innovation' recognises that all pupils have different aspirations and need to flourish as individuals, whilst having a firm foundation in the core values of the Nishkam School Trust.

The Sixth Form aims to provide an environment, where pupils are encouraged to show:

- a positive approach to learning and higher education aspirations;
- a commitment to meet all requirements of their course(s) including the tutorial/enrichment programme;
- a willingness to become involved in all aspects of Sixth Form life;
- a regular and punctual attendance record;
- effective management of all study time;
- the practice of values and dispositions in their day-to-day life

In the Sixth Form, pupils will be given certain privileges such as non-contact (or personal study time); the use of a common room, study rooms equipped with personal computers. We will expect the Sixth Form pupils to act in a responsible manner and be ambassadors for the school, younger pupils and the local

community while wearing smart professional business dress. Pupils will sign, along with parents/carers, a learning contract which sets out the expectations we have for our young people. Form tutors and subject teachers will monitor progress against benchmarked targets produced through the 'A'-Level Information System or ALIS and pupils will be expected to maximise the teaching and learning opportunities presented.

The Nishkam School Trust will expect pupils to enter fully into the life of the school and to take responsibility in areas such as running clubs and activities, charity work and helping younger pupils especially within their tutorial group with their academic work.

The school will run 3 main levels at KS5;

Level One

The Level One programme is a complete one-year programme of study aimed at pupils who do not achieve at least four GCSEs at Grade D or above. It is designed to allow progression onto the level two provisions. It comprises the following:

- Life Skills (Cope Level One)
- Maths and English
- PDP & PE
- And either:
 - Level 1 BTEC Retail, Administration and Business and ICT or
 - Level 1 Health and Social Care

Level Two

The Level Two programme is a complete one-year full time programme of study aimed at pupils who achieve mostly D's. It is designed to allow progression onto level three provisions. Pupils will choose from the following programmes. With the exception of the CACHE CCE, pupils will choose two of the following options:

- BTEC First in Business
- BTEC in Hospitality
- BTEC First in Science
- BTEC First in Design (Technology) or
- BTEC First in Art (and design)

Alternatively pupils may choose the CACHE Certificate in Childcare (CCE)

All level 2 pupils will also improve their GCSE Maths and English as part of their planned programme of study. All pupils will have PE and PDP where they will complete the "Project Qualification" which is worth an additional GCSE.

Level Three The Level Three programme is based on two years of study aimed at

pupils who achieve at least five GCSEs at Grade C or above. It is designed to allow progression into Higher Education, employment or work-based training. Vocational choices include:

- CACHE Diploma in Childcare and Education (DCE) – Full Time course
- GCE in Applied Business (Single and Double Award)
- OCR National in ICT, or
- BTEC Level 3's in: Business; Science; Sport or Travel and Tourism

Pupils who have not passed GCSE English or Mathematics will have the opportunity to re-sit these subjects although this may have to be in an after school class.

The following guidelines provide a rule of thumb for pupils. Equivalent qualifications to GCSEs (E.g. BTEC's) will also be considered for entry onto certain courses.

Average Points Score	GCSEs Gained	Recommendation
Below 2.5	Mainly grade E/F's	Level One Programme
2.5 – 4.5	Less than 4 C's and mainly D grades	Level Two Programme
4.5 – 5.0	At least 4 grade C's (inc English and /or Maths) or a Merit in Level 2 BTEC's	Level 3 BTEC courses with a possible AS
5.0 – 6.0	At least 5 grades mainly C/B (I C in English and Maths) Distinction in Level 2 BTEC's	Level 3 - 3 AS levels
6.0 – 7.0+	6+ mainly at grade B or above Must include C in English and Maths	Level 3 - 4 AS levels

All pupils in the Sixth Form will continue to be a member of the House system. Pupils will have regular time-tabled meetings with their personal tutor in order to discuss progress. Throughout the year, progress will be monitored in lessons through their tutor and this will be discussed with parents/carers at parents' evening where targets for improvement will be agreed.

At the start of any level three courses, pupils will be set targets according to their overall performance at GCSE. This will be done using the ALIS that is run by the University of Durham. This grade will be used as a benchmark, against which pupils will be monitored throughout the course.

Careers Advice

Connexions Careers advisor will be based in the Sixth Form one or two days a week which will be available for pupils to book appointments.

Student Council

The Student Council comprises representatives from Year 12 and 13 Tutor Groups. The council will meet at least once every half-term. In addition Post 16 pupils can express their views directly to the Sixth Form Management Team.

How the curriculum will be delivered

The Nishkam School Trust will adopt a number of innovative strategies to promote effective and enjoyable learning. These include the following:

Highly personalised pathways

Based on accurate and sensitive awareness of the educational needs of each pupil and 'stage not age' progression. The pathways will help raise aspirations of the most able and will improve the success of the less able.

Dynamic, flexible and integrated programmes of study

The school will seek to develop partnerships with other schools and providers to enrich the range of courses and opportunities on offer to pupils.

Training in core study skills

Time and resources will be allocated to enable pupils to build a robust portfolio of core skills to support their self-directed and collaborative learning; priority will be given to pupils' self-development, enabling them to take initiative and to take responsibility for their learning.

Improving outcomes in core subjects

Time and resources will be allocated to improve outcomes in English, mathematics, science and ICT.

Effective and innovative monitoring of progress

Effective monitoring of academic progress through various mechanisms including a web based service where families and pupils will have access to the statistics on their individual progress and also the study material used in the most recent sessions

A wide and varied curriculum enrichment programmes

A wide and varied curriculum enrichment programmes will be available to pupils

through the allocation of a significant block of time within the school week, as well as within the school year.

Assessment

Assessment is an important part of the education process. Assessment enables the teacher to know if a class or an individual has mastered a particular area of work or a particular skill. It tells the teacher whether he/she has been effective and indicates whether a class or individual is ready to move on to another area of work.

Assessment procedures will include the following:

- Informal classroom observation;
- Formal, continuous assessment of work done in class – oral, written, practical;
- Class tests;
- Group tests;
- Formal examinations;
- Homework – written, projects, practical etc.

Not all departments use all the methods of assessment, as some are not appropriate to the content of certain courses or subjects. Records of assessment will be kept by classroom teachers as appropriate. A copy of each pupil's report will be stored in pupil files by the Pupil Support staff to facilitate access by staff and parents. A full written report is issued to parents once a year.

Enrichment

Enrichment is the enhancement of the life of the pupil during their time at Nishkam School Trust. This will be through academic pursuits, extracurricular activities, curricular activities and citizenship. All pupils will follow an enriched curriculum based around the 24 dispositions and will have the opportunity to take up a wide range of extracurricular activities.

Nishkam teachers know that positive relationships and the climate for learning in a school, its values, its ethos and its life as a community are all essential starting points for successful learning. The wider life of the school – activities such as assemblies, community events and school projects – makes an important contribution to the development of the four capacities, helping to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors. Nishkam School Trust will also offer pupils opportunities to learn through such activities as peer mentoring, membership of school councils, undertaking responsibilities and playing a part in decision making.

Curriculum areas and subjects will provide familiar and important vehicles for learning. We recognise their key role within the curriculum. With that in mind, curriculum areas and subjects will be refreshed and re-focused as part of the

review process to take full account of the contributions they can make to developing the four capacities and preparing learners for the challenges of the future.

The curriculum will be designed to include space for learning beyond subject boundaries, so that learners can make connections between different areas of learning. Through interdisciplinary activities of this kind, young people can develop their organisational skills, creativity, teamwork and the ability to apply their learning in new and challenging contexts. To be successful, these activities need to be well planned with a clear purpose and outcomes in mind.

Supporting SEN

The Nishkam School Trust is committed to being a fully inclusive school that caters for all young people from the local area. The school intends to work closely within the framework of Birmingham's SEN policies. To achieve its vision for pupils with special educational needs, the school will:

- employ robust assessment procedures to identify pupils' needs and enable early intervention to take place where it is needed
- focus special educational needs support on access to learning, with effective support strategies that rapidly ensure pupils meet success
- have a strong focus on raising the achievement of pupils with special educational needs through pupils' involvement in their assessment and a purposeful partnerships with parents
- use digital technologies to provide a range of managed learning approaches to ensure differentiated teaching and learning
- ensure regular and frequent structured conversations with parents to focus on learning targets and progress towards them, and to raise expectations and aspirations for adult life

Every pupil has the right to be included as a valued and respected member of the school with equal access to its facilities and provision. The school intends to significantly reduce the gap between the attainment of pupils with special educational needs and other pupils and will provide:

- resources and specialist staffing to support pupils with special educational needs
- clearly personalised approaches to learning with an individual learning plan for all pupils with identified needs
- an emphasis on in-class support (inclusion) to enhance opportunities rather than withdrawal from lessons

The Special Educational Needs Support staff will provide training for all staff so a range of support mechanisms for pupils at the Nishkam School Trust can be set up as follows:

- Support to become dyslexia friendly
- Support for identification and intervention for pupils with learning difficulties

- Support for identification of and intervention for pupils with behavioural, emotional and social difficulties
- Support for identification and intervention for children in with additional educational needs
- Support for the professional development of Teaching Assistants
- Advice on resources and assessments
- Support for SENCOs
- Work with parents and the delivery of parent workshops in schools
- The delivery of training negotiated with the SLT

Gifted and Talented

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

Inclusion and intervention strategies

1) *Identify gifted and talented learners*

- a) Primary School liaison before pupils arrive at secondary school

2) *Differentiation in setting goals*

- a) Know the areas they need to work on, whether these relate to a subject, an area of social or thinking skills, or their personal targets, perhaps set out on a passport or individual education plan
- b) Adults and pupils can then work together towards a situation in which the assessment of progress in a lesson or a sequence of lessons becomes a dialogue, based on agreed success criteria.
- c) Use the freedom provided by the national curriculum inclusion statement to ‘track back’ to earlier objectives in a programme of study or strategy, or narrow the range of objectives they ask pupils to achieve.
- d) Use pupils to “push each other”;
 - i) The Social Pedagogic Research into Grouping (SPRING) project report suggested that ‘In same ability groups (high or middle only) pupils can push each other and come up with ideas that neither would be able to think of alone

3) *Differentiation in planning*

- a) Use extension and enrichment in a mixed ability classroom.

- 4) Use academic language (<http://www.teachingexpertise.com/topic/gifted-and-talented-classroom-strategies>)
- 5) Engage the parents
- 6) Open ended questions
- 7) Assignment modifications
- 8) Scheduling modifications

Use of Teaching Assistants

Support for emotional and behavioural difficulties. Facilitate learner led activities in small groups of G&T pupils. Assess the needs and level of work which G&T pupil is completing and feedback to teacher, for future lesson planning.

The Children's Plan and personalised learning

Personalised learning is a highly structured and responsive approach to learning for each individual child and young person. It creates an ethos in which all pupils are able to progress, achieve and participate. It strengthens the link between learning and teaching by engaging pupils and their parents as partners.

Personalised learning is about a new culture of teaching and learning. **The Children's Plan** identifies the essential components as follows:

- "The distinctive feature of the pedagogy of personalisation is the way it expects all pupils to reach or exceed expectations, fulfil early promise and develop latent potential."
- "Personalised lessons are stretching for everyone. At the heart of personalisation is the expectation of participation, fulfilment and success. The hallmarks are ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory, and vigorous assessment to check and maintain progress. There are clear plans to support those who do not or cannot maintain trajectory."

Key components of personalised learning

Personalised learning typically has five key components that enable pupils to engage actively in the management and design of their own learning:

- *learning how to learn*: helping pupils develop a repertoire of learning skills and strategies to support their development as self-directed learners
- *assessment for learning*: using a range of assessment techniques, with the emphasis on formative assessment that engages the learner
- *teaching and learning strategies*: deploying the full repertoire of strategies, with pupil and teacher make informed decisions about which to use and when
- *curriculum choice*: providing pupils with guided opportunities to develop individual learning pathways that develop skills rather than knowledge
- *mentoring and support*: ensuring pupils have a one-to-one mentoring relationship with an adult, and benefit from peer support

Management of personalised learning

Personalised learning requires effective structures and systems to support it. These are summarised in four management strategies:

- *minimising within-school variation*: reducing inappropriate variations to ensure consistent, high quality learning experiences for all pupils
- *pupil voice and choice*: engaging children and young people to become active partners in designing their learning, and to make real choices

- *information and communication technology (ICT)*: developing technology that enables access to learning and provide effective data to support it
- *school systems and structures*: re-thinking the way that time, space and people are organised so that personalised programmes can be developed

Leadership for personalised learning

Personalised learning needs leaders that can take the school forward through a period of significant change. Five areas of focus emerge.

- *culture and values*: securing a set of values focused on the learning of individual pupils and supporting it with clear management strategies
- *learning-centred leadership*: using and encouraging modelling, monitoring and dialogue to exert a powerful influence on staff and pupils
- *distributed leadership*: building leadership capacity across the school, linked to teams and the learning situation rather than to hierarchical status
- *networks and partnerships*: developing partnerships with other individuals or organisations that contribute to effective learning
- *leading change*: using a best practice change process in order to lead the shift towards personalised learning

4.3: Organisation of pupils

Pupils will be allocated to Tutor Groups and Houses (approximately 25 in a form group).

Pupils will be organised horizontally into tutor groups which will operate as follows:

- There will be one tutor group for each form of entry in each year.
- Each tutor group will be looked after by a Form Tutor who will be responsible for monitoring and supporting the academic progress of the pupils in his or her form as well as attending to their pastoral needs. Form Tutors will be the first point of contact for parents.
- There will also, eventually, be Senior Tutors for each year group who will set the pastoral and academic tone for the cohort. They will offer support to Form Tutors and to those pupils with the greatest need.

Form Tutors will have time with their forms during the week to:

- Register pupils.
- Deal with pupil administration matters.
- Set targets with their tutees and monitor their progress.
- Engage pupils in other meaningful activities.
- Deliver the PSHE programme

Pupils will also be organised vertically into four houses:

- Tutor groups will be made up of pupils from years 7-11. Pupils will stay in the same House with the same Head of House. If there are siblings who are currently in different Houses, then parents/carers will be contacted to discuss this. Any siblings joining the Nishkam School Trust will join the House of their other siblings.
- Mentoring will take place on many different levels. It may be teacher-pupil or pupil –pupil mentoring, developing pupils' leadership skills.
- Year 9 pupils chose their options. They will be able to talk to the 7/8 KS4 pupils in their form to discuss the array of subjects that are offered in KS4.
- New Year 7 pupils being mentored by another KS3 pupil, supporting them in their transition to Secondary education.
- 6th Form pupils will support younger year groups with reading and homework during form time
- The Nishkam School Trust will incorporate 'vertical' activities every half term which will allow pupils to build upon and practice the dispositions taught during that term. The Activities will take the form of;
 - Charity events
 - Learning to Learn days
 - Sports days
 - School musical performance,
 - National and International Sewa (Volunteering)

There are many advantages of the vertical house system which embed the practical element of the 24 dispositions, ethos and values of the school

- It will create a greater sense of community and 'family'.
- Having a smaller number of pupils in a house group will give tutors more time with each pupil. This is particularly important when we reach key points in the College year (i.e. KS4 Options, Post 16 applications). Instead of the tutor having to support 20+ pupils of the same age, they will only have 3 or 4, meaning those pupils are more supported in their choices.
- There will be pupils in the house group that have gone through all stages at the school
- Working with people of different ages is a more natural working and social environment and will prepare pupils for the world of work.
- It will develop peer support/mentoring. Through this mentoring process, pupils will be encouraged to develop their personalised learning skills.
- It will give pupils of all ages leadership opportunities and responsibility.
- Each pupil will be aware of what is happening in every year group. For example, KS3 pupils will be more aware of the pressures and stresses that are put on the KS4 pupils in their exam periods, making them more sensitive to these pupils, as well as preparing them for that stage of their School life.
- The system will create a built in support system for the Year 7 pupils.
- It will strengthen the Schools Pupil Voice.

Assemblies:

These will be by house and year group, although there will be opportunities to bring together the whole school community at times.

