

# **KHALSA SECONDARY SCHOOL SLOUGH**

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**A PROPOSAL BY  
SLOUGH SIKH EDUCATION TRUST  
TO OPEN A NEW  
YEAR 7 TO YEAR 13  
SECONDARY SCHOOL**

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## EXECUTIVE SUMMARY

We of the Slough Sikh Education Trust have been involved with the Department of Education for over 11 years and were responsible for setting up and running the Slough Khalsa Primary School, a voluntary-aided Sikh Faith School. This two-form entry school opened in September 2007. Fourteen months after opening, the school was recognised as a 'Good school with some Outstanding features' by Ofsted. Three years on we have been awarded 'Outstanding' status by Ofsted. *'Khalsa Primary is an outstanding school. Excellent care, guidance and support coupled with a highly effective curriculum are having a remarkable impact on pupils' personal development which is excellent. The pupils are a great credit to the school and behave exceptionally well, demonstrating levels of self-discipline and maturity well beyond their years'. Ofsted Report Nov 2011*

We currently have 10% non-Sikh students, all of whom love the school. We are pleased to have teachers from many faiths within the school, which enriches the ethos and learning environment. Given the growing reputation of the school within the local and wider community, we are expecting an increase in non-Sikh children. It is our belief that we will achieve approximately 20% of non-Sikhs by 2014. Parents and members of the local and wider community are very pleased with how the children have excelled in their learning and the opportunities provided for them to develop socially and spiritually. It has always been our vision to extend this provision to secondary education. *'Great school, my son enjoys coming every day. I wish when I was younger I could have attended a school like this'. Ofsted Report Nov 2011*

Children attending our Primary School, their parents and members of the Slough community are now asking us to open the Secondary School. The new school will improve local educational opportunities by providing a high-achieving secondary school for Slough, based on the same principles as Khalsa Primary School.

There is a projected shortage of school places at both primary and secondary stages in Slough. The most recent report from Slough Borough Council suggests that four new secondary schools will be required by 2016.

The Sikh community within the United Kingdom has a long tradition of integrating and enhancing the communities in which they live. Our values are based on brotherhood, honest living, social responsibility and helping those in need. These values within a nurtured environment will strengthen the characters of young Sikh and non-Sikh students and mould them into a future generation that we can all be proud of.

This application details our proposals for an 11-19 Secondary School based on the principles of the Sikh faith and which will build on the success of the Primary School. We have laid out clearly our educational plan and how our school will be financially stable and sustainable.

Our vision is inspiring, aspirational and articulated through three themes:

- We want to create a school that goes '*Beyond Academic Achievement*' where we provide an exceptional academic education and encourage a passion for life-long learning where students, staff and parents work together to the best of our abilities with honesty, integrity and self-discipline. This is what we will inspire our students to do.
- A school where we go '*Beyond the Individual*' to ensure that we foster all aspects of personal development and encourage students to take a life-long journey of self-discovery through self-reflection and meditation.
- A school which inspires students to go '*Beyond Selflessness*' where they share their future skills, knowledge and income with those in need, in love and charity and without discrimination.

We aim to create a high achieving, 11 – 19 non-selective school which will follow the principles and values of the Sikh faith. We will offer a comprehensive academic education to rival that provided by the local grammar schools but be open to all.

Our school will be an exemplar school based upon the Sikh ethos but inclusive to all. Our excellence will be built upon a strong partnership between

passionate staff, committed learners and dedicated parents to build an outstanding school.

We have shown strong and verifiable demand from the local Sikh and non-Sikh parents who would choose the proposed school for their children, to a point where the school would be oversubscribed in its first year of operation. We have also shown that this school would supplement the need for additional secondary places in the area.

Although we have identified a number of potential sites for the school that are available, viable and affordable, we have concentrated our efforts in our application on developing a strong and workable education plan. One of the sites, referred to as [REDACTED], is currently available and is viable as a school building, since it has minimal planning issues<sup>1</sup> as it is an existing office building. This site also represents very good value for money and we estimate that a 4/5 form entry secondary school could be provided for with a capital budget of less than [REDACTED]. Whilst we as Proposers have clear ideas about the benefits of each site identified, we fully understand and endorse the need for the DfE/PfS to review and carry out a value for money feasibility study on all available sites before a final solution is chosen. Therefore, we are committed to working with DfE/PfS to identify the most appropriate site. We understand the financial pressures on the Free School programme. We will work within the available funding limits allocated to setting up a Free School.

We have prepared a robust financial plan that is consistent with the plans set out within the proposal and we hope this demonstrates that the school would be financially sustainable in the short and long term. We have a track record of solid financial management of the Primary School over a four year period.

Finally, we have committed and experienced educational professionals who have been school leaders, as well as a breadth of professional experience, in the proposed governing body, which includes financial, HR and project management expertise. Our previous track record with the Primary School should demonstrate our capability and commitment of time and energy to this

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<sup>1</sup> From initial discussions with ex-Chair of Planning committee South Bucks District Council.

project. We have appointed Appleyards, one of the DfE Framework approved consultants, to support us with this proposal.

We are grateful to the Government and the DfE for providing us with an opportunity through the Free Schools programme to continue our dream of providing a world-class educational establishment for both the Sikh and non-Sikh communities of Slough and the surrounding areas.



## Section A: Applicant details

### Main contact for this application

1 Name: [REDACTED]

2. Address:

[REDACTED],  
Farnham Common,  
Slough  
[REDACTED]

3. Email address: [REDACTED]

4. Telephone number: [REDACTED]

### About your group

5. Please state how you would describe your group:
- Parent/community group
  - Teacher-led group
  - Academy sponsor
  - Independent school
  - State maintained school
  - Other

6. If Other, please provide more details:

The Proposer Group is 'Slough Sikh Education Trust', which has been set up as the charitable company limited by guarantee to operate and manage the proposed school. A copy of the existing company Articles of Association will be provided if required.

The model DfE Memorandum and Articles of Association will be substituted if our application is successful.

The Proposer Group contain members of the Khalsa Primary School governing board, a recently founded voluntary aided Sikh Faith School. The two-form entry school opened in September 2007, with a phased entry from nursery to year 3. A year after opening the school was recognised as a good school, with some outstanding features, by Ofsted. In November 2011 the school was rated as **Outstanding** by Ofsted. The school is delighted that it has 10% non Sikh pupils and expects this to increase now that it is graded Outstanding.

Children, parents and members of the local and wider community have been pleased with how the children have excelled in their learning and the opportunities provided for them to learn about their faith. There is now a waiting list in excess of 200 children who wish to attend the school.

The children attending Khalsa Primary School, their parents and members of the community are now seeking a secondary school and have asked the Proposer to seek support from the Government through

the Free School programme.

7. Has your group submitted more than one Free School application in this round?  Yes  No
8. If Yes, please provide more details:
9. In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?  Yes  No
10. If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:

Appleyards was appointed to advise and support the preparation of this application. The vision was developed by the Proposer and Appleyards assisted in the following areas:

- Provided challenge to our ideas and vision
- Conversion of our vision and plan into an educational plan ensuring the detail needed to support our application was articulated into the format required.
- Advised and supported in the development of all other sections of our application.

On advice from Appleyards, our agreement ends on submission of the application although they will be continuing to support us during the application approval period if required. Whilst the Proposers and Members would be pleased to see Appleyards continue with their support through the Pre-Opening Phase, Appleyards have advised that our best interests and best value for money can be achieved through the use of the DfE PMC framework contracts. Appleyards are more than happy to bid for our project through this framework and we intend to use these frameworks for Pre Opening Support. However, should for any reason we decide to seek support outside the framework our only obligation to Appleyards is to include them on any tender list for the works. No other obligation exists.

**Details of company limited by guarantee**

11. Company name: Slough Sikh Education Trust
12. Company address:

██████████,  
Farnham Common,  
Slough  
██████████

- 
13. Company registration number: 04786088
14. Does the company run any existing schools, including  Yes

any Free Schools?

No

15. If Yes, please provide details:

### Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

16. Please confirm the total number of company members: Seven

17. Please provide the name of each member below (add more rows if necessary):

1. Name: [REDACTED]
2. Name: [REDACTED]
3. Name: [REDACTED]
4. Name: [REDACTED]
5. Name: [REDACTED]
6. Name: [REDACTED]
7. Name: [REDACTED]

### Company directors

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

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

- |          |            |                   |
|----------|------------|-------------------|
| 1. Name: | [REDACTED] | Director/Governor |
| 2. Name: | [REDACTED] | Director/Governor |
| 3. Name: | [REDACTED] | Director/Governor |
| 4. Name: | [REDACTED] | Director/Governor |
| 5. Name: | [REDACTED] | Director/Governor |
| 6. Name: | [REDACTED] | Director/Governor |
| 7. Name: | [REDACTED] | Director/Governor |

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

[REDACTED]

### Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.  Yes  
 No
21. If Yes, please provide the following information about each organisation:
- their name; their Companies House and/or Charity Commission number, if appropriate; and
  - The role that it is envisaged they will play in relation to the Free School.

The Slough Sikh School Trust:

Charity Commission number: 1103498

Trustees

- [REDACTED], [REDACTED]
- [REDACTED], [REDACTED]
- [REDACTED], [REDACTED]

22. Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).

Our school will be a faith school based upon the Sikh faith and values. Whilst oversubscription will allow 50% of admissions based upon faith, the school will be open and welcoming to children and families of all faiths and none.

We have no direct connection or affiliation to any other formal religious organisations or institutions.