Pupil organisation and subject time allocation

KS3

Subject	Class Size (Max) 12 male 12 female (where possible)	Organisation	Subject time / hours per week
English	25	Set by KS2 data	4
Maths	25	Set by KS2 data	4
Science	25	Set by KS2 data	4
History	25	Mixed Ability	2 hours Term 1
Geography	25	Mixed Ability	2 hours Term 2
RE/Life Science/ Philosophy	25	Mixed Ability	4 Hours Term 3
Graphics	25	Mixed Ability	1 hours Term 1
Textiles	25	Mixed Ability	1 hours Term 2
Food	25	Mixed Ability	2 Hours Term 3
Art	25	Mixed Ability	2 hours Term 1
Music	25	Mixed Ability	2 hours Term 2
Drama	25	Mixed Ability	2 Hours Term 3
Physical Education	25	Mixed Ability	2
PHSE	25	Form Groups	1
Form Group	25	Alphabetical Order	1 (20 mins per day)

KS4

Pathway	Class Size Dependent on Option Pathway selected	Organisation	Subject time / hours per week
Academic Route GCSEs only	25 max	Level 6 needed in English maths and science	25 hours divided between 10 GCSEs
Mixed Route Core GCSEs and 1 Diploma	25 max	Level 5 needed in English maths and science	25 hours divided between 7 GCSEs and 1 diploma
Vocational Route English and Math GCSE and 2 Diplomas	25 max	Level 4 needed in English maths and science	25 hours divided between 2 GCSEs and 2 diploma

4.4: Pupil development and achievement

Measuring Success

The following measures have been developed to cover all aspects of the vision and ethos and will be reviewed and developed further on a regular basis. Key performance objectives and outcomes include:

Meeting Needs:

- Consistently meeting the needs of parents and pupils as expressed through survey results.
- The school is in the top quartile nationally for both attainment and value added performance
- The school achieves at least “Good” in Ofsted inspections and being recognised as “Outstanding” for Spiritual, Moral, Social and Cultural provision
- Being consistently higher than the national average of pupils achieving Grade A-C in GCSE, and pupils going onto higher education
- Teaching is consistently good or better.
- The pupils describe themselves as happy, safe, well known and cared for
- The staff provides an excellent role model for pupils, demonstrating positive attitudes, values, personal reflection and learning
- The school is recognised as an exemplary provider of Faith-based education, including the provision of advice, resources and support to other schools
- The school is seen to have an inclusive approach to learning by recognising the right of every child and young person (irrespective of age, gender, ethnicity, faith or disability) to be included as a valued, respected and equal member of the learning community
- By 2017, the school being consistently oversubscribed for entrance.

Personal Development:

- Parents and pupils recognise the progress the child is making academically and personally.
- The pupils can express their personal aspirations and can describe the steps they must take to achieve them
- The pupils document a learning journey on their application of the values of the school

Assessment and monitoring

Pupil progress in lessons will be assessed by teachers to raise attainment by providing precise feedback, encouraging independent learning with pupils able to take responsibility for their learning and to inform learners of the next step to achieving their potential.

Assessment activities will be developed to allow pupils to use and demonstrate a full range of thinking skills. Assessment strategies will include teacher-led assessment, group and peer evaluation, and pupil self-assessment. Teachers will use the information from both formative and summative assessments to identify, for individual pupils and classes, the next steps in learning and to respond to errors and misconceptions.

Pupils will have individual learning targets. Progress towards achieving these targets will be monitored regularly through rigorous tracking systems. Pupils identified as underperforming will be included in a range of intensive support activities and parents/carers will be kept informed at all stages.

The school will use data effectively to enable targeted curriculum delivery and the effective monitoring of individual and whole cohorts of pupils. In addition, data will be used as a baseline to monitor and review individual pupils' progress, especially to identify signs of underachievement or potential, and to help set targets for the pupils.

The Nishkam School Trust will adopt a 24/7 approach to learning, encouraging close involvement of families. This will be achievable with the use of ICT. Parents/carers will have access to their child's attendance record, current target grade, homework diary and schemes of work through a central SIMs system. Parents will be given a login and password which will allow them to access this information. Staff will update the records during appropriate points in the terms.

Mentoring strategies

Pupils will have extensive support arrangements to assist their studies. A personalised programme of support will be offered at the earliest possible stage to pupils transferring from primary schools to help address any identified barriers to their learning.

High quality tutor support will be provided for each pupil. Tutors will operate as the first point of contact for all matters concerning the pupil's welfare and overall progress. The Tutor will monitor all aspects of the pupil's work and development and focus on the progress being made by each pupil. This process will have a number of aims including: recognising areas of each pupil's successful achievement; identifying and overcoming any difficulties or barriers to learning; and developing appropriately personalised learning programmes.

Purpose and Aim

As teachers we all have strengths and at Nishkam School Trust we value the autonomy to teach in the way that exploits those strengths and maximizes learning. Nevertheless

we must be **consistent** in our classroom practice. The purpose of the policy is to promote a sense of direction, high expectations, of collaborative as well as individual endeavour to continually raise pupil achievement.

Criteria that makes for a Good/Outstanding lesson:

- 1) The lesson is **well prepared** and the **context, objectives and/or expected outcomes** are made clear to the pupils at the start of every lesson.
- 2) The lesson follows the **appropriate specification/scheme of work** and takes account of the **dispositions to be incorporated**.
- 3) The **start and ends** of lessons are **clear**. The **start is prompt** with a clear introduction or starter activity and the **objectives/outcomes are reviewed at appropriate times during the lesson** (i.e. plenaries may come during the lesson and/or at the end).
- 4) All lessons are structured according to the agreed Nishkam School Trust lesson plan. Full written plans are only required for observed lessons. The teacher uses a variety of pedagogic approaches including **independent learning for a significant proportion of the lesson**. Individual, pair and group work is clearly focused and challenging to all pupils. A range of resources promotes different types of learning.
- 5) The **teacher's instructions are followed immediately**. Pupils do not talk whilst the teacher or another pupil is talking. Teachers rarely have to resort to shouting and are clearly in control.
- 6) The **register is completed every lesson**. There is evidence of an accurate record of attendance, planning, assessment, participation, grades and homework in line with faculty/departmental policy.
- 7) Pupils are motivated and enjoy the lesson. The teacher's **feedback and praise is frequent** and received positively and good work should be encouraged by use of **commendations and certificates**. Relationships are good and the atmosphere is one of calm, work and achievement. The teacher is a constant presence in the classroom, leading, helping, motivating, enthusing and **challenging**. Pupils are not left unsupervised.
- 8) Pupils are constantly challenged to reach their full potential. Progress data is effectively used to track pupils and the "exported tracking sheets" should be available during an observed lesson. **Differentiation is evident**. The lesson is **well paced**.
- 9) **Assessment for Learning** is a feature of every lesson and pupils are clear about their progress, their current levels/grades, target grades and how to improve their work.
- 10) The lesson makes **explicit contributions to one or more of the College literacy drives**: keywords; text types; connectives; S & L
- 11) Where appropriate, **ICT is used**, for example: in the lesson preparation; in the resources used; in the lesson delivery; in study objectives/outcomes and/or by pupils in the learning process.
- 12) Where appropriate, the lesson should make an explicit contribution to one or more of the outcomes of **SEAL** (Social and Emotional Aspects of Learning): self-awareness; managing feelings; motivation; empathy and/or social skills.

- 13) **Homework is set and marked in accordance with the policy** and recorded in the pupil organiser.
- 14) Questioning is challenging and the pupils are clear whether they should shout out, raise hands or wait to be asked. They listen and respond to each other and have a sense of responsibility for the rest of the class. They feel able to take risks in challenging questions and answers.
- 15) Where there is a **support member of staff** they must be clear about their role and nature of the work (objectives of the lesson, materials and strategies) and the pupil(s) they are assigned to.

In successful lessons pupils:

- Are clear about what is to be learned, how it fits in with what they already know and the structure of the lesson
- Actively engage in their learning
- Are able to work independently
- Clearly understand expectations
- Can use assessment to help them improve
- Are challenged to succeed because the right conditions for learning prevail.

Monitoring and evaluation

- The Head of Faculty/Department is responsible for ensuring that subject teachers are familiar with the policy and able to effectively implement it.
- The Head of Faculty/Department is responsible for monitoring the implementation of the policy through part or whole lesson observations, reviewing teacher planners, monitoring pupil exercise books, discussions with pupils, reviewing lesson plans/units of work and through Faculty Reviews.
- The Head of Faculty/Department will liaise with their Link person on the Leadership team or the CPD Coordinator where they identify areas of concern or where there are training needs for individuals to develop colleagues effectiveness in learning and teaching.
- The Leadership Team will be responsible for monitoring the effectiveness of the policy across the school. This will involve: Bi-Annual Faculty Reviews; Part/whole lesson Observations; book check weeks; discussions with Heads of Faculty/department

4.5: Behaviour and Attendance Policy

Purpose and Background

This policy describes Nishkam School Trust's approach to promoting positive behaviour and full attendance. The policy supports a core purpose. To provide a positive environment for learning, which inspires all to discover, develop and fulfil their potential and aspirations. Positive behaviour and full attendance are essential components of an effective teaching and learning environment.

The following are aspects of the Mission Statement that apply specifically to the school's Behaviour Policy.

- the community works together to bring one another to an awareness of the fullness and meaning of their life rooted in the love of God or the Transcendent
- respecting the uniqueness, worth and development of each individual both as a learner and as a person called by God in dignity and faith.
- know about and respect the richness and variety of other races, cultures and religions

Nishkam School Trust is committed to the promotion of positive behaviour and full attendance for all pupils and to supporting pupils to develop their social, emotional and behavioural skills. This policy provides the framework within which all staff, pupils, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

Nishkam School Trust has two key values that underpin this commitment,

- meeting the needs of all pupils; and
- including all pupils, regardless of their ability or background

The promotion of self-discipline and respect for others also guides the school's actions to promote positive behaviour and full attendance, and informs the school's response to any kind of bullying or intimidation.

These values inform the behaviour of all members of the school community – pupils and adults – and will form the basis upon which the school asks for support and assistance from parents, carers, other members of the community and supporting agencies.

Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate individual learning styles and preferences.

Principles

- Staff should use the most appropriate method of teaching, which draws on pupils' experiences and values their contributions.
- Pupils should be received into a classroom where routines are established and high standards expected.
- Explicit and regular praise should be used for all types of achievement.
- The impact of the curriculum on behaviour and attendance will be monitored continuously.
- The personal development curriculum and pastoral programme, underpinned by the 24 dispositions, will be used to teach and promote the social, emotional and behavioural skills necessary for adult hood. All subject areas should provide opportunities to develop and teach these skills so that through positive behaviour all pupils can learn and make progress.

Practice and Procedures

Roles and Responsibilities: The promotion of positive behaviour and full attendance is the responsibility of all members of the school community including parents and carers. The Head teacher, with the assistance of other members of the Senior Leadership Team, is responsible for its implementation in ways that maintain a school ethos that encourages positive behaviour.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play throughout the school, including providing mutual support to colleagues, and modelling the high standards of behaviour and punctuality expected from pupils.

Pupils also have a role in shaping and promoting positive behaviour, this will be achieved through the School Council, Tutor time and Personal Development lessons. Pupils have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer monitoring and peer counselling. Parents and carers have a responsibility for their child's attendance and behaviour inside and outside school, which they discharge by the standards they set and the way they encourage pupils' progress at home.

Code of Conduct: One function of this policy is to set clear standards of behaviour and attendance. Through a Code of Conduct, pupils are informed about the expectation the school has of their behaviour, the manner in which these expectations will be rewarded and the response pupils can expect if they choose not to meet the expectations. The Code of Conduct is based on the 24 dispositions and in particular humility, respect for self, for others and for the environment. It is designed to encourage pupils to develop responsibility for their own behaviour and attendance.

The key principles are: -

- treat other people and their property with respect and consideration

- take responsibility for your own learning, attendance and behaviour
- have a sense of responsibility for the well-being and progress of others
- take an active part in making sure that the school environment is safe and attractive

Praise and Rewards

Frequent praise and reward for achievement are features of teaching and learning at Nishkam School Trust, so that pupils receive recognition for their positive contributions to school life. Contributions might include school work and effort, positive behaviour, adherence to the Code of Conduct, or punctuality to lessons and regular attendance. Praise and rewards are available to all pupils whenever they show progress.

The Trust will use both informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards (such as awarding merits). The value of regular attendance is highlighted through the use of rewards for high attendance rates.

Departments will differentiate the way in which they use formal rewards for different age groups. Pupil's views about merit rewards are gleaned through the School Council. Examples of informal and formal rewards which staff are encouraged to use for achievement, effort, positive behaviour and improvements in attendance, include:

1. Frequent general praise and recognition used in lessons
2. Merit Stamps / Service award
3. Certificates subject and pastoral
4. Senior staff visiting classes to praise pupils' work and effort
5. Recognition in the school newsletter
6. Pupils' work displayed
7. An achievement postcard sent home
8. Head teacher presentations

Sanctions

Sanctions should be used to help pupils make appropriate choices about their behaviour and attendance. Whereby they choose to breach the Code of Conduct, pupils have a right to expect fair sanctions, applied consistently. The sanctions will be delivered in accordance with our ethos and vision.

The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils. In addition, consistency in applying sanctions should take account of sex equality. It is not appropriate to apply sanctions differently to girls and boys.

Where pupils make inappropriate choices about their behaviour and formal sanctions are necessary, the matter may be dealt with by the house tutor or subject teacher. In the

case of serious misbehaviour, the pupil may be referred to the subject leader or potentially the Deputy Head of House or Head of House.

The present policy includes the sanctions set out below.

Individual members of staff

- Reflection time at break, lunchtime and after school (either 15 minutes without notice or 30 minutes with 24 hours' notice)
- Sending pupils to the Subject Leader or House staff by prior arrangement. In an emergency, a pupil may be removed from lesson by summoning a senior member of staff. (Contact the school office)

Subject Leader / Pastoral Staff

- 'on report' with agreed targets
- sending letters home
- meetings with parents / carers
- working in isolation
- reflection time 30 minutes - 45 minutes
- community service sanction relating to the rule that has been broken, e.g. clearing up litter or removing graffiti, sweeping yard etc.
- referral to Senior Leadership Team

Head teacher

- Head teacher Reflection time 45 minutes
- fixed term exclusion
- permanent exclusion, only when supported by Governors (Nishkam School Trust is confident that this will occur very rarely due to the ethos and values of NST, including the 24 Dispositions, which will be nurtured in every pupil)

Sanctions will lose their effectiveness if pupils do not regard them as fair. Staff are therefore advised to:

- Make it clear that they are condemning the behaviour not the person.
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent breaches of the Code of Conduct.
- Avoid sanctions for a group that punish the innocent as well as the guilty.
- Take account of individual circumstances. For example, punishing a pupil who is late to school because he or she looks after younger siblings will not be seen as fair by other pupils. In this case, for example, it would be preferable to use the school referral system to ensure the pupil receives the support he or she needs to improve punctuality.
- Encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community.

Support Systems for Pupils

Nishkam School Trust is committed to the concept of equal outcomes for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The school will ensure that differentiated strategies are available to pupils to meet their particular needs.

The school monitors pupils whose behaviour or attendance causes concern and organises appropriate support to meet their individual needs. This responsibility for each pupil will extend to the time outside the School, as well as being a lifelong commitment to each pupil.

The support might include:

- regular pastoral reviews to identify those pupils most at risk, included as part of regular academic progress reviews.
- contact with parents / carers on the first day of any unexplained absence and discussion between pupil and staff responsible for their registration.
- particular support for pupils returning after a significant period of absence
- contact with parents / carers in the early stages of a problem
- support from the school's Learning Mentor programme
- if the pupil's problem are identified as having a SEN aspect, referral to the school's SENCO and additional in-class support from a teaching assistant
- referrals for specialist advice, either for individual pupils, or more generally, for whole school issues relating to behaviour and attendance
- referrals to the school's Learning Mentors for short periods of additional support
- consultation with parent / carers and family sessions
- one-to-one counselling with a trained specialist.

Support Systems for Staff

All staff have a responsibility to promote and maintain positive behaviour and full attendance in school. Guidance is provided for staff on strategies they can employ to promote positive behaviour and attendance and respond to misbehaviour or absence. At times, staff may feel that they cannot cope with a particular problem. At these times they will receive support and additional advice.

Staff may seek support and advice from a variety of sources within the School, e.g. from a trusted colleague. This 'low level' support is encouraged actively, because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from subject leaders or pastoral house staff on the nature of the difficulty. Advice is also offered by Senior Leadership Team staff and the School's Lead Behaviour Professional (LPB), who also have expertise in strategies for promoting positive behaviour and full attendance, and preventing misbehaviour and absence.

If a pupil has special educational needs rather than additional needs, formal and informal support is also available via the school's Special Educational Needs support. In this case a referral can be made to the school's SENCO. This may lead to the pupil and

the member of staff benefiting from extra in-class support. Pastoral staff co-ordinate specialist support from external agencies that provide additional advice on managing of pupils' behaviour and attendance.

Support Systems For Parents

Nishkam School Trust is keen to facilitate effective and on-going parent / carer support for all its policies and practices. The school offers regular workshops for interested parents / carers on topics such as parenting, drugs, teenage pregnancy, coping with adolescence, and getting your child to school.

If school staff have concerns about a pupil's behaviour and attendance, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, pupil and the school.

We will do our best to engage parents and carers who are hard to reach through a range of additional measures including, where appropriate, home visits, Learning Mentor support and Inclusion Officer involvement.

The school will provide opportunities for parents and carers to contribute to the school's policy and strategies for promoting positive behaviour and attendance. This will be through the advice of Parent Governors, the involvement of parents / carers in school support activities, cultural and social events and other activities that promote positive partnerships between the school and the wider community.

Monitoring

To ensure that high standards of behaviour and attendance in Nishkam School Trust are maintained, the school has systems for monitoring behaviour and attendance, including punctuality to lessons. These systems include monitoring the behaviour and attendance of individual pupils, so that actions to promote positive behaviour and minimise both authorised and unauthorised attendance are constantly improved.