### Existing providers

23. Is your organisation an existing independent school wishing to become a Free School?  Yes  
 No
24. Is your organisation an existing independent school wishing to establish a new and separate Free School?  Yes  
 No

25. Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?  Yes  No
26. If Yes to any of the above three questions, please provide your six digit unique reference number here:
27. If you are an existing independent or state maintained school or an Academy, please state the age range and current number of students on roll and your capacity:
28. If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:

N/A

29. If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:

N/A

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

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



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

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

**Signed:**

**Position: Chair of company**

**Print name:** XXXXXXXXXX

**Date: 14<sup>th</sup> February 2012**

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





## Section B: Outline of the school

1. Proposed school name: Khalsa Secondary School
2. Proposed academic year of opening: 2013/14
3. Specify the proposed age range of the school:
- 4-11  
 4-16  
 4-19  
 11-16  
 11-19  
 14-19  
 16-19  
 Other
- If Other, please specify:
4. Date proposed school will reach expected capacity in all year groups: Full capacity will be reached in Years 7 – 11 in **2017**  
Full capacity will be reached in Years 12 -13 in **2019**
5. Will your proposed school be:
- Boys only  
 Girls only  
 Mixed
6. Do you intend that your proposed school will be designated as having a religious character?
- Yes  
 No
- NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.**
7. If Yes, please specify the faith, denomination, etc of the proposed school: Sikh

8. Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?

- Yes  
 No

9. If Yes, please specify the faith, denomination, etc of the proposed school:

10. Postcode of the preferred site of the proposed school: Yet to be determined

11. Local authority area in which the proposed school would be situated: Slough Borough Council or South Buckinghamshire District Council. Sites are being considered in both LA areas but located to be adjacent to the boundary of each.

12. If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities: Please see the answer to question 11 above – we expect our site to be around the boundary between Slough Borough Council and South Buckinghamshire District Council.

13. This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.

## Section C: Education vision

### C1 Context and Background

Most of the members of the Slough Sikh Education Trust (Proposer Group) were involved in the successful opening of the Khalsa Primary School which within four years achieved an OFSTED rating of Outstanding in 2011.

We have prepared this application in response to overwhelming parental demand to provide a school that provides continuity from primary to secondary, maintains and seeks to improve educational standards and provides an education based around the principles of *Khalsa* and the Sikh faith. Our ultimate aim is to enable every young person to achieve to the best of their abilities, providing them with a broad and balanced curriculum which will allow them to follow the career path of their choice be it academic or vocational.

Both the Sikh community and the general population of Slough and South Buckinghamshire are growing and new school places will be required.

There are well over 12,000 Sikhs within Slough and surrounding areas. However, apart from a single Sikh Primary School opened by the Proposer Group, there are no schools that specifically provide an education based on the Sikh faith. Parental choice, therefore, is forcing existing parents who wish this type of education for their children to seek schools outside the borough.

Both Slough and South Buckinghamshire operate a Grammar School selective system for high attaining students. Many of the non-selective schools perform below the national average. As a result many children are missing out on the good education they deserve.

Slough has a population of 120,000 and is multicultural, where 40% of the population is Black, Asian, and Minority Ethnic. Over 50 different first languages are spoken and the town has relatively high proportions of Sikh (10%) Muslim (20%), Hindu (2%) and Polish (8%) residents<sup>2</sup>. It has a high number of Super output areas that are in the most deprived category. Its

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<sup>2</sup> Slough Borough Council Corporate Plan (2009-2011)

neighbour, South Buckinghamshire, on the other hand, has areas including Stoke Poges, Farnham and Gerrards Cross which are within the 10% least deprived category.

There is a projected shortage of school places at both Primary and Secondary stages and the most recent report from Slough Borough Council suggests that four new secondary schools will be required by 2016.

The significant growth in the number of births in Slough in recent years will mean that all sectors will need to expand to meet the expected demand.

A further more detailed analysis of need and demand is provided in **Section E** of this application.

**We are therefore, proposing to open Khalsa Secondary School because:**

1. We believe that all children from Slough, the surrounding areas and South Buckinghamshire deserve the opportunity to attend a high performing **non-selective** secondary school.
2. Our school will help to fill some of the predicted shortfall in school places in Slough and South Buckinghamshire.
3. We wish to continue the outstanding provision of our Primary School into the secondary sector. We believe that continuity from primary to secondary is important in maintaining a positive ethos and strong academic standards.
4. Faith schools have a proven, high performing model and should be supported.
5. Our parents, and many parents of other faiths and none, are fully supportive of our proposals. The vast majority of parents of the 450 children attending Khalsa Primary School have expressed a preference for their children to continue learning in a Sikh Faith inspired environment when they leave the primary school. Basing our school on the Sikh faith responds to this **parental demand** and builds upon the success of the Khalsa Primary School.
6. The demand for the Primary School results in significant oversubscription and we currently have a waiting list in excess of 200

families for our Primary School. There is no reason to believe the secondary school will not benefit from the same demand, as it will follow the same ethos and model.

7. Our school will **improve the life chances and opportunities** for young people in an area where there are pockets of **significant deprivation**. The universal nature of the Sikh faith and the Sikh ethos of equality, humility, social responsibility and community focus will have meaning to young people and families of all faiths and none and will enrich their learning.

We aim to create a high achieving, 11 – 19 non-selective school which will follow the principles and values of the Sikh faith. We will offer a comprehensive academic education to rival that provided by the local grammar schools but open to all. Subject to approval by the Secretary of State we intend to open the school in September 2013 with Year 7 only and to grow the school year on year, eventually including a Sixth Form in 2018, with a full range of academic and vocational courses.