Attendance – staff ensure that registers are completed in accordance with statutory guidelines. A register of attendance, including attendance in lessons is maintained. Absence is always followed up and the reason recorded. The relationship between the curriculum, teaching and learning, behaviour and attendance is a particular focus for monitoring.

Monitoring mechanisms include – monthly reviews of exclusion data to determine the nature of exclusions and whether any particular group of pupils (for example, by sex, ethnicity or SEN) is over-represented in these figures. The data collected covers factors such as behaviour leading to the exclusion, the setting, the subject, the time of day and the adults involved. The school monitors all incidents of racial abuse or bullying carefully. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the pupil.

Positive and negative behaviour and attendance is reviewed and analysed regularly to inform action planning at an individual, group or whole school level. This includes sources of data such as: referrals to pastoral staff; use of detentions and reports; referrals for additional support from the SEN department; use of praise and rewards, merits and certificates; and parental contact. The progress of pupils with statements of SEN is monitored carefully.

Auditing Behaviour and Attendance

The school carries out an audit of areas of the school organisation that relate to behaviour and attendance. This audit monitors the effectiveness of the school's organisation as it relates to:

- leadership and management
- everyday policies; rewards, sanctions and the promotion of positive behaviour
- dealing with consistently poor behaviour
- bullying
- classroom behaviour
- out-of-classroom behaviour
- curriculum
- attendance
- duties

4.6: Community Engagement

Introduction

The community engagement, consultation processes and the implementation of the marketing strategy will be led by Prof [REDACTED], [REDACTED]. Prof [REDACTED] has extensive knowledge and experience of building partnerships; working with senior officers of local and national government; community networking; community consultation; and strategic marketing and communication. The progress of this work will be monitored and reported to the Project Steering Group and the NST Board.

We shall establish a Stakeholder Engagement Steering Group. This group will develop a coherent marketing and communications plan to raise awareness of the proposed school, to establish and maintain good working relationships with key partners and to communicate and consult a diverse range of communities. We have identified the following groups of people who we will reach and below we provide brief explanation of how we will engage, consult, and develop productive working relationships with them.

We are strongly committed to promoting active contributions to modern British society, in line with the Equality Act 2010. We believe that establishing a Sikh ethos multi-faith school, where children of all faiths are nurtured and supported, will help foster good community relations.

Community Engagement

We have identified the following groups to be members for our community engagement exercise. We shall raise the awareness of the proposed school amongst these groups with the main aim of ensuring that we address their expected responses and to encourage them to attend the consultation event, visit our website to complete the consultation questionnaire and to positively promote the school to parents and pupils in the area.

TARGET GROUPS FOR ENGAGEMENT, AWARENESS AND CONSULTATION

1. Parents:

- **Initiated and uninitiated Sikhs in the catchment area and further afield.**
 - Expected Response: Supportive and engaged. Actions:
 - Reach to raise awareness: via Sikh Gurudwaras; Sikh TV and Radio channels; Council of Sikh Gurudwaras; Sikh Newspapers and web media; social networking; and direct mail campaigns. (at low or no cost).
 - Consultation, admissions and building partnership: Direct mail using our own and other Gurudwaras' lists; Open Days; Focused Groups meeting with committed and undecided parents; Counselling and Advice surgeries; and on-going communication on progress via regular Newsletter and website.

- **Of other faiths and no faith in the catchment area and further afield.**

- Expected Response: Some uncertainty. Actions:
 - Reach to raise awareness: Leaflet drops; posters in places of Worship; interviews on other faith media; targeted press releases; invitation to Open Days and surgeries.
 - Consultation, admissions and building partnership: invitation to Open Days and surgeries. Sharing good practice and our experience of establishing a Free school with other faith groups.

A key part of the school ethos is to nurture the faiths of all children at the school. This will involve building strong relationships with clergy of all faiths, where possible, and involving the different groups in assemblies and enrichment activities.

2. Local residents

- Expected Response: How will it affect “me”? Regeneration of local area? Traffic / School drop off times etc. Actions:
 - Reach to raise awareness: Leaflet drops; posters in places of Worship, libraries, GP surgeries, community centres, articles in local free newspapers.
 - Consultation, admissions and building partnership: invitation to Open Days.

3. Schools

- Other primary schools (referrals) and secondary schools in the area.
 - Expected Response: Concerned about loss of their pupils. Actions:
 - Reach to raise awareness: Personalised letters to Head Teachers to explain the reasons for the school; its ethos and approach followed by visits to the schools and invitation to attend a special Open Day for Head Teachers and Teachers.
 - Consultation, admissions and building partnership: invitation to Open Days and development of local partnership agreements and if possible, sharing of resources and ideas on improving standards and learning experiences.

4. Business community in the area and further afield

- Expected Response: Regeneration and how they can work with the school. Actions:
 - Reach to raise awareness: Leaflet drops; seminar at local Business Associations and Citywide Institute of Asian Businesses and Chambers of Commerce.
 - Consultation, admissions and building partnership: invitation to Open Day for businesses and creation of Friends of the Nishkam School.

5. Resistant groups

- Anti-Academy Schools Alliance; Trade Unions; Teachers; and some immediate community groups.
- Expected Response: Against principals of free schools and break from local authority control. Actions:
 - Letters to each group explaining the reasons for the school, that it is not for profit; its ethos and approach and filling a gap in the current provision. Explain HR policies, terms and conditions for teachers and other staff.
 - Consultation, admissions and building partnership: Build positive and open relationship – warmly well come groups to our public meetings. Non-confrontational approach in answering their questions and concerns.

6. Stakeholders

- Birmingham City Council/Local Education Authority; SACRE; Department for Education; Skills Agency and other local agencies; OFSTED; Local FE Colleges and Universities.
 - Expected Response: Supportive but need to remain engaged. Actions:
 - Continue to develop our good relationships and channels of communications with MPs, Local Councillors and LA officers for their advice and guidance. Good relations with the LA are important to us as a matter of principal as well as in areas such as admissions policy and processes that are aligned with the LA; the further development of the Secondary School and Sixth Form; embedding of transferable skills into the curriculum; raising and meeting education standards; and raising aspirations of every child to progress to FE and HE.
 - Seek guidance and assistance with the embedding of the 24 Dispositions in the curriculum. Help other schools to learn from our experience.
 - Consultation, admissions and building partnership: On-going advocacy and engagement activity targeted for each group. Work with HEIs Schools of Education to build partnership for teacher training placements; staff development; curriculum development; and research into the effectiveness of Free schools and faith-based education.

We would envisage that the above process of community engagement (and consultation) will occur early in the process should we have approval. We would anticipate producing information booklets and leaflets for this by end of September 2011, ready for the above activities to occur in October and for the process to be complete by early December.

Section 5: Evidence of demand and marketing

5.1: Creating awareness and assessing demand for Nishkam School Trust

Nishkam School Trust will succeed in achieving its mission by working in partnership with the local community. As well as local residents, we have engaged the support of leading institutions such as King Edward VI School, Handsworth, Birmingham Faith Leaders Group and Council of Sikh Gurudwaras. This support has already enabled us to build a strategy that will very rapidly ensure that the school will operate at full capacity. The NSN suggested form for obtaining expressions of interest was a basis for creating our form (Appendix 2) in collecting our data. The signatures of local parents have been obtained via visiting local community centres, places of worship and attending community events from the period of January through to Easter. In addition we have held a number of workshops with our existing nursery, independent school and Sunday school to illustrate our vision and demonstrate how and why we will be different whilst maintaining the highest grades.

The parents of faith groups was targeted via the Birmingham Faith Leaders Group which is an inclusive organisation of all religions and through the presenting at places of worship which include Christian, Hindu, Catholic, Sikh and Buddhist religions.

In addition we had a marquee at an open event during Easter 2011, with over 30,000 local residents at a local park in Handsworth, which included a number of children's activities. This event targeted residents of all social backgrounds, however in particular those of the immediate surrounding areas of lower socio-economic status. The school is to be based within this vicinity, and therefore particularly appeals to parents of this area. Our further approach, if approved, to reaching out to deprived students would include working with community groups and agencies that have contact with low income families as well as children or their siblings that are already on the school action plus register from primary school. This could also extend to evaluating the FSM allowances to identify where this awareness would need to be increased.

Although a significant amount of work has been carried out on consulting with children, parents, communities, businesses and organisations, in setting up the Nishkam Primary School, we would repeat this process as detailed in Section 5.2.

Please see Table 1 below of organisations that have supported our bid by sending in their letters of support (also Appendix 3).

In addition, over a relatively short period of time the results for demand have been very encouraging as they are much above the 50% target of demand for each class that is required and indeed already at the full capacity levels for each class which is summarised in Table 2 below with details in Appendix 4.

We have also demonstrated in Table 3 the clear need for improved schooling in Birmingham, which falls below the national average of percentage of A-C GCSE's achieved, as well as the shortfall of secondary school places locally, with over 3000 pupils exported to nearby Local Authorities.

Table 1
Letters of Support received

Organisation	Address Line 1	Address Line 2
University of Birmingham	[REDACTED]	[REDACTED]
Key Locums	[REDACTED]	[REDACTED]
Television Junction	[REDACTED]	[REDACTED]
Sikh Parents Association	[REDACTED]	[REDACTED]
United Religions Initiative UK	[REDACTED]	[REDACTED]
Birmingham St Marys Hospice	[REDACTED]	[REDACTED]
@Futsal	[REDACTED]	[REDACTED]
The Muath Trust	[REDACTED]	[REDACTED]
Groundwork	[REDACTED]	[REDACTED]
St Christophers Church	[REDACTED]	[REDACTED]
Springfield	[REDACTED]	[REDACTED]
e-Act	[REDACTED]	[REDACTED]
Midland Heart	[REDACTED]	[REDACTED]
Birmingham City Council	[REDACTED]	[REDACTED]
Birmingham City Council	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
Mandla Bhomra & Co.	[REDACTED]	[REDACTED]
Archdiocese of Birmingham	[REDACTED]	[REDACTED]
Faith Encounter Programme	[REDACTED]	[REDACTED]
Birmingham Maha Vihara	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
Birmingham Mosque Trust	[REDACTED]	[REDACTED]
West Midlands Faith Forum	[REDACTED]	[REDACTED]
EMG Online	[REDACTED]	[REDACTED]
The Board of Deputies of British Jews	[REDACTED]	[REDACTED]
Network of Sikh Organisations	[REDACTED]	[REDACTED]
University Hospital Birmingham	[REDACTED]	[REDACTED]
Health Exchange	[REDACTED]	[REDACTED]
Zoroastrian Community of Europe	[REDACTED]	[REDACTED]

Table 2 Summary of demand data collected.

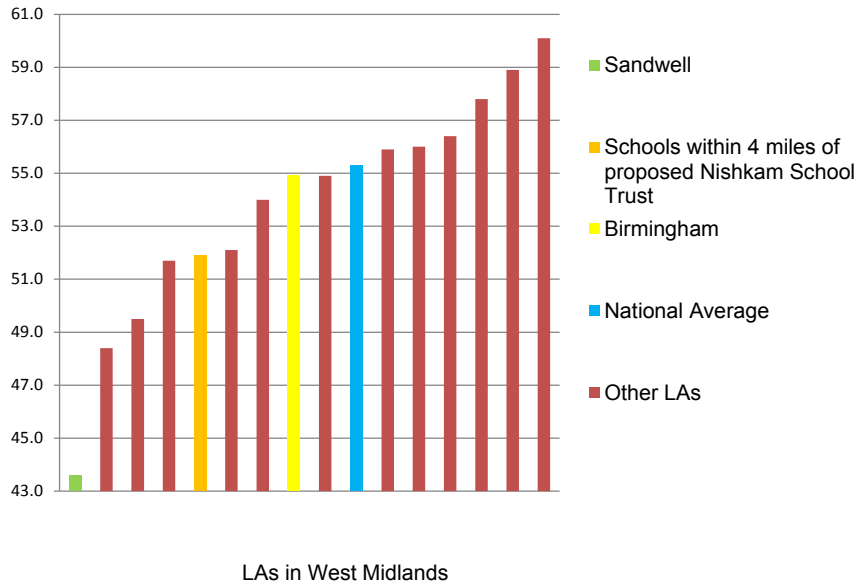
Year	Pupils	Min Target 50%	Variance
6	115	50	+65
7	121	50	+71
11	97	50	+47
12	94	50	+44

Year	Pupils	Full Capacity	Variance
6	115	100	+15
7	121	100	+21
11	97	100	-3
12	94	100	-6

Table 3 Data demonstrating a clear need for better schools in the local area:

The schools within a 4 mile radius of the proposed Nishkam School Trust perform significantly below average

% with 5 A*-C GCSE, including English and maths

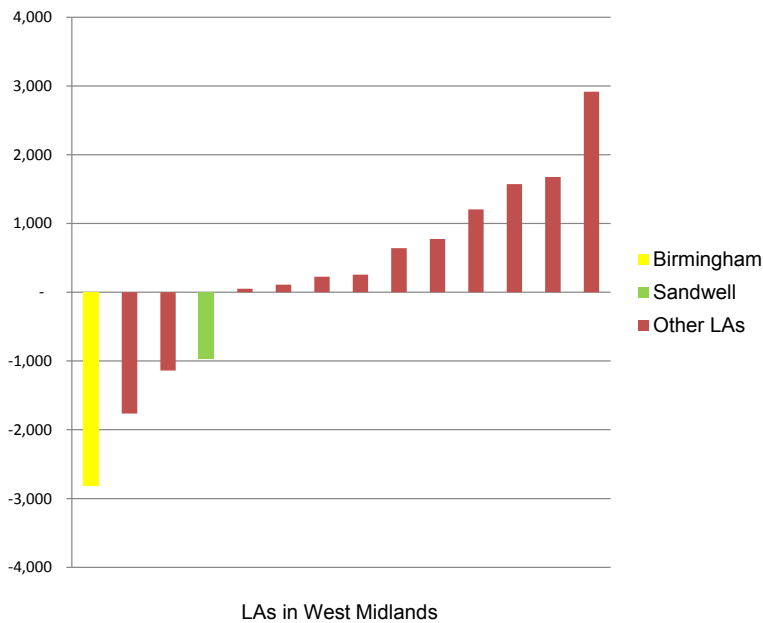


Source: Performance Tables 2010, table 16

There is a clear need for more schools in the local authority:

Our LA exports nearly 3000 secondary school-age pupils to nearby LAs, demonstrating a need for new schools

Number of pupils in state-funded secondary schools, compared to secondary school-age population



Source: School Census 2010, table 17b

5.2: Consultation

The Stakeholder Engagement Steering Group will be responsible for planning and carrying out the statutory consultation exercise to make sure that we are fully compliant with Section 10 of the Academies Act 2010. The plan will be designed to consult a wide range of targeted stakeholder and lobby groups that may have an interest in, or concerns about the proposed school. The responses and outcomes of the statutory consultation will be used to guide the development of the school and to prepare a detailed report for DfE.

We organised a successful Consultation process for the Nishkam Primary School, a Free School opening in September 2011, and the same members of the Nishkam team will be leading this consultation exercise also.

Target Groups

We will aim the campaign to create an awareness of the public consultation exercise and the open invitation to attend an event at the following key target groups in the immediate area and further afield.

- Parents and carers of Sikh faith, other faiths and none.
- Local residents.
- Schools – local primary and secondary schools in Birmingham LA area and also neighbouring Sandwell LA.
- Further and Higher education institutions: local Sixth Form and FE Colleges and Universities.
- Community Groups, including places of worship of different faiths and other faith-based organisations.
- Business community in the area and further afield.
- Resistant groups – some local schools, teachers, Unions and Anti-Academies Alliance.
- Birmingham City Council/Local Education Authority; SACRE; Department for Education; Skills Agency and other local agencies; and OFSTED.

Information and feedback

We will provide the following information to the target groups on our website, by writing to and having face-to-face discussions with certain groups and at an open public consultation event:

- A comprehensive brochure that outlines of who we are; our history and track record of providing education opportunities to young people in the area; our vision for the Nishkam School Trust; our mission; values; ethos and our proposed approach to establishing a Sikh ethos multi-faith school that will achieve educational excellence whilst embedding the universal values of honest living, sharing, volunteering, compassion and contemplation.

- Our approach to enhancing pupils' learning experiences and pastoral care.
- The 24 spiritual and moral dispositions which will play a pivotal role in to the curriculum and everyday life in the school.
- Our inclusive admissions policy and how it will be implemented to create a school with pupils from diverse backgrounds and ethnic groups.
- The proposed location, buildings and resources.
- Answers to Frequently Asked Questions
- Consultation feedback questionnaire with the key question on whether they think we should set up the proposed Free School and whether they think the Secretary of State for Education should enter into a Funding Agreement with us.

Communication strategy

We will make the most effective and prudent use of the marketing and communication budget by maximising public and media relations and by the use of the low cost or no cost methods of using the mass media and local communications channels to connect with our target audiences. The opportunity to provide feedback and to participate in the public consultation will be included in the marketing strategy that is outlined in section 5.3. We will use our networks of contacts with mass media to gain coverage on local radio and TV channels; use our website and social media to its maximum effect; target direct mail and distribute posters and leaflets to place of worship, community organisations, schools and colleges.

It is our intention to use the communications leading up to the consultation process to also market our school. Although the core consultation documents will be the same (Brochure, Questionnaire etc.), we will tailor the covering letter to suit the needs and interests of different stakeholder groups.

An Open Public Consultation Event

We shall hold at least one major public consultation event in Handsworth at a neutral venue such as the assembly hall of the nearby King Edward VI School, Handsworth. Details of this event will be published in Birmingham Evening Mail, Birmingham Post or other paid for or free local newspapers. The event will also be promoted via posters and leaflets at local GP surgeries, libraries, community centres, Primary schools, places of worship of all faiths (where they give us permission to do so) and faith based community organisations. We shall also send personal invitations to Headteachers of schools in the immediate area; senior officers of the key unions; officers of the Anti-Academy Schools Alliance, officers of Birmingham and Sandwell local councils; local counsellors and other politicians and business and community leaders.

The consultation event will be designed to provide detailed information on the proposed school, its mission, ethos, curriculum, admissions policy, staffing,

resources, buildings, leadership, governance and management. There will be ample opportunity for the participants to ask questions and to complete a consultation questionnaire.

The consultation event will be led by the Principal, the Chair of the Trust and will be supported by other members of the Nishkam team.

Response to feedback

We intend to actively consider all views and adjust our plans where appropriate. A full consultation report will be produced for DfE, including detailed breakdown of all responses, and the comments and questions made at the open public consultation event, and this report will be made available to the public on our website. We will collect feedback on other key aspects of the proposal such as the enhanced curriculum, learning and teaching, and subjects on offer, and consider change. Where appropriate, we would provide further details of any major areas for concern, along with actions we have taken to address them.

Timeline

We would aim to have a 6-8 week consultation period, with the open public consultation event taking place somewhere towards the middle of this period. We would aim to complete the consultation process by early December 2011.

5.3: Marketing Strategy

The Stakeholder Engagement Steering Group will produce and implement a robust marketing strategy built on our educational vision and plan, taking into account our proposed target groups of intake and that will maximise the demand that we have generated. Much experience gained from the marketing of Nishkam Primary (Free) School from 2011 will be used as the same members of the Nishkam team will be also lead the marketing strategy and implementation.

1. The key objectives of the marketing and communications campaign will be to:

- Raise awareness amongst the target groups (as identified in Chapter 5.2) of the need for the Nishkam School Trust, its mission, ethos, uniqueness of its approach to delivering the national curriculum through the active engagement and partnership between the pupils, teachers, parents and the wider community.
- Ensure that the target groups comprehend the proposal and are able to freely debate any questions or concerns.
- Attend open days and the consultation event and to fully engage with the Trust members and the Principal.
- Generate interest amongst parents and prospective pupils and to encourage them to apply for places at the school for September 2012.
- Convert interest to successful admissions.
- Raise the profile of School, the Trust and the concept of the Free School.

2. **Target Groups**

- Parents of Sikh faith, other faiths and those of no faith.
- Local residents.
- Schools – Primary and Secondary
- Business community in the area and further afield
- Resistant groups.
- Stakeholders.

3. **Central Message**

- **More than Academic Excellence:** Nishkam School Trust will not only provide an excellent education but will also inspire a passion for lifelong learning. By recruiting outstanding teachers, we will create learning experiences, which are character building, whilst enabling each child to develop his or her own originality. The National Curriculum will be enhanced and enriched through opportunities to learn from 'experts in residence' and visiting specialists in music and art, business and technology, sports and outdoor pursuits, as well as faith.
- **More than a School:** Nishkam School Trust aims to foster communities, which actively support children throughout life, both within and beyond the school gates. We will work imaginatively with parents, families and guiding institutions to help

ensure children are surrounded by good role models and mentors. These partnerships will provide children with direct experience of civic institutions, industry and commerce, as well as skills in research and innovation.

- **More than 'Self'**: Nishkam School Trust will be driven and sustained by the principle of being nishkam, creating a mindset to serve others without expectation of reward or recognition. Experience suggests that this selfless practice promotes humility and unlocks great potential to transform ourselves and the world around us.

4. **Communication Media**

We will make the most effective and prudent use of the marketing budget by maximising public and media relations and by the use of the following low cost or no cost methods of using the mass media and local communications channels to connect with our target audiences.

- **Radio, television and press:** We will use our network of contacts with the media to secure free or low cost advertising and by offering interviews and contributions to the debates on education.
- **Website:** We shall develop a comprehensive website for the Nishkam School Trust. The website will become one of the main channels of communicating the progress of the school, the consultation process, the recruitment effort and also to keep everyone updated with latest developments.
- **Digital and social media:** We shall invest considerable effort in using online and social network marketing with dedicated campaigns for carefully selected target groups.
- **Direct Mail:** We shall implement a direct mail campaign to communicate with the large number of parents, community groups and key stakeholders by sending them personalised letters and copies of the School Prospectus. The campaign will be followed up by a telephone campaign to gauge response and to offer additional assistance.
- **Posters and Leaflets:** This low cost method of communicating key messages to local residents, schools and community groups will be maximised by the design, printing and distribution of a large volume of posters and leaflets. Our volunteers will distribute these posters and leaflets by hand around two miles radius of the school as a priority.
- **Use of community champions:** we shall work with existing community champions and develop new ones, in particular with champions of other faiths who can reach into the various community and faith based groups and organisations. The sources of new champions will include members of local faith societies in the three local universities, for example Hindu Society and Christian Society, as these groups tend to have productive links with local places of worship.

- Open Days: We shall arrange to hold a number of open days for the general public and in particular for parents and prospective pupils. Such events will give visitors the opportunity to meet with members of the Trust, the Principal and staff. There will be opportunities to see the plans and process with the school building and to have a one-to-one meetings with the Principal and the Head of Secondary School (when appointed).

5. Marketing Budget

A budget of c. £35,000 will be allocated to the design and implementation of a successful marketing and communication. This will include the cost of producing all printed materials, the website and any advertising contents.

Section 6: Organisational capacity and capability

6.1: Capacity and capability of the company

Nishkam School Trust

Roles within team:

Strategy, leadership, education, project management, marketing, finance, infrastructure, legal, ICT, architectural

Please see **Appendix 1** for full Curriculum Vitae.

Time allocated below.

*Current Directors of the Company Limited by Guarantee

290

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED], [REDACTED]

Please see Chapter 6.2 – Principal Designate

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

20 hours/week on this project

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

As the [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED],

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



6.2: Principal Designate

Profile - [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Professional history

Education

2011 – Present: [REDACTED]

2005 – 2011: [REDACTED]

2003 – 2005: [REDACTED]

1992 – 2003: [REDACTED]

1988 – 1992: [REDACTED]

1983 – 1986: [REDACTED]

Professional

1987 – 1988: [REDACTED]

1986 – 1987: [REDACTED]

1981 – 1983: [REDACTED]

Academic/Professional Qualifications

[REDACTED]

CURRICULUM VITAE – [REDACTED]

[REDACTED]

[REDACTED]

6.3: Governance

INTRODUCTION

In order to develop, operate and manage the Nishkam Primary School the NST has put in place a Governance and management structure that will also take full responsibility for the proposed Secondary School. The structure has been designed with the following key immediate aims:

- Establish a transformational organisation to meet high expectations of children, parents, community, partners and the DfE with limited resources and a changing landscape.
- Fully engage partners to make effective contributions and build long term commitments of parents, stakeholders and the local community, including universities, local government and business, in order to enhance the education offer and support for parents, and to share and promote our values.
- Attract and develop high quality leaders and staff with a focus on educational excellence, value based learning and challenging extra-curricular activities.
- Contribute to the regeneration of the local community; support the economic and social wellbeing of the area; promote community cohesion; and strengthen families.
- Develop an enhanced and enriched curriculum for children; supportive professional development and post graduate study for staff; collaborative projects and action research; initiatives with our community and partners, in order to build a sustainable organisation.
- Build an effective corporate structure and an efficient business with clear performance management and quality assurance infrastructure.

Nishkam School Trust

Both Nishkam Primary and Secondary Schools and Sixth Form will be operated and managed by a School Trust called Nishkam School Trust – a charitable company limited by guarantee. The constitution of the company is defined in its Memorandum and Articles of Association which are based upon the standard model documents prepared by Department for Education (DfE) (see Appendix 7). The governance of the schools has been carefully considered in line with both the standard model documents and the intended operational and management requirements for the school both at opening of the Primary School in September 2011 and as the school increases to its range of year groups and capacity and the opening and the expansion of the Secondary School and Sixth Form in September 2012.

Corporate Plan

The following objectives of the school governance have been identified:

Short Term Objectives – Sept 2011

- To constitute and implement a focused Board of Directors/Governors.
- To constitute and implement an educational management structure clearly placing the Principal at the centre of educational delivery and standards.
- To constitute and implement an operational/support management structure to procure, implement and manage a professional range of support services to the Primary School and the development of the Secondary School.
- To have regular reviews in place to ensure the structure is working.
- All the above to be designed within the constraints of a single school model Memorandum and Articles (M&A) as produced by DfE.

Long Term Objectives – Sept 2014

- To constitute and implement a federation structure to accommodate more effectively the Secondary School and Sixth Form and other related secondary level education provision that may wish to join the Nishkam family of schools.
- To ensure the relative ease of changing the single school structure above into a federated model.
- To constitute and implement an educational management structure within each school delegating key authorities to a local Governing board and clearly placing the Principal at the centre of educational delivery and standards
- To constitute and implement an operational/support management structure to procure, implement and manage a professional range of support services across all schools within the federation.
- To have regular reviews in place to ensure the structure is working.
- The constitution of the federated company will be designed within the constraints of a model set of Articles for Federated schools, to be agreed with DfE at an appropriate future point.

Current Governance Structure

The following structure has been designed for the operation and management of the Primary School and for the direction and development of the proposed Secondary School.

NST has appointed three Governors (who are also Directors of the company) and have assigned responsibilities for Chair and Vice Chair. The Three Governors are:

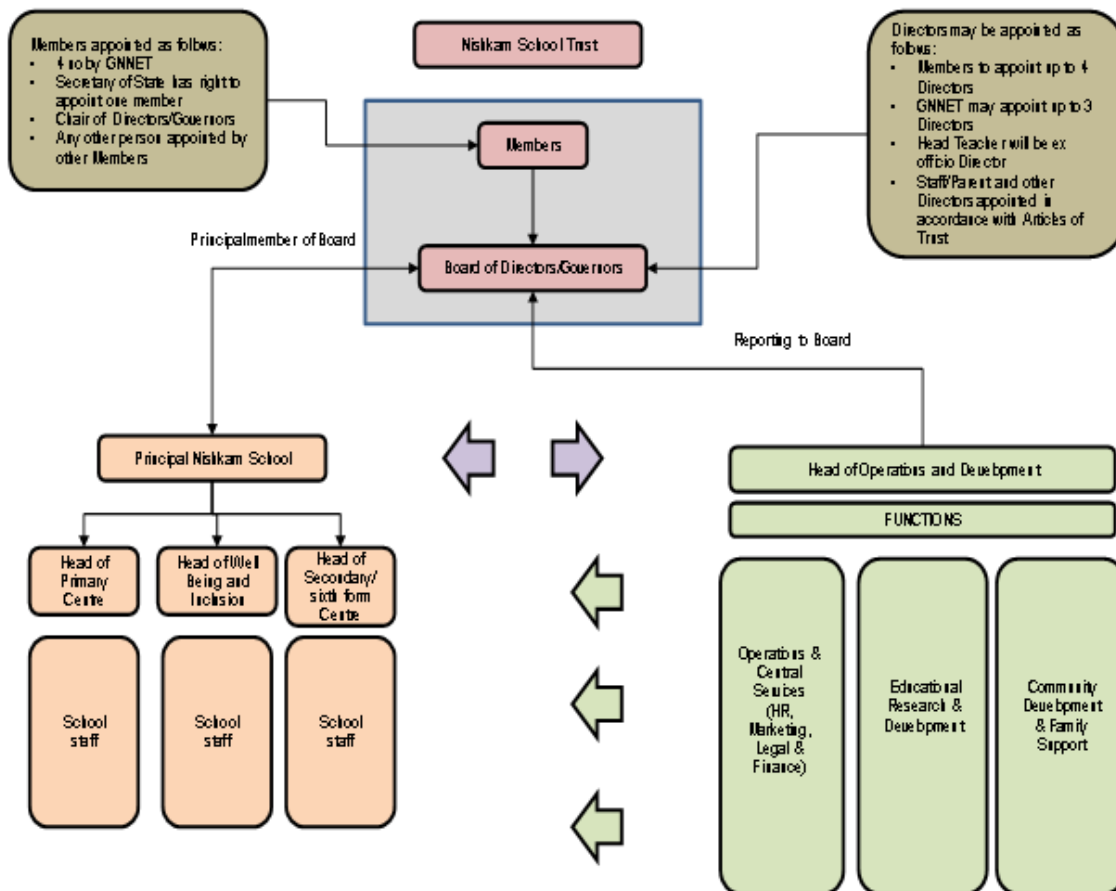
Dr [REDACTED], [REDACTED]: [REDACTED].

[REDACTED]

██████████

The Trust will establish two sub-committees in the immediate future. The Finance and General Purposes Committee will monitor and report on all matters financial, operations, HR, Health and Safety, marketing and community relations to be chaired by ██████████. The Academic Committee, to be chaired by ██████████, will be responsible for the planning and monitoring of the quality of academic provision, curriculum development, preparation of OFSTED inspections and any related reviews.

Overview



Members of the Board of Directors/Governors will carry out three distinct roles as follows:

- Directors in accordance with company law
- Trustees in accordance with charity law
- Governors in accordance with education law

For clarity the term Governor will be used to refer to members of the Board of Directors/Governors. Terms of Reference for the Board have been developed and are in place. Each Member appointed Governor acts as a 'champion' to take responsibility for a particular area of interest. Five specific areas have been identified as follows:

- Company/Charity law and operation
- Educational standards
- Marketing and Corporate Social Responsibility (including community and stakeholder engagement)
- HR/Finance
- Heritage and Faith

The Governors are also responsible for setting and monitoring of quality standards and may implement this as needs dictate by either:

- Appointing/nominating an individual
- Appointing/nominating a group
- Delegating tasks to existing governors
- Appointing an external independent organization

Below the Board of Governors, the school will be split into two distinct elements:

Educational Delivery – which will be led by the Principal who is responsible directly to the Governors for the following areas:

- Educational Research & Development – this will lead on educational thinking leading to best practice and the implementation of the values and ethos of the school. This forum will also advise and lead on the school development up to full capacity and beyond.
- Embodiment of the school culture and ethos.
- Development of the educational delivery and staff structure.
- School and Staff leadership and development.
- Educational standards and quality.
- SEN and other inclusion policies and requirements.
- Educational standards.
- Admissions procedures and processes.
- Discipline and exclusion policies and processes.
- Every Child Matters and other statutory and advisory educational policies.

Operations and Development – which will ultimately be led by a designated Operations and Development Director to oversee the following Central Services:

- Finance/Budget management
- Payroll
- Marketing
- Community Development & Family Relations – building the links and partnerships with families and the community both on individual, social and commercial levels to ensure full participation to the benefit of each individual child

It is not expected that these two elements will work independently of each other but that the Head of Secondary, Head of Primary, the Principal and their staff will fully engage with the Operational and Development Teams to ensure the school maximises its exposure, support and benefit from the community.

Following the opening of the Primary School in 2011 and the Secondary School in 2012, staff governors and parent governors (through an election

process) will be appointed creating the full constitution of the Board by Christmas 2012. Details of any election process will be defined during the Pre-Opening Phase of both schools.

The Responsibility of Governors

The key responsibilities of the Governing Body will be to:

- Define and implement a process for monitoring and ensure the quality of the educational provision and embedment of the schools ethos, vision and values into all its activities
- Define and implement a process that allows constructive and effective challenge and monitoring of the schools overall performance
- Define and implement a process for full engagement with the family and community
- Oversee and ensure the effective management of the school trust's finances, property and other assets
- The Governing Body will be the admissions authority for the school. The Governors will ensure the legality and operate the admissions process each year as appropriate.
- Implement the admissions appeals process.
- Oversee and ensure a full range of operational services are provided in support of the school
- Oversee educational research and development to maintain best practise.
- Guide a structured and managed increase in the size of the school as it develops all year groups towards full capacity.
- On the advice of the Principal and Head of Schools or other recruitment panel, employ suitably experienced staff.
- Implement disciplinary and contract termination.
- Ensure the requirements of Company and Charity law are fully met.
- Oversee and manage the liabilities of the School Trust

Although there are many similarities between the role of a governor within a maintained school and a Free School, there are significant differences especially associated with the role of Company Director and Charity Trustee. The initial governors have been chosen for their previous knowledge and experience not only as school governors but also as Directors and Trustees of other organisations (see chapter 6.1). We are in the process of appointing two more Governors with the skills and knowledge of leading and managing primary and secondary education.