We will develop a curriculum which produces excellent examination results through quality teaching and quality care. The development of the whole person is crucial and this is supported through a wide range of extra-curricular and enrichment activities.

Our curriculum will enable learners to follow individual paths of study to success because we believe that learning is an individual process and each learner is unique. An extensive range of activities in technology, music and the arts will be available and actively encouraged. There will be many opportunities for all learners to widen their experiences and take part in spiritual, social and cultural activities and extended studies.

Teaching and learning will be the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum, Religious Education and Collective Worship with the context of the Sikh ethos.

## **Our aims for teaching and learning will be to:**

- Provide a broad and balanced active curriculum
- Ensure tolerance and understanding with respect for the rights, views, values and property of others.
- Develop in our students a responsible and independent attitude towards work and towards their roles in society.
- Help students to achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness and tolerance to the beliefs of others faith.
- Incorporate the Sikh values and principles in their everyday life.

## **C2 Our Mission**

***The Khalsa Secondary School will build on the outstanding provision of Khalsa Primary School and will be a happy and inclusive school, where students of all faiths and of none are respected and supported. We will nurture the potential of all students and provide them with opportunities to achieve more than they thought possible. The Sikh faith is emphatic in respecting all faiths and does not seek to convert.***

## **C3 Our Vision**

Our vision is based around Sikh principles:

- **Beyond Academic Achievement (*kirat karna*)**

Khalsa Secondary School aims to provide an exceptional academic education and encourage a passion for life-long learning. But, more than this, following the *Khalsa* way means working together to the best of our abilities with honesty, integrity and self-discipline. This is what we will inspire our students to do.

- **Beyond The Individual (*naam japna*)**

Khalsa Secondary School will foster all aspects of personal development and encourage students to take a life-long journey of self-discovery. The principles of *Khalsa* will support students in undertaking this journey

towards purity of spirit by self-reflection and meditation.

- **Beyond Selflessness (*wandh chakna*)**

Khalsa Secondary School will inspire students to share their future skills, knowledge and income with those in need, in love and charity and without discrimination.

Education has been the foundation of the Sikh faith, as the literal translation of the word 'Sikh' is a life-long learner. The founders of the Sikh faith made clear that the spiritual and secular life should coexist. Sikhs believe that education not only prepares students for work and life in society but also supports spiritual growth. Education should raise aspirations and personal standards, encourage self-awareness and humility, and inspire us to seek a greater purpose in life. *Khalsa*, when translated, means 'pure'. Following the way of *Khalsa* means becoming the best possible human being, in every respect. This is our vision for our students—to follow the way of *Khalsa* and learn to become good global citizens, whichever faith they follow.

Our school will be an exemplar school based upon the Sikh ethos but inclusive to all. Our excellence will be built upon a strong partnership between passionate staff, committed learners and dedicated parents build an outstanding school.

**Our aspirations for Khalsa Secondary School are based on the following**

**Key performance objectives and outcomes:**

- The school achieves at least 'Good' in Ofsted inspections within three years and 'Outstanding' within five years.
- Teaching is consistently rated good or excellent, as measured by senior staff on a termly basis.
- The students describe themselves as happy, safe, well known and cared for as measured by the school council, parents and students feedback and termly surveys
- The staff provide an excellent role model for students, demonstrating positive attitudes, values, personal reflection and learning as measured by annual performance appraisals.

- The school is recognised as an exemplary provider of faith-based education, including the provision of advice, resources and support to other schools and the wider community as measured by the S48 Religious Ofsted Inspection. Each student will be provided with a personal mentor who will oversee the student's progress and development.

## **C4 Measuring Success**

We will use the *Khalsa* ethos of personal care to identify personal, social, spiritual and academic targets for each student, which will be assessed and revised on a termly basis according to their needs.

We believe that assessment links to curriculum planning and delivery, enabling teachers to plan effective learning experience for our students, ensuring all students experience success in their learning and no students fail to achieve.

Khalsa Secondary School will measure success through:

- KS3/4/5 academic results
- Feedback from parents and carers at progress meetings
- Feedback from the community
- Feedback from students
- Transition meeting feedback.
- Core tracking
- Summative assessment
- EAL tracking

We aspire to provide a full range of educational opportunities for students from all backgrounds, both Sikh and non-Sikh. In addition to ensuring the best possible academic results for all individual students, we will develop their personal and social qualities so they that become good citizens. We believe that a secondary school with our values and standards will prove popular with



both parents and students of Slough and South Buckinghamshire, by offering a choice that these students do not presently have.

## C5 Our Ethos

Faith-based organisations, whatever faith is followed, 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, to inspire a broader vision and greater responsibility in our endeavours. Sikh faith-inspired principles and values have a great deal in common with other faiths, as they are based on universally accepted values. However, values are not 'taught', but are awakened and strengthened in us when they are practised in front of us every day. At the school, we will all work to ensure both our educators and learners are instinctively exercising these values *in* every thought, decision and action.

It is important to us that our school plays a key role not just in nurturing the Sikh faith, but in nurturing and encouraging the personal beliefs of each and every student, as well as building interfaith understanding. Worshipping collectively will be a central feature of the school, building an understanding of other faiths whilst positively nurturing each young person's own faith or none and respecting at all times the wishes of parents. Where required, alternative forms of contemplation and meditation will be provided. The philosophy of *Khalsa* will permeate the whole day.

Parents, families, teachers, businesses, individuals, institutions and the wider community all have vital roles to play in the education of students. In particular, the involvement of and interaction with parents and families is a key tenet of our ethos, and crucial to our success. We believe passionately in the positive impact parents and families have on children and young people. We will offer learning experiences and interactions which will cross generational boundaries. We believe that students can learn from inspirational and motivational speakers and role models.

We have managed successfully to motivate and inspire teachers and non-teaching staff to support and develop the children within the Primary

School, which is a direct reflection on the Outstanding achievement. We shall continue this into the Secondary School.

*Most teachers are inspired by the vision, ethos and clear sense of direction. As one teacher remarked, "The staff do a great job and work very hard and effectively together to create a wonderful school".* **Ofsted Report 2011 for Khalsa Primary School**

## **C6 Our Approach**

By following our core principles, we will be a school which:

- Provides an exceptional academic education to all its students.
- Adds value to the academic achievement of every student
- Provides the best standards of teaching.
- Performs as the top non-selective school in the local area.
- Becomes the school of choice for local parents whether Sikh or of another faith or none.
- Achieves OFSTED ratings of Outstanding within 5 years.

In addition to high educational attainment, we will develop our students as citizens able to take their place and contribute effectively to the workplace, community and family group. We will use our principles to:

- Provide a safe and secure environment for learning, where our students want to come.
- Encourage a passion for life-long learning.
- Inspire our students to work to the best of their ability with honesty, integrity and self-discipline.
- Encourage students to take a life-long journey of self-discovery towards purity of spirit by self-reflection and meditation.
- Inspire students to be selfless and to share their future skills and knowledge with those in need, in love and charity and without discrimination.

## C7 Delivering an Outstanding School

The Khalsa Secondary School will produce outstanding results and outcomes for all students by:

- Providing an appropriate learning programme for each and every child.
- Providing high quality pastoral care organised on a year group system and building a supportive school community based on the Sikh principles of equality, humility, respect, social responsibility and righteousness.
- Establishing strong bonds between home, school and the community; sharing time and skills with the community in order both to enhance the students experience and to strengthen the local community.
- Encouraging good citizenship by invoking the Sikh values of hard work and earning an honest living, charity, self-discipline, respect for others and other faiths, tolerance, service, loyalty to their country and community, and communal prayer and meditation.
- Providing visionary, shared and supported leadership led by senior staff, supported by Governors and extending down through all staff at all times.
- A relentless approach to raising standards of teaching and learning.
- Employing a skilled and motivated team of staff (teaching and non-teaching) who share the school's vision and ethos and are committed to achieving high academic standards for their students and supporting them in their spiritual development.
- Using robust data to drive continuous improvement.
- Having the highest quality assessment and monitoring of progress to ensure the learning and developmental needs of every student are met.
- Providing an engaging curriculum and student experience that inspires and motivates all learners;
- Encouraging and supporting all students to achieve the English

Baccalaureate.

- Offering the widest possible range of subjects.
- Liaising with other local secondary schools to strengthen provision where required.
- Extending students' horizons by providing opportunities such as the opportunity for debate, public speaking, sport, enterprise skills, community service and foreign travel.
- Encouraging innovative thinking, teamwork, and decision-making skills, and social responsibility.

We will use our experience to build on the success of the Khalsa Primary School, through which we have implanted an ethos, which Ofsted commented on as follows in their report of 2011:

*'Khalsa Primary is an outstanding school. It gives the right balance of attention to your personal development and well-being, and to ensuring that you learn well. As a result, you grow into highly mature and sensible young people who are well prepared for secondary school and your future lives. We were particularly impressed with your excellent behaviour which the school is rightly proud of. You told us that you enjoy school a lot. This is reflected in your above average attendance. You work very hard and show great willingness and enthusiasm for learning'.*

*'The care and support your school gives you are very impressive. In addition, your school does much to ensure that you are kept safe. Your attainment in English and mathematics by the time you leave school in Year 6 is above the national average. You are making good progress because teaching is good and the curriculum is very stimulating'.*

*'Many features of the care for pupils are highly impressive. Each student is known very well as an individual and students' personal development is monitored very closely. Preparation for the transition from Reception to Year 1 and from Year 6 to secondary school is very good. Very effective arrangements are made for students who require additional support in literacy and numeracy resulting in these students making consistently good progress.*

*A few early learners of English were seen enjoying their learning and making good progress as a result of the high level of care coupled with well-tailored provision’.*

*’The curriculum makes a very impressive contribution to pupils’ outstanding personal development. For example, personal, social and health education has been very successful in developing pupils’ social and emotional skills as demonstrated by their outstanding behaviour. Creative links to pupils’ learning experiences outside the school result in high levels of enjoyment in the classroom. Pupils’ learning experiences are further enriched as a result of the highly effective partnerships with local schools. For example, Year 5 pupils’ knowledge and understanding of experimental science has been enhanced as a result of regularly accessing high quality laboratory facilities and teaching in a local grammar school’.*

## **C8 A defining partnership between student, family, school and community**

Mobilisation of, and interaction with, students and families will be key to the success of the school. Currently there is very significant involvement from parents of children attending the Khalsa Primary School and it is expected that this involvement will be extended to the new school. Parental responsibility will be encouraged through the close links developed between the school, parents and students, mirroring and improving on the support mechanisms already established within the Khalsa Primary School.