The Board is in the process of:

- Developing a clear scheme of delegated authority defining task/topic focused management groups, their terms of reference and reporting lines back to the Board.
- Setting clear performance objectives and targets for the Principal and the Heads of Schools.
- Preparation of a set of educational materials and plans, in particular an assessment model and code of practice – linked to the assessment and development of individual children.
- A comprehensive staff orientation plan linked to the schools values and vision together with a continuous professional development programme to ensure best practice is maintained by both teaching and support staff.
- Development of an effective performance management system for both staff and children.

The objective of the above will be to define clear lines of authority, reporting and processes which monitor the development and performance/progress of staff and children within an environment of personal skill building, learning and life skills.

Long Term Governance Plan

It is the aim of Board that the Nishkam School Trust will ultimately be a Federation allowing for the expansion of secondary level education provision to be managed under the umbrella of a Federated Trust with shared values and ethos and access to centralised services.

Should at some point in the future the Trust decides to convert to a Federated structure, the following changes will be required:

- A new Federation of schools Charitable Trust will be formed.
- A new Board of Directors constituted – the numbers will be decided at the time dictated by need and the model M&A advised by DfE.
- A Chief Executive will be appointed – depending on timing and suitability both the existing Principal and Operations Director will be considered for this post should they wish to be.
- The Operations & Development Team will become a Federation wide group providing services and support to all schools within the federation.
- The existing schools will continue without disruption as a single school within the Federation.
- New schools or centres can join the federation utilizing the same model as the existing school i.e. a local governing body and Principal.

The purpose of the above is in part to create the centralised support group allowing the effective, efficient and economic distribution of services with standardised and consistent quality across a range of schools and to ensure the implementation of best practise at all times.

6.4: Financial Oversight

Free Schools financial responsibilities

Financial management is essential in running a successful school as most decisions will require financial input which is ensuring the best use of limited resources. In addition to this is the statutory obligation which will be considered very carefully - the Government places a significant emphasis on it.

The guidance in terms of establishing the responsibilities is sourced from the following:

- Funding agreement
- Articles of association
- Academies financial handbook

The funding agreement

This will cover the general annual grant and capital grant which will require a strong grasp of the process for claiming grants and the detail behind SEN/FSM grants. The surpluses, disposal of assets, borrowing and appointing a responsible officer would also be covered. In terms of ensuring there is a clear understanding of these clauses, the responsibility rests with the governors who delegate the responsibility to the Principal/Headteacher and the execution of this would be in the job description of the finance director.

Accounts and an annual report must be prepared in compliance with the Charities' Statement of Recommended Practice, Accounting and Reporting by Charities, known as the Charities' SORP and with any directions from the Secretary of State. The accounts must be prepared to 31 August each year. The accounts must be audited annually by independent auditors and filed with the Secretary of State and the Principal Regulator by 31 December each year and with Companies House by 31 May in the year following. Surpluses arising from income sources other than from the DfE may be retained but must be shown separately on the balance sheet

The Articles of association

Free schools are charitable companies limited by guarantee and are the entities that enter into funding agreements with the Secretary of State to establish a free school. In order to set up a free school, the Memorandum of Association will need to be completed and the Articles of Association will need to be drawn up and agreed with the Secretary of State and registered with Companies House. The Memorandum of Association sets out the name of the free school and provides details of the three subscribers who wish to form the academy trust and become its members under the Companies Act 2006.

The Articles of Association prescribe for the internal management, decision making and running of the free school and its liability. This is a clear indication that the financial

management is imperative to the school and the governors have full internal responsibility as well as the statutory obligation. Please see Appendix 7 for the Articles and Memorandum of Association for NST as agreed with the DfE for the opening of Nishkam Primary (Free) School in September 2011.

Academies financial handbook

The financial academies handbook covers the following key areas which again would be the ultimate responsibility of the governors which would be delegated to the Principal/Headteacher and would be executed by the finance director:

Overall financial arrangements

- Best practice with appropriate templates
- Check list of finance matters at governors meeting
- Annual plan
- TOR for finance committee
- Guidance on measurement of risks and appropriate templates

Financial systems and control

- Key standards and independence of duties
- Reconciliations of payroll/VAT/bank/petty cash etc
- Control principles with all documented procedures
- Appropriate chart of accounts
- Relevant accounting/information systems

Funding

- Feasibility/Implementation funding
- Start-up/capital grants
- General annual grant
- Sponsorships
- Other SEN/FSM monies

Financial management

- Budget setting/monitoring for the annual plan
- Forecasting and review

- Focus on financial opportunities/threats
- Links to development plans
- Compiling a 3-5 year strategic plan

Annual accounts

- Timetable for annual accounts
- Auditors report
- Financial statements
- Supplementary report

What roles will be needed to fill these responsibilities

The roles that will be required to meet these duties successfully will start with governors and delegated through to the Principal/Headteacher and the completion would be for the finance director. The structure and responsibilities would be as follows:

Governors

A governor on the school board would be elected who is a qualified accountant by profession and has considerable finance experience which would be at least 5 year post qualification experience. The responsibility would be to ensure the school has the right direction from a financial strategic perspective with a balanced budget and knowledge of the latest policy in school finances would be important.

Principal/Headteacher

A good general understanding of finance is required which would include commerciality but not necessarily the detailed knowledge/process of finance. The responsibility would be delegated to the finance director with regular meetings and the appropriate committee to sign off key financial decisions.

Finance Director

A suitably qualified professional with the appropriate schools experience. Ultimately the responsibility of the day to day financials would be devolved to the finance director who would have a junior staff to complete the standard inputting into the financial systems with monitoring and control been ensured through procedures and appropriate sign-off processes.

There would be some benefit in attaining the services of free schools finance services to ensure there is independence and the appropriate learning from other schools would also be achieved. However this should not be relied on too heavily as this would obviously have a cost impact.

Auditors

This will be a statutory requirement and should be used to the benefit of the school as any improvements or recommendations should be implemented to ensure the school is procedurally financially robust as well as any commercial decisions that may help.

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6.5: Leadership and Staffing

The School will be led by the Board of Governors (to support high standards of corporate governance, provide strategic vision and leadership); a Principal Designate (to lead the School, imbed the vision and values of the school; a Head Teacher (to shape the curriculum and embed the ethos); a Business Manager (to support innovation, community engagement and lead/build central services); and Senior Management Team (to lead and manage key areas of operational delivery).

The school will develop in two stages as follows:

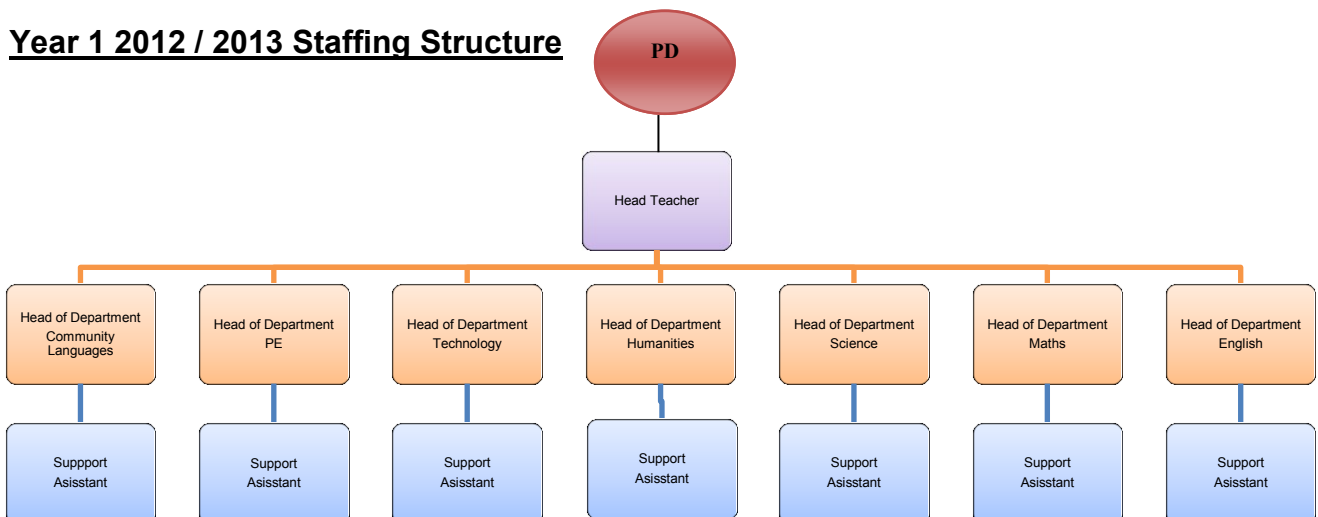
Stage 1 – from September 2012

The school will formally open and comprise of:

- Year 7 cohort - 100.
- 6th Form cohort – 100

In the first year the school will look to hire 7 Heads of Department and 7 support assistants to initially begin the setup and prepare schemes of works and resources for teaching.

Year 1 2012 / 2013 Staffing Structure



Stage 2 – post September 2012 development

Stage 2 comprises expanding the capacity as follows:

The following schematics represent the staffing structures that will lead the School into the next 5 years as it reaches full capacity and underpins the transition that is facilitated as schools have more powers to develop and deliver their own curriculum. The structure is essentially made up of four tiers of leadership over and above the leader of learning role that is the classroom teacher. The four tiers are:

- Senior Leadership Team
- Director(s) of Learning
- Assistant Director(s) of Learning
- Project Director(s) assistant

The structure is deliberately hierarchical in its nature and is formed around the principle of sub-dividing the School into 6 learning zones. Each zone will be directed and led by a member of the Senior Leadership Team and or a Director of Learning who will be accountable for all aspects of provision in the zone.

Supporting the Director, two Assistant Directors will be responsible for key aspects of delivery which will be subject focussed. Project Directors will operate across Learning Zones on a range of fixed term or permanent projects that support learning and will be responsible for their Project role to the identified Deputy Head Teacher and not the Director of Learning within whose Zone(s) they operate for their teaching commitment.

The **Learning Zones** will be comprised of a number of subject disciplines and a likely model is given below although some minor alterations may still be necessary following the uptake of subjects at KS4. Other areas of activity such as Learning Support will operate as now across all Learning Zones:

Scientific and Technical – Science and Technology

Global Community – Geography, History, RE, PSHE (inc. Citizenship),

Performing and Creative Arts – Art, PE, Music, Dance and Drama

Communications – English and Community Languages

Enterprise – Mathematics, ICT, Business Studies and Enterprise

Post 16 Curriculum

Senior Leadership Team – Proposed areas of Responsibility

Principal

- Strategic Leadership of the School
- Governance and Policy
- Leadership and management
- Financial Management
- Health and safety
- Community engagement and partnership building

Head Teacher

- Overall Curriculum
- Extended Schools activity
- Line management of identified Project Directors
- Quality of Learning, Teaching and standards of provision
- Staffing and appointments
- Evaluation and monitoring

Deputy Head Teacher

- Educational Visits
- Primary Liaison
- VLE
- Line management of AST(s)

- Line management of identified Project Directors

Assistant Head Teacher (1)

- Curriculum KS3-5
- Timetable and staff allocation
- Assessment and tracking
- Connexions
- Line management of identified Learning Zones

Assistant Head Teacher (2)

- Behaviour
- Attendance
- Inclusion including SEN/EAL/NEET/G&T
- Student Voice
- Line management of Head of Learning Support
- Line management of identified Learning Zones

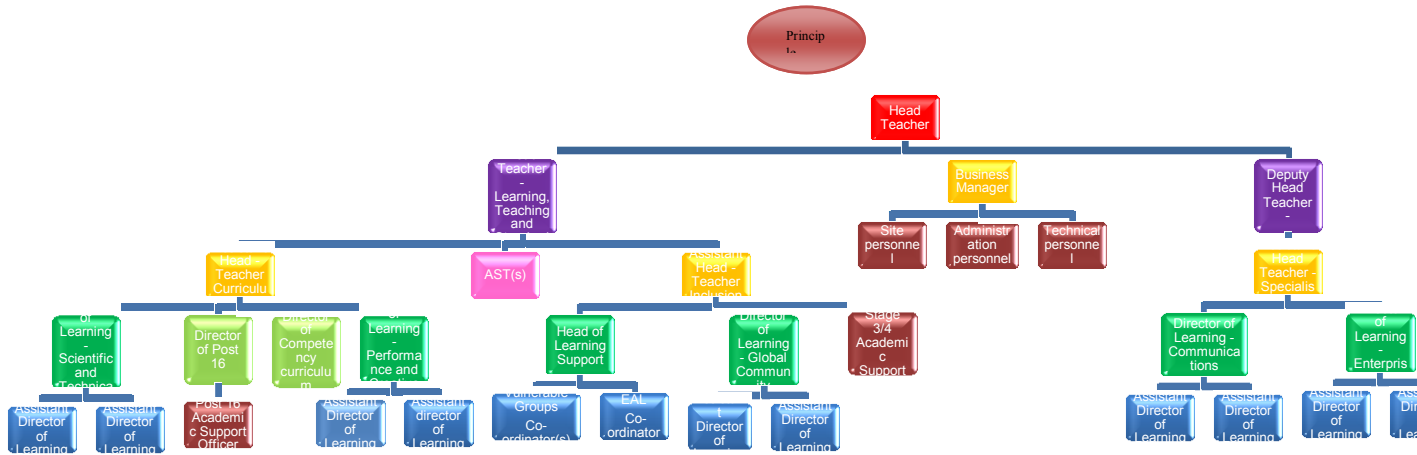
Assistant Head Teacher (3)

- Specialism
- Business links Enterprise education
- Work related learning including WEX provision
- Line management of identified Learning Zones
- Vocational Quality Assurance

Business Manager

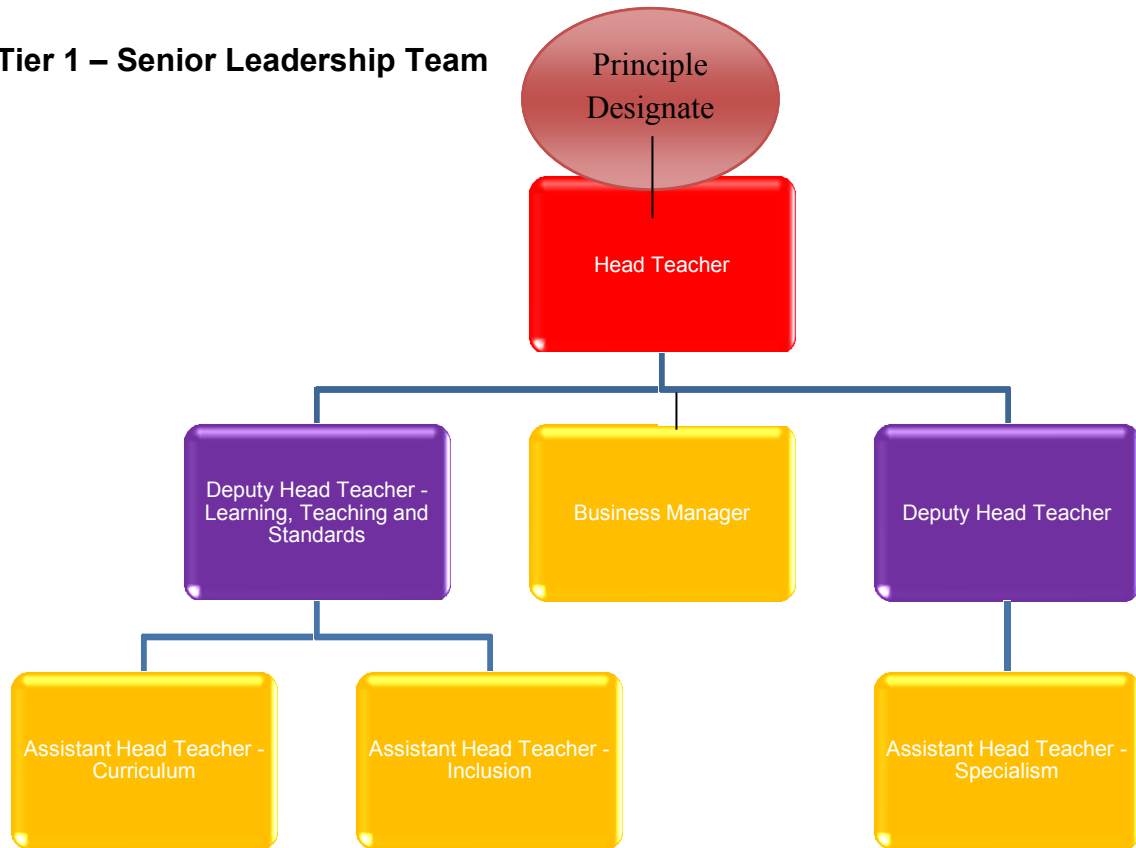
- Financial monitoring – value for money judgements
- Line management of Site, technical and Administration staff