We expect clear reporting to enable parents and carers to see their child’s progress, behaviour and attendance whenever they wish, in addition to regular ‘keep in touch’ sessions for students, parents and staff to discuss a student’s progress and to plan next steps. Parents will be supported to create the optimum home and social environment for our student’s well-being. This will be underpinned by a comprehensive ICT framework to link our students and school with the community and family.

Our pastoral system is already well established in our Primary School and is described in detail elsewhere. It will ensure that each student is well known and that a rich dialogue with the family will occur that characterises the shared

responsibility. From Year 7, students will take part in this conversation to reflect upon their learning and development, understand their personal responsibilities and to plan the next stages in their learning.

We firmly believe that young people need a sense of place and heritage to provide a secure environment in which they can grow and thrive. The supportive relationships surrounding each student will maximise this, not only through the pastoral system, but also through the curriculum of the school, which will emphasise these aspects and give each student the opportunity to understand the nature of family, community and heritage. We are mindful that, whilst this philosophy is central to the Sikh ethos, it applies equally to all and therefore we will seek to extend each student's understanding of their own heritage and family and will positively promote multi-cultural understanding and respect.

The Khalsa Secondary School will work with the wider community as well as supportive agencies from other communities and service providers to identify and provide support for families that need help.

## **C9 Extended Services**

In keeping with our overall vision for an outstanding school, we will be seeking to develop an imaginative programme of extended services that support our aim of creating positive links between the school, our students, parents, families and the community.

Any programme developed will have our students learning and well being at its heart. There is already research available that shows students who engage in structured extra curricula activities can improve their learning outcomes and we will be seeking to build on the best practise available.

We will be looking at the more traditional facilities to support working families by running breakfast clubs and after school activities.

We will run homework clubs for those students who would prefer to study at school rather than home for whatever reason.

However, we are also eager to look into the positive contribution extra curriculum activities can make to a students learning and well being. We will

be developing and offering a structured programme of activities that may include:

- Extra sports
- Learning a musical instrument – additional tutoring over that provide through the curriculum
- Various clubs and societies i.e. debating society
- Community service projects

We will be building on the charity support provided through the Khalsa Primary School. Each year 7 group will agree to support a suitable local charity or community project, which they will continue to support throughout their school life.

Of course, we are aware of the need to ensure suitable and appropriate safeguarding and any activity will be subject to the strictest of scrutiny before it is approved for our students.

We are also aware that affordability will be a key issues. Whilst many activities can be provided through the goodwill our staff and external volunteers, we will be seeking where possible sponsorship and where necessary developing a charging structure for certain activities. However, we are committed to ensuring that no child is excluded from an activity for want of funding.

As with all things associated with the school, our extended service provision will build on the three core principles of our vision, which in themselves demonstrate the value we place on extending the school beyond the classroom.

## C10 Religious Education

We value the Government's recognition that faith schools are popular with parents and make a valuable contribution to helping this country to discharge its duty under Article 2 of Protocol 1 of the European Convention on Human Rights: 'to respect the rights of parents to ensure education and teaching in conformity with their own religious and philosophical convictions'.

Khalsa Secondary School will go beyond the delivery of the RE National Curriculum to nurture and encourage the spirituality and personal faith, if appropriate, of each student, as well as building inter-faith understanding. Our school will have an ethos where, according to the principles of *Khalsa*, every student is supported in their personal quest for self- discovery. Sikh principles are emphatic in respecting all faiths and hence not seeking converts to the Sikh faith. Its teachings and traditions are the inspiration for our ethos.

We will provide a broad and balanced religious education. Based on our Sikh faith and the *Khalsa* ethos, it will give all students the grounding required to follow a GCSE RE course and entry to higher RE qualifications.



## Section D: Education plan–part 1

Our planned initial admission numbers and growth to full capacity are as follows:

	2013	2014	2015	2016	2017	2018	2019
<b>Year 7</b>	120	120	120	120	120	120	120
<b>Year 8</b>		120	120	120	120	120	120
<b>Year 9</b>			120	120	120	120	120
<b>Year 10</b>				120	120	120	120
<b>Year 11</b>					120	120	120
<b>Year 12</b>						90	90
<b>Year 13</b>							90
<b>Totals</b>	<b>120</b>	<b>240</b>	<b>360</b>	<b>480</b>	<b>600</b>	<b>690</b>	<b>780</b>

This provides full capacity Years 7-11 within 5 years and Sixth Form in 7 years and is justified by the Evidence of Demand recorded elsewhere in this application.