Nishkam Secondary School - proposed staffing model

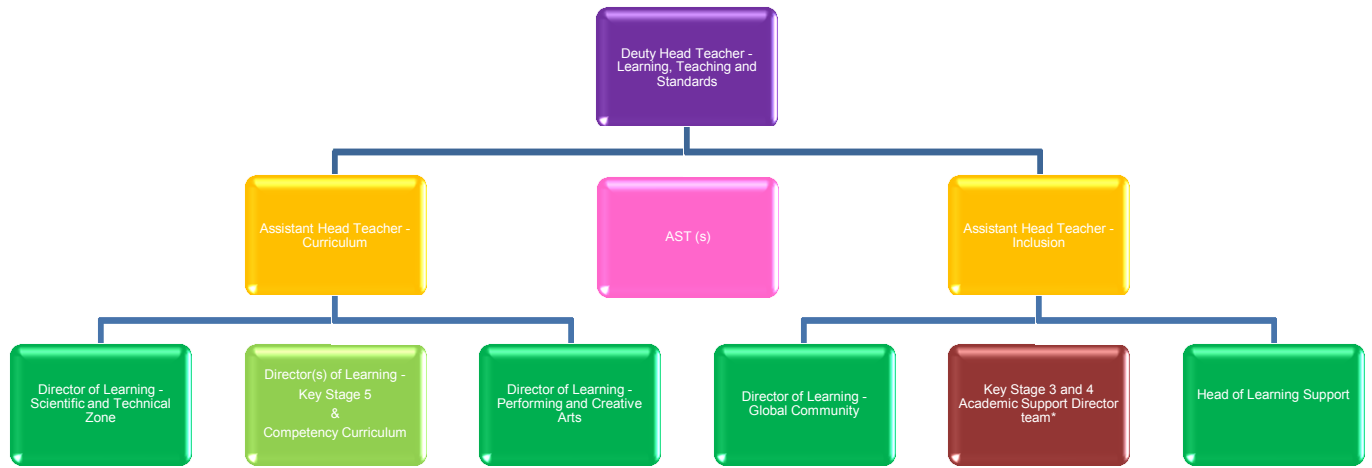


Head Teacher	Deputy Head Teacher	Assistant Head Teacher or equivalent	Director of Learning	AST	Assistant Director of Learning or equivalent	Non-teaching staff	Director of Post 16 / Competency Curriculum
Leadership Spine	Leadership Spine	Leadership Spine	TLR 1a	AST Spine	TLR 2d	NJC / SO Scales	TLR 1b

Tier 1 – Senior Leadership Team

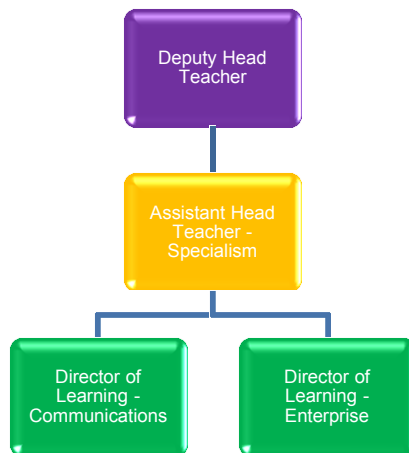


Tier 1 – SLT and Director of Learning Relationship – (1)



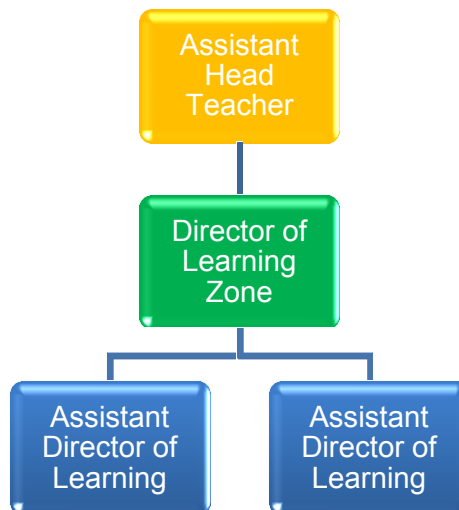
* Academic Support Director team refers to Heads of Year and Guidance Leaders

Tier 1 – SLT and Director of Learning relationship – (2)



Tier 2 and 3 – Director of Learning and Assistant Director

In all Learning Zones there will be two Assistant Directors of Learning with the exception of Post 16 and Competency Curriculum Zone where support will be provided by Administration staff or a Project Director

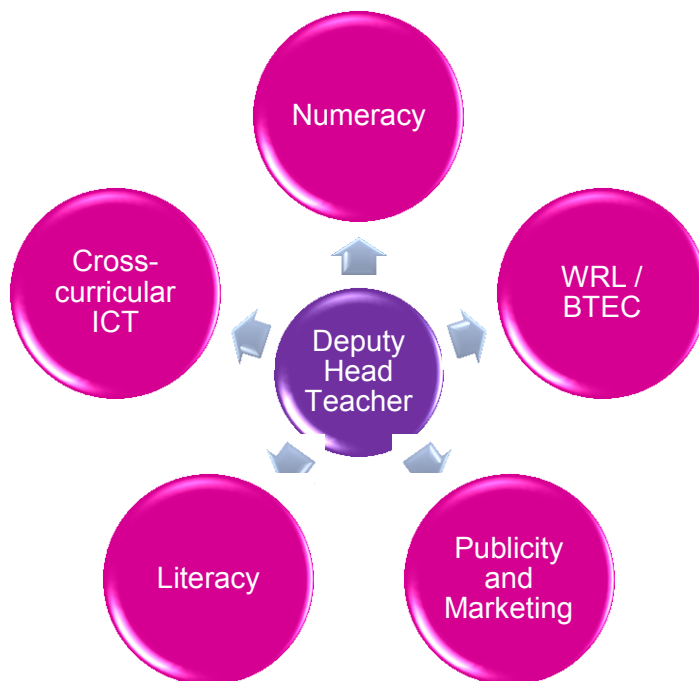


Tier 4 – Project Directors – (1)

Project Director positions are fixed term posts that will be reviewed annually dependent on the nature of the Project. The posts identified below are indicative and not necessarily a final list.

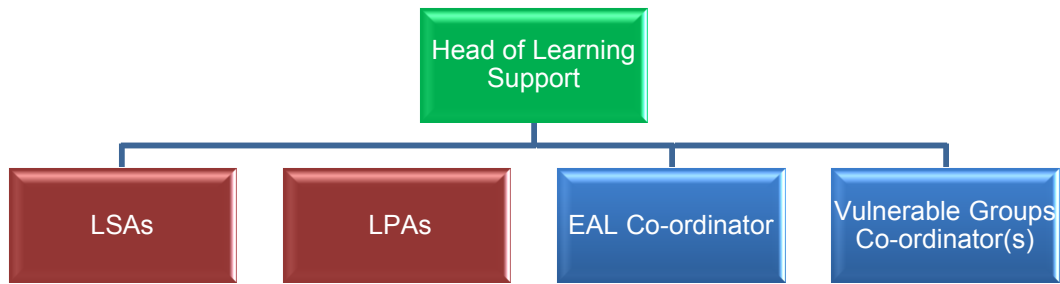


Tier 4 – Project Directors – (2)

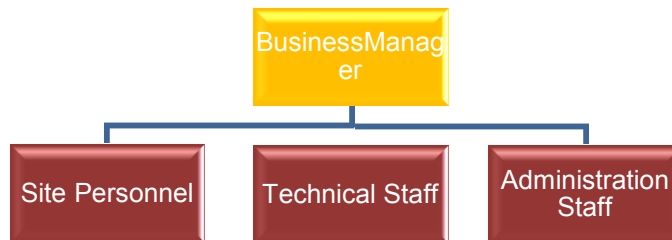


Additional relationships and structures

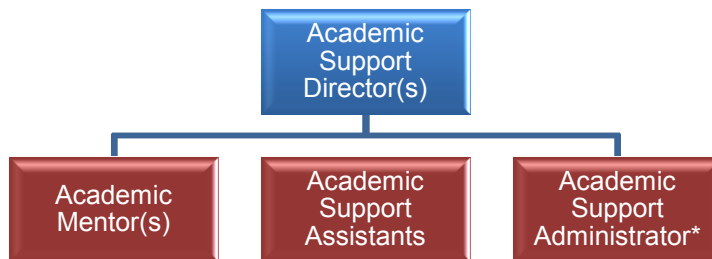
Head of Learning Support – Line management responsibilities



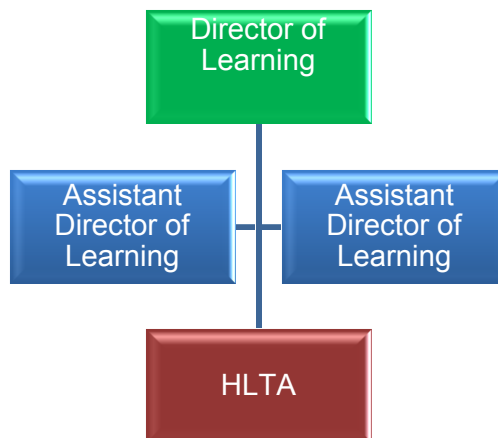
Business Manager – Line manager responsibilities



Academic Support Team – Line management responsibilities



Director of Learning – Line management responsibilities



INTRODUCTION

The Governing Body will have a statutory duty to “Conduct the school with a view to promoting high standards of educational achievement”. A fair, equitable, transparent pay policy will help the Governors achieve this aim.

The pay policy incorporates the principles expected from and applicable to those in public life, namely integrity, objectivity and honesty. Governors will be open about their decisions and will be prepared to explain those decisions to interested parties.

Having determined the policy, as set out below, the governing body delegates the management of the policy to the Principle Designate, Head teacher, Chair of Governors and the Pay committee of that body.

PRINCIPLES

The Governing Body will recognise that the determination of the remuneration of staff must operate and be seen to operate fairly and equitably for all employees. Pay will be used purposefully and selectively to strengthen leadership and management structures, recruit, motivate and retain staff of the highest quality and reward performance.

The staffing structure of the school will respond to the current and future needs of the school in accordance with the School Improvement Plan and available funding.

It will be guided by the following principles:

- Financial implications will be considered carefully with regard to the school budget.
- Salary determination will be fair, justifiable and considered within the whole school context and the short and long term requirements of the School Improvement plan.
- The process of determining remuneration will be properly and openly managed. The procedure for handling the process will be available to all staff.
- A need to maintain harmonious relationships within school
- Pay will be determined through the assessment of levels of duties and responsibilities undertaken.
- The governing Body is committed to equal opportunities for all staff and is aware that they may be subject to litigation if they fail to comply with anti-discriminatory legislation.

PERFORMANCE MANAGEMENT

All members of staff will participate in arrangements made for Performance review in accordance with their conditions of employment, national legislation and School Policy. Relevant information from Performance management statements may be taken into account by the Head and the Pay committee of the Governing Body in taking decisions on the use of any discretion in relation to pay.

PROCESS FOR DEALING WITH THE DETERMINATION OF PAY.

The Pay Committee:

Established by the Governing Body, this committee will, with delegated powers, determine the remuneration of staff and review this matter on an annual basis. It will consider both the financial and staffing issues which arise from this policy and the impact upon pay awards.

PAY SCALES FOR CLASSROOM TEACHERS

The Pay committee will determine pay for teaching staff using current government pay scales for guidance.

Experience

Teaching experience will be rewarded on the basis of one point for each year of service. The Pay committee will also count as service any period of absence approved by the Head and Governing Body during which experience relevant to teaching is acquired. Experience other than teaching will be rewarded at a rate of one point for every two years of experience deemed by the committee to be relevant to the job description and appointment criteria, to a maximum of two points.

The Pay Committee will recognise that a classroom teacher previously employed on the Leadership Spine or Advanced skills teacher shall not be paid less than point U3 on the upper pay scale.

Experience points may be withheld in a year when a teacher has performed unsatisfactorily. This will be in conjunction with formal capability procedures.

Threshold and Upper Pay Spine.

The pay committee will pay teachers who are successful at the threshold. The Pay committee will determine progression through the upper pay scale. This will be based on teachers demonstrating **sustained and substantial performance and contribution to the school.**

Teachers will only progress up the pay scale in two yearly intervals.

The process for assessing the above criteria is that:

Teachers are invited to provide evidence with regard to their targets and contribution to the school over the previous two years. Such evidence is optional. The head teacher may use other verifiable evidence including that of performance review. The reviews will take place in the autumn term with any pay outcomes backdated to 1st of September. The Pay sub-committee will make their decision based upon evidence and recommendation provided by the head teacher and Principal.

Teaching and Learning Responsibilities - TLRs

Teaching and Learning Responsibilities will be awarded to the holders of posts indicated in the staffing structure agreed by Governors.

These payments will be for clearly defined and sustained additional responsibility in the context of the school staffing structure to ensure the continued delivery of high quality

teaching and learning. Job descriptions will be regularly reviewed and will make clear the responsibility for which the TLR is awarded.

Governors will adhere to the national single criteria: A single specified responsibility focused upon teaching & learning, that is not required of all classroom teachers and requires a teacher's professional skills and judgement.

In awarding TLRs the Governors will refer to the agreed principles underpinning the Teaching and Learning Responsibilities Structure at Alumwell BEC:

- Significance of the responsibility focused on leading Teaching and Learning
- Level of decision-making authority and accountability
- High expectations of all students
- Inclusive environment for pupils and staff
- Opportunities for personal development for pupils and staff
- Workforce remodelling
- High degree of care for pupils and staff
- Effective preparation for adult life
- Promotion of a healthy and safe environment
- Recognition of staff contributions to the various aspects of pupils' learning.

A TLR may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which s/he is made accountable.

School criteria:

- Number of pupil periods taught in subject
- Impact on pupils across or outside the curriculum
- Number of staff (teaching and support) line managed
- Impacts upon raising pupil attainment
- Impact on pupils including extracurricular and out of hours commitment
- Cross-curricular co-ordination

National criteria

Before awarding a TLR, the Governing Body will be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that it

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- Involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR 1, the Governing Body will be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

If a post meets the criterion and all of the factors, governors will not automatically grade the post as a TLR1.

Governors may base a TLR on a job description that itemises several different areas of significant responsibility.

Revision of Staffing Structure

The Governors' will keep the allocation of TLR payments under review annually, through its Personnel committee, having regard to any revision or addition to the responsibilities allocated to such posts or demands of the School Improvement Plan, the continuation or acquisition of specific funding streams and the financial position of the school.

The staffing structure will be presented to finance sub-committee as part of the annual budget setting exercise.

Out of School Hours Responsibilities/Learning Activities

Staffs who are required to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a payment to be determined in line with the type of activity and the existing Pay policy.

Special Needs Allowances

This point will only be awarded to teachers who are engaged wholly or mainly in taking charge of special classes of children who are hearing or visually impaired or who teach pupils with statements of Special Educational Needs in designated special classes.

SEN Allowance 1 may also be awarded to classroom teachers who make a particular contribution to the teaching of pupils with special educational needs which is significantly greater than that which would normally be expected of a classroom teacher.

SEN 2 Allowance will be awarded to classroom teachers who qualify for SEN 1 and who either:-

- hold recognised SEN qualification or
- undertakes specific activities with SEN pupils.

Advanced Skills Teachers

The Pay committee will determine a five point range on the AST spine in accordance with government pay scales

The agreement of Performance Objectives for ASTs will be delegated to the Head teacher. Where agreement is not achieved the AST may agree them directly with the Pay Committee.

The ASTs performance will be reviewed annually against the objectives and will be awarded 1 point where objectives are met.

Excellent Teacher Scheme.

Pay committee will determine pay in accordance with the TPCD and any other statutory guidance.

Qualified Supply teachers

Casual qualified supply teachers will be paid at the hourly rate of the full-time salary for the actual hours which they work under the direction of the head teacher, on the basis that fulltime teachers may be directed to work for 1265 hours over 195 days.

The daily hours should not normally exceed seven hours and the number of days employed in any one year shall not exceed 195.

Unqualified teachers and those undertaking the Graduate Teacher Programme

Placement on the pay scale will be based upon qualifications and experience with one point for each year of unqualified teacher service.

One point for each year of unqualified teaching service which has been completed will be awarded.

A further point may be awarded for each complete three year period of non-teaching experience which is of value to the teacher's duties, to a maximum of three points.

Unqualified teachers who transfer from other LAs will be paid according to their existing (or last) point on the Pay Scale for Unqualified teachers.

Other Payments

Discretionary Payments in relation to In-service training at weekends, out of Term time payment for Initial Teacher training activities and out of school learning activities will be in accordance with the TPCD.

Acting allowances

Payments of acting allowances will be paid to any member of staff acting up into significant middle or senior leadership roles. Where the need is unexpected there will be a qualifying period of 30days and for expected need the qualifying period must be for at least 30 days. "Need" is deemed to be the result of a vacancy or staff absence.

LEADERSHIP GROUP PAY

New Head teacher's Pay

The Governing Body will, when appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

The Pay Committee will review the school's Principal/head teacher group and the Individual School Range (ISR) with the government pay scales as a guide.

Will have regard to the provisions of the formula for the calculation of the salary for the highest paid post-holder outside the leadership group to ensure that there are reasonable differentials between posts of differing responsibility and accountability.

New Deputy Head's Pay

The Governing Body will, when appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

Will determine the Deputy Head pay range as a guide with the government pay scales

Will have regard to the provisions of the government pay scales in all respects and ensure that there are reasonable differentials between posts of differing responsibility

and accountability.