We have decided to open and build the school by one year group each year. We feel this has both positive educational and practical benefits as follows:

- Working with a single year group at opening, we can instil and implement our ethos and vision and use these students to champion the vision as they move through the school acting as positive role models to those who follow.
- Settling students will be easier as will developing the required behaviours
- Ensuring good standards and learning practises are established from the start

- Less pressure on local schools as we will not be seeking admissions into older year groups from these schools
- Our evidence of demand is most positive in the existing year 5 group.
- We will be able to continue to target the non Sikh community to maximise the opportunity to achieve a balanced intake in future years as parents and students see the school not as just a faith school but a school of high educational standards.

Notwithstanding the above we are more than happy to review our decision should for example the LA feel that our school could help with their difficulties over deficit places.

## Section D: Education plan– part 2

### D1 The Curriculum

#### D1.1 The Curriculum Years 7 to 11

##### Curriculum Plan and Core Areas of Learning

Khalsa Secondary School will offer an enhanced academic National Curriculum where *all* students will be expected to aspire to at least the English Baccalaureate and the majority will achieve far more. We will be offering a wide range of A level courses when the new Sixth Form opens. All students will have the opportunity to study inspiring Music and Games courses, with such choices as archery and polo in the extended Games curriculum.

We will ensure that all non-Sikh students have alternative arrangements in place outside the core curriculum in the event they do not want to participate in the Sikh studies curriculum. In comparison to average secondary school timings, the school day will be extended by one hour each day. This extra hour will be necessary due to the enlarged curriculum encompassing Sikh Studies. The school will start at 8.00am and finish at 4.30pm. The school will be timetabled within 3 terms per year.

All students at the school will be expected to study for at least eight academic GCSEs, including:

- The English Baccalaureate
  - English
  - Mathematics
  - History or Geography
  - A Science
  - Modern Language
- Sikh Studies
- Panjabi
- At least one more science

We are aware, however, that the National Curriculum Review Expert Panel is currently recommending that the Baccalaureate contains History and Geography and the Arts and DT. If this becomes mandatory, we will adapt our Year 9-11 curriculum appropriately.

We shall be providing a curriculum where KS3 requires 2 years of study and KS4 requires 3 years of study. We understand that this maybe in line with the recommendations of the Expert Panel.

We intend that all students will continue into our Sixth Form. Every student will leave the school with a deeper understanding of spirituality and faith, a core body of academic knowledge and the ability to thrive in a changing world.

To complement the academic education, the school will focus on the importance of sports, including the more unusual ones such as Archery, Horse Riding and Martial Arts, which are central to traditional Sikh culture. All students entering in Year 7 will follow a core academic curriculum including: English Language and Literature, Mathematics, Science, Modern Foreign Language, History, Geography, Religious and Sikh Studies, Information Technology, Music (including Shabad (hymn) practice), Drama, Art, Design and Technology, Personal and Citizenship Studies(PHSE) and Physical Education. Panjabi or another Modern Foreign Language will be a compulsory part of the additional curriculum. Another foreign language will also be made available. At the end of Key Stage 3, students will select courses to be studied to GCSE level in Years 9, 10 and 11.

The English Baccalaureate will form the core curriculum. Sikh students will be expected to take Panjabi and Sikh Studies except in special circumstances.

There will be provision for a Sixth Form from academic year 2018/19, where students will be offered the opportunity to study a range of academic subjects, and some vocational subjects, dependent on demand and affordability. Currently it is our view that we will probably offer the International Baccalaureate in addition to A levels, however, this will depend on demand and feasibility. We have the benefit of time as we have five years before we expect to take Sixth Form students.

Khalsa Secondary School will offer a broad Music curriculum that allows

students to choose traditional eastern instruments or western ones. Sikhism has a firm foundation in music, as the poetry contained with the scriptures is meant to be sung with the aid of classical musical instruments such as the Sitar and tabla (drums). The singing of devotional hymns helps provide a spiritual environment that facilitates the process of mediation. The aim in Key Stage 4 will be to help the student develop a lifelong interest in music that enables the process of personal development. The school will offer GCSE Music as part of its curriculum.

### Information and Communication Technology

The use of the most up-to-date Information Technology hardware and software will be embedded into the life of the school both for administration and communication and in the entire curriculum.

- We believe that *all* students should be able to confidently use Word, Excel and Powerpoint but that this is very far from the entirety of what they should be able to do. This is the bare minimum. Via learning platforms which they can access at home or in school during Lesson 6 (see Timetable section) or Twilight Time, all students will reach a high standard of computer literacy *as soon as possible on arrival in the school*.
- It will be required that ICT will be integrated into the curriculum in *every* subject area and Heads of Department will arrange their schemes of work with this in mind. We expect these to include such topics as:
  1. The use of ICT in Technology lessons and in the science laboratories.
  2. Creating animated short films on topics they are studying.
  3. Creating websites and blogs.
  4. Creating flyers and brochures for their charity projects.
  5. Using learning programmes on the computer to help them study more effectively and possibly ahead of their peer group.
  6. Using a computer to help with their individual MFL studies.