Will record its reasons for the determination of the Deputy Head range as a guide with the government pay scales

Will exercise its discretion in accordance with the TPCD and pay on the bottom three points on the Deputy Head range in order to secure the appointment of its preferred candidate.

New Assistant Head Teacher's Pay

The Governing Body will, when appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

Will determine an Assistant Head pay range as a guide with the government pay scales.

Will have regard to the provisions of the government pay scales in all respects and ensure that there are reasonable differentials between posts of differing responsibility and accountability.

Will record its reasons for the determination of an Assistant Head range in accordance with the TPCD

Will exercise its discretion as a guide with the government pay scales and pay on the bottom three points on the Assistant Head range in order to secure the appointment of its preferred candidate.

Other Leadership spine posts.

The pay committee will determine the spot point on the spine for agreed posts.

Fast track teachers

If a fast Track teacher is employed at the school the Pay Committee will, on the advice of the Head teacher, award recruitment or retention amount of up to £2,000pa for a period of no more than two years.

Upon expiry of the incentive and following review, the Pay Committee may replace it with a retention award for up to a maximum of two years.

SALARIES OF NON-TEACHING STAFF

The Governing Body Personnel Committee will determine the duties to be carried out and choose a grade for each post from among those used by the Authority, where applicable.

In selecting a salary grade they will have regard to the job description and may seek advice from the Authority.

Regrading of posts.

Consideration for regrading will only be given where there has been a substantial change in the duties and responsibilities of the post.

Increments

Appointments/regrading

New entrants will be placed on the minimum of the appropriate salary scale except where experience and qualifications relevant to the post are considered in order to secure the appointment of the preferred candidate.

Personnel committee will use its discretion to award additional increments to recognise previous experience which results in payment above the minimum point of the salary scale.

Accelerated/withheld increments.

Increments may be accelerated within a scale on the grounds of special merit, ability or higher relevant qualifications achieved. The maximum of the scale will not be exceeded. An increment may be withheld following an adverse report only if formal procedures have resulted in a disciplinary sanction being issued.

Temporary undertaking of additional duties

A member of staff who has undertaken the full duties of a higher-grade post for a continuous period of at least four weeks will be entitled to receive a salary in accordance with the post that they have taken on.

Payment will be backdated to the first day the additional responsibilities were taken on. Pay Committee may consider paying an honorarium where a member of staff has performed duties outside the scope of their post for an extended period.

Performance Review

All members of staff will participate in arrangements made for Performance review. The line manager will conduct this every two years. They will make recommendations to the Pay committee following the criteria stated above regarding any proposed changes. Where objectives have been met and the member of staff is at the top point of their salary range an incentive payment of £50 may be paid.

Notification to non-teaching staff.

When the salary rate has been determined under this policy, the employee will be notified of that determination.

Job Descriptions

The deployment, management and allocation of duties to staff are the responsibility of the Head teacher.

Each member of staff will have a job description that complies with the staffing structure determined in accordance with the needs of the School Improvement Plan and approved by the Personnel Committee.

Revision of job descriptions will be carried out in accordance with appropriate consultation procedures.

Pay Review

A pay review will be undertaken annually or when an appointment needs to be made, or when a member of staff makes a request. The pay committee will only consider the latter when there is a valid reason for doing so.

A member of staff who seeks an individual review of their pay may discuss this request with the Head teacher and may be accompanied by a representative of their Trade Union or Professional Association. Following this any member of staff may submit a request, in writing, to the Chair of the Pay Committee.

The Pay Committee will meet as soon as is practicable and advise the member of staff, in writing of their deliberations.

Staff Recruitment

1. Rationale

These guidelines will be used to ensure that the school appoints the very best people to Posts in the school and that safe recruitment practices are rigorously enforced.

2. Purposes

2.1. To ensure all those employed by Nishkam School Trust are suitable individuals to work with children and young people

2.2. To ensure all those employed by Nishkam School Trust are the best qualified and experienced to work with children and young people

2.3. To ensure all those employed by Nishkam School Trust share the school's ethos, values, ways of working and aspirations for its pupils and the community it serves

2.4. To meet the requirements of the safeguarding agenda and protect both pupils and employers within the establishment

2.5. To meet government recommendations for appropriate training especially for safe staff recruitment

2.6. To ensure all employees understand the requirements within safeguarding and their role

3. Guidelines for implementation

3.1. Identification of the need for an appointment. The need for certain posts will be assessed as appropriate e.g. when a member of staff leaves; when the budget is under review.

3.2. Advertisements & post details

Once the need for an appointment has been identified the school will proceed to advertise internally, locally and nationally as appropriate. Advertisements will carry information about the school and the post. Potential candidates who request details will be sent candidate information pack which will contain the following:

A brief letter from the head or other member of staff in certain cases (e.g. SENCO for LSAs). This will include details of how to apply for the post (e.g. what is required in a letter) and the closing date:

- Details of the post
- A job description and person specification
- Information about the school
- An application form
- Proposed pay scale

All literature pertaining to posts will contain this statement of commitment to safeguarding children and young people:

“This school and the local authority are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced Criminal Records Bureau Certificate is required for this post prior to commencement.”

Literature that will contain this statement includes:

- Advertisements
- Publicity materials
- The school website recruitment section
- Candidate information pack
- Job description and person specification
- Invitation to interview

3.3. Applications and short listing

An appointment team will be established at this stage which will usually consist of:

- The head teacher or other senior member(s) of staff.
- The appropriate line manager
- A governor where practical
- Other relevant staff e.g. LSAs; the SENCO; a deputy head.

Applications can be made electronically or as hard copy. Once the closing date has passed the appointment team will shortlist the candidates and invite them for interview, explaining what they need to do in preparation. This will include bringing appropriate

documentation so that a criminal record bureau check can be initiated for the successful candidate.

3.4. Selection procedures

Interviews will normally take place over the course of a day – more if it is for a senior post. The day will normally start with a welcome and introduction by the head and – at some stage – a tour of the school with pupils. Candidates also will need the opportunity to find out about the post and the team they will be working with.

A variety of selection procedures will be used, for example:

Critical incident interviews. Candidates are asked to talk about particular events or developments in their career. This can be a useful way of analysing a candidate's motives and ways of working.

Student interview panel. Candidates are quizzed by pupils. This allows pupils to provide feedback to the final panel and it often provides a fascinating and very useful insight into how candidates communicate with pupils. Pupils very often provide interesting and perceptive feedback which adds much to the selection procedure. Normally a member of staff will observe this panel to provide pupils with guidance and support.

Teaching a lesson. This provides very important information especially about how well the candidates plan lessons, how they interact with pupils and how well they teach. This does need careful planning and pupils need to be told in advance what they are doing and why. Where it is not practical for a lesson to take place, something as simple as a discussion between the candidate and a group of pupils can provide useful insights.

In-tray exercises. These show how effectively candidates can organise their work and communicate in writing. Time needs to be set aside later in the day for their work to be scrutinised.

Group exercise. A structured discussion with other candidates to assess team working and negotiation skills.

The final interview. Will take place later in the day and will involve the key members of the appointment team. The final interview panel will receive feedback from each of the various selection activities that have taken place and then proceed to agree questions for the final interview. Questions and tasks for all these activities need to have been worked out in advance. All candidates must be given the same questions and tasks to do although it is entirely appropriate to ask candidates about issues arising from their initial application and from other selection methods used on the day.

3.5. References

References will be requested from both of the referees nominated by the candidate, one of which should be an up to date employer referee, i.e. current or most recent employer. The school will request a written reference and – in appropriate cases – for the referee to complete simple tick sheet. The school will request information about:

- The candidate's suitability for the post
- Attendance, health and punctuality
- Whether the candidate has passed the pay threshold for teachers (where appropriate)
- Whether there are any outstanding disciplinary issues
- Whether there are any reasons why the candidate should not work with children and young people.
- Whether the referee recommends them for the post – without reservation, with reservation or not at all.
- References will be read before the interview so that any issues arising can be investigated during the interview.

3.6. The appointment

Taking all the evidence gathered the panel will make its choice. The successful candidate is made a verbal offer of the post. If they accept then they are sent a formal offer which states that their appointment is subject to satisfactory references and satisfactory medical and CRB disclosure checks.

The unsuccessful candidates are informed and offered a de-brief on their performance.

3.7. Safeguarding procedures on the interview day

During the day, the following checks will be made:

Proof of identity

Academic qualifications

A criminal record bureau check will be initiated for the successful candidate - all candidates will be asked to bring appropriate documentation for this

The application form will ask for, where appropriate: DFES reference number

Confirmation of registration with the General Teaching Council

Confirmation of qualified teacher status

The candidate will also be asked in the interview to explain any gaps in time on the application form

3.8. After the appointment

The successful candidate is sent a formal offer of the post to which they must respond in writing. A contract will be issued in due course. An induction programme is compiled by the relevant member of staff which will include ensuring the appointee understands the school's safeguarding procedures.

Training will be provided where gaps have been identified.

4. Monitoring, evaluation & review

The School will develop a monitoring checklist for the governor on the interview panel to use to ensure all the relevant safeguarding procedures have been followed. The school will evaluate its appointment procedures each year and make appropriate revisions. This will include asking people involved in selection procedures – staff, pupils, governors and candidates – how they can be improved.

5. Responsibilities

The Head teacher – oversight of the policy and its implementation

Governor for appointments – to ensure the correct procedures have been used

Head's PA – to collect documentation for the CRB check

Example of Monitoring checklist of relevant safeguarding procedures for staff appointments

Post:	
Procedure:	Tick if carried out:
1. The school's statement of commitment to safeguarding children and young people is shown in:	
Website recruitment page	
Candidate information pack	
Job description & person specifications	
Invitation to interview	
The advertisement	
2. Proof of identity has been checked	
3. Academic qualifications have been verified	
4. References have been:	
Requested	
Received	
Provided by the referee	
Provided by the candidates' current or most recent employer	
5. Gaps in the candidates' records were accounted for	
6. For the successful candidate:	
A criminal record bureau check has been initiated	
A medical and fitness check has been initiated	
7. For teaching posts the successful candidate has provided	
Their DFES registration number	
Proof of their registration with the General Teaching Council	

Evidence of their qualified teacher status	
--	--

Checked by:	
Position:	
Signature:	
Date:	

Section 7: Premises

Site, buildings and equipment

Site Options

The Nishkam School Trust (NST) was founded by the local community in response to parental demand for improving education within the local and wider area of Handsworth. The local community has had aspirations for several years to open a “faith-based and values-led” school through the Nishkam School Trust (NST). As such, it has considered a number of sites over the years and through the support of another local faith based charity, Guru Nanak Nishkam Sewak Jatha (GNNSJ), NST has been offered land and buildings at Great King Street North, with a view to this site alongside other options being considered as secondary school and sixth form buildings. A list of other sites considered is contained within Appendix 5.

GNNSJ, through self-help and community participation has invested considerably in both resource and funds in regenerating and substantially enhancing the Soho Road area of Handsworth by creating award winning infrastructure and strong partnerships locally, nationally and internationally for the common good. It was the same community that supports GNNSJ which created the Nishkam School Trust and which is why the ideal location for delivering NST’s new model of education is best suited in and around the Soho Road area of Handsworth. This would further encourage community sustainability, cohesion and regeneration contributing the Big Society.

The Soho Hill site is the preferred location for the proposed 4FE secondary school and sixth form centre, given its position at the heart of the community that it will serve, its proximity to the Nishkam Primary School and the Gurudwara (Sikh place of worship), with which it will have strong links. The vision of NST’s new model of education is to create an inspirational learning environment that not only engages with the children and staff but also with strong partnerships from parents, businesses and the wider community. NST’s goal is to provide children with high morals and academic achievement through these partnerships. This, NST believes is possible through locating the Secondary school adjacent to the Nursery and primary school within the Hub of the community around the Soho Road area for which NST was formed. In this location the school would have the full support of the community and local and national businesses.

NST has already invested substantial funds into the primary school site and knows that the secondary school within in close proximity will provide the children with the continuity of education it needs. NST has been operating a nursery and reception year at 1 Soho Road since September 2009, and a primary year 1 since September 2010 as an independent school which will now form the Nishkam Primary School as of September 2011. The impact of nurturing children through this model of education

has already seen its benefits from the achievement and well-being of the children that have been educated through the Nursery.

Description of the Proposed Sites and Existing Uses

Appraisal A – [REDACTED], [REDACTED], B19 - Preferred (see also Appendix 5)

This 2.5 acre site is located within the same densely populated and disadvantaged inner city area of Handsworth, which lies approximately 2 miles north of Birmingham City Centre. The site is in the immediate vicinity of the Nishkam Nursery and the Nishkam Primary School within the central hub of the community, namely GNNSJ Gurudwara, local churches and the supporting community.

The main building consists of a 4 storey open plan office structure with grounds to the rear. Internally the building would need modernisation to incorporate teaching areas and breakout space. The rear elevation of the building would need to be developed to create an access area for lifts, toilets and walkways to access the classrooms. The rear open space would require development of an outbuilding incorporating a kitchen dining hall, sports hall and associated facilities. The side of the property would require some development to incorporate a sixth form centre with the remaining area as open space. The frontage is set in enough from the carriageway to allow the creation of bus stops and drop off areas.

It is currently on short term let to retail and warehouse outlets.

Appraisal B – [REDACTED], B19 (see also Appendix 5)

This is an extensive 8.3 acre site which is located less than a mile from the Soho Road premises, and approximately 1 mile from the centre of Birmingham. It is anticipated that if the Bill House site is not available the proposed secondary school and sixth form development would occupy a triangle of land at the corner of Great King Street North and Farm Street, which forms approximately 1/3 of the whole site and is currently vacant.

The site contains modern offices, warehousing, a large car parking area and some landscaped areas. GNNSJ has leased approximately 2/3 of the site to Futsal, a sport and education programme provider who is partnering with NST to deliver its post 16 education programmes starting September 2011, and Legrand, a corporate tenant. The area of the site proposed for the free school contains a high specification single office building, which is currently unused with adequate surrounding land for expansion as well as usage of the sports facilities of the Futsal Arena.

Appraisal C – [REDACTED], [REDACTED], B18 (See Appendix 5)

This option is the only other area of land available within the vicinity of the local community NST has been set up to support. It is approximately half a mile from the Nursery and Primary School site and is Greenfield space owned by Birmingham City Council. The site would need to be acquired from the city council and developed into the required secondary and sixth form facility.

Tenure – Existing and Proposed

Appraisal A – [REDACTED]

The Bill House property is currently being marketed by Birmingham City Council, in their invest in Birmingham brochure, to encourage inward investment to the City Centre and full availability will need to be confirmed. The City Council has advised that the freehold of the property is owned by [REDACTED]. The freeholder has a number of tenants occupying the building on short term tenancies which can be moved / terminated at short notice. It is anticipated that a Freehold purchase would need to be undertaken by the DfE with a view to gift the property to NST for the delivery of education or alternatively lease the property to NST on a peppercorn rent. It may be possible to undertake fundraising by the community for the acquisition (deposit payment) with the DfE providing lease income to cover the mortgage costs.

Appraisal B – [REDACTED], B19

GNNSJ currently owns this site with a mortgage. It is anticipated that GNNSJ will lease the required portion of the site to the School Trust. GNNSJ has made the site available for NST should the Bill House site not be available.

Appraisal C – [REDACTED], [REDACTED], B18

This option would require the city council to release / sell some of its green space to accommodate a new school and associated facilities.

The Proposed Works

A number of options have been explored as part of this business case. A detailed summary of these can be found in Appendix 5. This section describes the preferred option and associated works.

Appraisal A – [REDACTED], [REDACTED]

The proposed redevelopment of Bill House to accommodate a 4FE Secondary School and sixth Form centre would require an extensive refurbishment of the current property and development of a link access area to the rear elevation. A further development to accommodate the sports hall, kitchen and dining area and sixth form facilities will also need to be developed.

The proposed layouts are contained within Appendix 5

Appraisal B – [REDACTED], B19

If the Bill House site is not available the alternative proposal will be for a 4FE secondary school and sixth form centre to be developed on this site, by converting and extending the existing building. This option would have to be designed as a confined site due to space constraints.

The proposed layouts are contained within Appendix 5

Appraisal C - [REDACTED], [REDACTED], B18

This site would require an entirely new development to be undertaken to accommodate the proposed new secondary school and sixth form centre. This would inevitably be the most expensive option.

The proposed layouts are contained within Appendix 5

Planning Issues

Appraisal A – [REDACTED], [REDACTED], B19

Initial planning discussions for an educational facility have been undertaken with the City Council in anticipation that this site would be available for the secondary school development. Our discussions have identified that the city council would support such a development as it would assist in further regenerating the Handsworth area through creating jobs and services as needed by the supportive local community, businesses and schools. The local community have a local master plan for this area of Handsworth which fits in with the city council strategic regeneration plan for the city.

A full planning application will need to be made if the site is acquired and a change of use application may also be required. The site has been identified as a mixed development area by the city council planners.

Appraisal B – [REDACTED], B19

The class of use for this site includes use for education. Initial feasibility studies have been submitted as a pre-planning application to Birmingham City Council. GNNSJ has an overall master-plan for this site, including the expansion of the currently proposed school and development of other educational establishments through NST, such as another primary school and university. The planning authority and education officers have been involved in discussions around this.

A full planning application will be required for the works envisaged within this business case.

Appraisal C – [REDACTED], [REDACTED], B18

This option has not been discussed with the city council planning office and would require a detailed discussion and proposal due to the land being green space.

Surveys

Appraisal A - [REDACTED], [REDACTED]

No surveys have been carried out on this site.

The following surveys will be carried out to inform the proposals:

- Topographical survey
- Ground investigation
- Utilities survey including drainage (location and capacity)
- Measured building / condition survey
- Asbestos Survey

Appraisal B - [REDACTED], B19

A ground investigation has been carried out on this site.

The following surveys will be carried out to inform the proposals:

- Topographical survey
- Measured building survey

- Utilities survey including drainage (location and capacity)
- Measured building / condition survey

Appraisal C – [REDACTED], [REDACTED], B18

No surveys have been carried out on this site.

The following surveys will be carried out to inform the proposals:

- Topographical survey
- Ground investigation
- Utilities survey including drainage (location and capacity)

Delivery Programme and Temporary Accommodation Issues

Appraisal A - [REDACTED], [REDACTED]

There is a moderate risk to the works associated with this option not being complete in time for the September 2012 opening. It is envisaged that the property can be secured and the development complete before the proposed opening. It is unlikely that any temporary accommodation will be needed due to the nature of the proposed works being combined refurbishment and some new build. However if there is a delay in acquisition or planning then it is envisaged the cost of temporary accommodation for the hire of classrooms, science and technology classrooms would be £300,000 - 400,000 for a period of 12 months.

Appraisal B – [REDACTED], B19

This option has a low risk of not being completed by September 2012. The premises can be partially completed the 4FE secondary school and sixth form centre before September 2012. This option is available to NST from GNNSJ.

Appraisal C – [REDACTED], [REDACTED], B18

Due to this option meaning the loss of green space there may be a longer consultation period and objection from the local residents surrounding the space. The building programme will also be longer and would inevitably require the school to open in temporary accommodation for the first year, September 2012-2013. The temporary accommodation may cost in the region of £500,000.

The preferred options are as follows with detailed delivery programme including in-take schedules and contingencies plans.

Summary Appraisal A –Secondary School and Sixth Form

██████████

Summary Appraisal B – Secondary School and Sixth Form

██████████

Summary Appraisal C – Secondary School and Sixth Form

██████████

Options Appraisal

A Detailed options appraisal can be found in Appendix 5

Costs

██████████

Lifecycle costs allowances are assumed as advised by Partnership for School

Envisaged advisory costs associated with developing the full planning applications and overseeing the projects to completion:

Appraisal A – ██████████, ██████████

The **estimated** capital cost for developing this proposal is £8,994,708.00 excluding advisory fees and VAT.; the total advisory fees for this option equate to **approximately** £899,470.80

- i) Architectural (4.5%)
- ii) Mechanical & electrical (1.7%)
- iii) Quantity surveyor (2.15%)
- iv) Structural Engineers (1.75%)
- v) Project Management (2%)

Appraisal B – [REDACTED]

[REDACTED]

Appraisal C – [REDACTED], [REDACTED], B18

The **estimated** capital cost for developing this proposal is £8,343,456.00 excluding advisory fees and VAT.; the total advisory fees equate to **approximately** £834,345.60

- i) Architectural (4.5%)
- ii) Mechanical & electrical (1.7%)
- iii) Quantity surveyor (2.15%)
- iv) Structural Engineers (1.75%)
- v) Project Management (2%)

Procurement

Advisory Services and Project Management

NST would prefer to conduct procurements for the following services to further develop the proposals for the preferred sites. The anticipated values are however above the relevant OJEU thresholds and therefore NST would like to seek assistance as to how it can play a part in the site infrastructure development. NST would like PfS and its advisors to work in partnership to deliver its school.

- i) Architectural
- ii) Mechanical & Electrical
- iii) Structural Engineers
- iv) Quantity Surveyor
- v) Project Management
- vi) CDM
- vii) Acoustic Engineers

NST will look to procure the above services in line with its vision and ethos and in line with the timelines set out in Appendix 5 for the preferred options. NST strongly believes that the supply of these services should be offered to local and regional businesses to encourage sustainability and further regeneration. NST would like the tenders to be evaluated under the following categories:

- How they align with NST's vision and ethos
- Evidence of corporate and social responsibility
- How have they engaged with community and faith organisations
- Price

Works

Appraisal A – [REDACTED], [REDACTED]

NST would prefer to conduct procurements for the following services to further develop the proposals for the preferred sites. The anticipated values are however above the relevant OJEU thresholds and therefore NST would like to seek assistance as to how it can play a part in the site infrastructure development. NST would like PfS and its advisors to work in partnership to deliver its school.

Appraisal B – [REDACTED]

NST would prefer to conduct procurements for the following services to further develop the proposals for the preferred sites. The anticipated values are however above the relevant OJEU thresholds and therefore NST would like to seek assistance as to how it can play a part in the site infrastructure development. NST would like PfS and its advisors to work in partnership to deliver its school.

Appraisal C – [REDACTED], [REDACTED], B18

NST would prefer to conduct procurements for the following services to further develop the proposals for the preferred sites. The anticipated values are however above the relevant OJEU thresholds and therefore NST would like to seek assistance as to how it can play a part in the site infrastructure development. NST would like PfS and its advisors to work in partnership to deliver its school.

Funding – Capital Investment

NST is a community organisation and as such has no income (with the exception of a Funding Agreement for its Primary Free School) other than charitable donations to

support the delivery of its educational vision. For funding the acquisition of the Bill House site, the preferred option, NST could only consider 3 options;

1. A 100% loan from the Bank with the DfE paying a lease to cover the loan costs for the site.
2. A request to the local community to assist in part-funding the acquisition of the site through fund raising and a loan from the bank. The community would then lease the premises to NST for the delivery of its education.
3. The DfE acquire the site and gift it to NST for the delivery of its education.

ICT

NST's vision is to deliver a new model of 'faith based and values led' education through engagement with children, teachers, parents, community, business and other organisations. ICT is seen as a central component to deliver this vision.

The ability for children to fuse with ICT throughout their development is vital as ICT plays an ever more pivotal role in how we work and live. It is the vision of NST that children should be able to work from home and submit assignments online. Parents should be able to check on the child's progress and achievements and assist further in developing their child from what reports that they see.

Parents, Businesses and other organisations should be able see the schools overall progress online and offer support in assisting in the development of the school as part of the community. This could be through taking part in extracurricular activities, offering support for mentoring those children that need it through whatever specialism they can bring. It is hoped that the interaction through ICT will engage the wider community through partnerships to bring a sense of community responsibility for the welfare and wellbeing of all children and society.

The secondary school ICT experience will build upon the ICT systems put in place for the primary school. It is envisaged that the fundamental strategic vendor agreements and policies will be leveraged where possible.

There are a number of key aspects of the desired learning experience that can be supported by ICT and NST is keen to explore these opportunities.

1. It is intended that learning is experiential and interactive.
 - a) Interactivity can be supported by:
 - innovative use of interactive white boards;
 - wireless, mobile learning devices, small handheld devices in particular have potential for powerful collaborative learning experiences;
 - voting systems, particularly the more sophisticated versions.
 - b) Experiential learning can be supported by:
 - access to software that provides learning experiences that are authentic representations of how adults work in that subject area;
 - video-conferencing access to expertise and mentors;
 - still image and video devices to capture out-of-school experiences.
2. The use of technology must be kept in perspective however: it will not be allowed to replace real experiences and interactions with others or to dominate the learning environment.

3. Students will be encouraged to see how ICT can be of benefit in the world today. Where ICT can play a key part in business and community projects. It is expected that as secondary school pupils they will have more of an appreciation of application of ICT. The use of case studies or projects to enhance this will be considered alongside the study of ICT as a subject.
4. Parental support for their children is key. There is a desire that parents will have remote access from home to the school's systems so that they can:
 - a) see the achievements of their own children;
 - b) support the progress of their own children through systems that automatically offer a 'next steps' activity;
 - c) contribute as mentors to the progress and development of all pupils;
 - d) assist in the development of parenting skills;
 - e) children are expected to have or be developing a level of independence and this should also be reflected in the use of ICT and the opportunity for children to express themselves in a safe and respectful way.

These goals can be supported by:

- a parental portal to the school's Learning Platform or Virtual Learning Environment (VLE);
 - mobile learning devices that pupils are allowed to take home;
 - home broadband connectivity.
 - a school website or area where students can create web based groups for particular areas of interest
5. Reliable and adequate broadband connectivity for the school and for the community will be essential. A safe and secure internet connection with sufficient bandwidth to permit home access to resources and maximise the benefit of web based services will be required, and ideally the connection method will permit bandwidth to increase to meet future requirements.
 - a) This means a minimum of a 10mb line to the primary site and a minimum of a 100mb line to the secondary site.
 - b) The reliability and resilience of the broadband connection will need to be close to 100% as the school will be dependent on it for communications, management information systems, access to the virtual learning environment, teachers' planning, assessment.
 - c) Ideally the school will be able to procure broadband connectivity through the LA/RBC, which would also provide proxy servers and internet filtering for security and e-safety, and access to the Joint Academic Network (JANET) and the National Education Network (NEN).
 6. The local area network will require network switching (core and edge) to support the wired infrastructure. This will be supplemented by a managed wireless solution (capable of growing with the school) to support concurrent connections of user devices.

7. A local server infrastructure will be required to support a range of devices and peripherals, document and file storage, server based applications, data backup and network security including virus protection.
8. User, device and software deployment management tools. Computers and other user devices for pupils, teachers, management and administration. Device ratios (e.g. pupils 1:4, teachers 1:1, Administration minimum of 2) Software for all users including office applications, curriculum specific packages and a management information system (MIS). A range of peripherals including printers, digital cameras, projection and other AV solutions. Building systems e.g. VoIP, Access control and CCTV.
9. The installation of technology will have an impact on the school building and consideration has been given to:
 - a) network cabling (containment and termination);
 - b) power, including the use of power over Ethernet (PoE) where possible;
 - c) storage of core infrastructure e.g. servers and switching.
 - d) specific rooms where ICT hardware can be setup to focus on music or art, etc.

The importance of on-going ICT support is recognised and the proposers will ensure that appropriate support arrangements are put in place. Due to the more intensive ICT requirements at this level it is envisaged that a small team of ICT technicians will be required to keep the systems running and setup class loads.

ICT will be procured to enable the creation and development of environments that are learning led, with a focus upon:

- Enhanced learning: central data centre; integrated learning platform underpinned by management information system; and other core systems.
- Developing business partnerships: school management; other initiatives aimed at anytime, anywhere ICT access
- Promoting emotional well-being (such as through the equitable provision of access to the benefits of ICT. This is a fundamental and underlying principle of this programme, the home access programme)
- Delivering sustainable solutions

It is proposed that a Managed Service will be implemented to deliver:

- Flexibility
- Localised services to schools
- A learning platform that is adaptable
- ICT apprentice roles at schools
- A highly resourced helpdesk

The programme is an enabler to provide a step-change in access to education through ICT.

The ICT managed service will approach ICT implementation on two different levels, these being:

- Area-wide services
- School based services

In practical terms we are looking to provide:

- ICT designed into the fabric of the building.
- Technology will be used to facilitate.
- ICT will be provided and supported centrally.
- We envisage being able to:
 - Implement automated registration systems
 - Access one's own workspace
 - Access your workspace from anywhere
 - Access shared spaces
 - Have access to remote direct support services
 - Have the reassurance that services are robust and effective

These, along with a range of other benefits will support our desire to implement effective courses, provide equality of learning opportunities.

- The school will continue to benefit from locally provided ICT technical support services supplemented by additional technical staff with a central role. This new service will be targeted – on providing the requisite technical support for schools and will provide extended learning into the evening for remote student access. Local technical staff will have a distinct role in supporting ICT at a school level, but will have a governance and personal development structure that could ultimately enable them to progress, rather than leaving to seek opportunities elsewhere.
- The school should be seen as a 'technology hub' where access to ICT and the requisite support services will act as a catalyst to further schools' aspirations with regards to their specialism.
- The school can also be seen as a community hub, encouraging parental engagement – not only regarding their children's attainment, but also to provide opportunity for parents to learn, to network with and become members of other community groups, and thus schools serving the wider community in general.

A Detailed breakdown of the ICT resource can be seen in Appendix 6

Section 8: Initial costs and financial viability

Nishkam is committed to developing an affordable school able to meet the needs of its pupils and to deliver the highest quality education within the funding levels provided. As Free Schools will receive the same level of funding as similar state maintained schools, we are committed to and confident that we will be able to work with DfE to refine this budget to ensure appropriate resources are available and value for money both in terms of the overall budget and any start up grants required in the early years.

The approach has been to provide the resources necessary to achieve the following criteria:

- Effectively deliver the educational ethos vision and curriculum plans
- Provide the necessary social and spiritual support defined in the vision
- Effectively operate the school
- Provide the best facilities possible
- Provide resources to market and develop the school to ensure the build-up of pupil numbers as planned.
- To ensure the school takes its place as a key part of the local community

The objective has been to establish an appropriate budget for each and every year leading to a balanced budget as soon as possible. To help understand the analysis of the financial plans described later in this section the following paragraphs summarise the key information used in the preparation of a full 5 year financial plan.

Overall the approach to costs will be to recruit internal resources and minimise the non-teaching cost base by building the federated model as indicated in the section on Governance. This will enable as large a proportion of the budget as possible to be devoted to class size minimisation and increase pupil/teacher contact time. The school will have available the good experience of operating small businesses that GNNSJ and NST as Proposers can bring.

The financials are very encouraging when considering the school will have a full intake of students. This will ensure we have the appropriate number of teachers to attain our high standards and have a balanced budget. The opportunities are greater than the risks in this scenario as no additional income from the facilities is included or voluntary contributions in the early years.

Sensitivity

As the original budget already assumes full take up of places, a scenario of additional places above planned levels is inappropriate as that would require planning for the school to exceed its planned admission number. Therefore using

the full planned capacity and a FSM allowance of 34% will be considered the base case scenario.

There are only basically two variables that will affect income and consequentially any diseconomy funding requirement which are pupil numbers and FSM allowance.

Two further scenarios have been considered to test the sensitivity of the budget:

- A decrease in planned pupil numbers across the school by 10% for the first 5 years
- A decrease in FSM allowance from 34% to 25% throughout the period

It can be seen that not achieving pupil numbers will have the most significant effect on the budget if the pupil reduction is across the full school. It is important the school understands this sensitivity and whilst costs can be cut, any serious inroads into such a deficit will only be achieved by significant staff cuts. However, staff costs cannot be cut quickly and will in the short term attract additional severance costs. Therefore, the school must avoid any 'knee jerk' reactions to fluctuating pupil numbers but rather identify the reasons for falling rolls and address those issues first and quickly.

It is important to also understand and plan around the brake even point i.e. the point at which the full size school will not achieve a balanced budget. From the above it can be seen even a small drop from the planned pupil numbers will have a disproportionate effect on the budget. The budget very quickly becomes unaffordable and therefore, the importance of maintaining the development and marketing plans described elsewhere in the Business Case can easily be seen.

However, it is anticipated that given the evidence of demand and the marketing and development work that the school will need to carry out, predictions of future numbers will be managed in a way to ensure that this situation in totality will never occur as prior warning will be available early enough to take appropriate steps. Never the less we must consider the options open to the school, should lower numbers be generated in any particular year.

As the most likely period for deficit numbers to occur in in the early years, if a 10% drop in the first two years occurred it can be seen that a positive balance will still be generated after the fifth year. Therefore, the sensitivity clearly occurs in the early years and providing effective development occurs to achieve planned numbers in year three the budget although under strain should be affordable.

The reduction in income will be offset by the following activities:

1. Increase in from discretionary funds by £5 per pupil per term (included) and voluntary contributions in the early years as well as hiring out of facilities will be considered if required (although not included currently)
2. A more phased approach to recruitment
3. Reduction in variable overheads as these will be dependent on pupil numbers

The plan would need to reduce staff costs if the in-take did not increase in year 6 of operation.

Section 9: Suitability and Declaration

Sent separately to:

Due Diligence Team

Department for Education

[REDACTED]

[REDACTED]

London, SW1P 3BT

Due to data protection concerns, we have not included a scanned copy of this section in this email submission. The original copies will arrive June 1st 2011 before 5pm with the Due Diligence Team at the address above.

Appendices

- Appendix 1 – CVs
- Appendix 2 – Expression of Interest Letter
- Appendix 3 – Letters of Support
- Appendix 4 – Demand Data
- Appendix 5 – Premises
- Appendix 6 – Phased IT Plan
- Appendix 7 – Articles of Association, Memorandum of Association and Certificate of Incorporation
- Appendix 8 – Vegetarian Diet