7. Exploring space using internet-based stargazers and computer connected telescopes.
- Those students for which it is appropriate will be taught to programme a computer. This group will include, at the very least, those who are gifted/talented scientifically and in design. In Twilight Time or Lesson 6 as many students as possible will be encouraged to learn basic programming.
  - Students with special learning needs will have a development programme, which uses the wide range of activities available via ICT to motivate and encourage them with improving their basic skills. The Special Needs Coordinator will create individual ICT-based support programmes for students with special learning needs. Students with physical special needs will also be heavily supported with the correct personal IT equipment and learning programmes.

### Delivery of the Curriculum

The following key principles will be used to ensure effective delivery of the curriculum:

- Staff will have the confidence and expertise to deliver lessons which stimulate and motivate students to learn further. High quality professional development opportunities will be made available to staff, both within the school and with other partner schools, ensuring effective teaching and learning strategies are deployed which result in progression across the school. The School will remain at the forefront of teaching and learning innovations.
- Strategies will be employed to challenge all children, to give them the skills and techniques to learn and for teachers to see progress. Lessons will be structured so that there is time for delivery, reflections, questioning (which encourages thinking) and plenaries, which also assess progress and indicate the next steps. Planning for teachers will be a continuous process, fine tuning plans to ensure they reflect learning that has taken place and needs to take place to further knowledge. Group work will further develop children's

speaking and listening skills and give them the confidence to question and respond to peers. Classrooms will be inclusive, however, one to one or smaller group work will also be utilised, where whole classroom interventions are not appropriate.

- Assessment for learning techniques will be used (APP). Students will understand therefore where they are, where they need to be and the progression journey.
- Excellent behaviour management and high expectations for all will continue to create the right environment for learning. The Sikh ethos and values of the school will remain prevalent in all that we do and underpin learning wherever possible.

### **Tutor Time and Assembly**

Every student will be allocated to a Tutor Group or class. This will create a student's 'home base' within which their pastoral care will be centred as well as practical activities like registration.

The school day will begin with all students registering with their tutors in their tutor groups. This period will communicate school notices and announcements relevant to the whole school, year groups or individual tutor groups.

We will also provide an inclusive morning assembly period where students and teachers will collectively congregate, which will focus on universal values and prayers from the Sikh scriptures.

This will be a special time spent together to share and reflect on daily prayers as well as groups of students who will sing hymns. We intend that students will lead these assemblies supported by teachers in order to ensure that the discussions and topics are relevant and enjoyed by all students. We will discuss and celebrate special festivals from all religions and none in order to support the inclusive ethos of the school. We will ensure that sufficient time is available for meditation and spiritual reflection before the students go into their classes. This will ensure a calm and reflective environment, which will create a positive atmosphere within the whole school.

Although prayers will be from Sikh scriptures, we will be designing the assemblies to be open and inclusive to all our students. However, we understand inclusivity also means allowing choice and therefore, every parent of a student within years 7 – 11 will have the option to tell the school they wish their child to opt out of such assemblies and collective worship. Students from years 12 and 13 will be able to decide for themselves whether to opt out or not as we believe at this stage students should be encouraged to make their own decisions in these areas.

For those students who opt out, a structured general assembly will be organised in parallel again with its focus on universal values but where students will be encouraged to share and discuss a thought for the day based on personal, social, moral and health topics. A teacher will always be available to facilitate the above.

### **Year 7 and 8 Curriculum**

The Khalsa Secondary School will provide the following curriculum in Years 7 and 8:

- Mathematics 4 hours per week
- English 4 hours per week ( to include Drama)
- Science 4 hours per week
- Games 2 hours per week
- 1 hour each of Music, Art and RE/PHSE
- 2 hours each of History and Geography and French
- 2 hours of Design Technology, with IT included as one of the rotating modules.

In addition to the main 25 hours a week of curriculum time, there is an extra hour from 3.15pm to 4.15pm every day in which the Sikh curriculum will be delivered to all Sikh students and to those non-Sikh students who may wish to join the programme. This will consist of Sikh Studies and Panjabi. In this last hour every day non-Sikh students will each have a personalised timetable that may include, for example, a second modern foreign language, an enrichment



group for gifted and talented students, a support programme for academically challenged students, individual musical instrument lessons or private study.

The programmes of study will conform to the National Curriculum. This model has been chosen as it follows a well-tried broad and balanced path for learning, whilst containing an appropriate religion element for the Sikh students.

### Year 9 to 11 Curriculum

The curriculum for these years will consist of a core of Mathematics, English, Games and RE/PHSE, with a certain amount of choice for each student as to what other subjects they study. It is expected that all students will study subjects which will enable them to obtain an English Baccalaureate, and students therefore will select to study:

- Either Physics, Chemistry and Biology *or* a Science syllabus which qualifies as 2 GCSEs
- French *or* another modern foreign language( if and when it is offered at GCSE level)
- History *or* Geography *or* both (if timetabling permits the latter)
- Up to two subjects (depending on how many subjects they have selected above) selected from Art, Music, Design Technology, Information Technology, and Drama.

Within the Lesson 6 structure it will be possible to study Sikh Studies, Panjabi or a second modern foreign language to GCSE level.

We have decided to begin work based on the GCSE curriculum in Year 9 because:

- There will be curriculum continuity for all our students who have attended Khalsa Primary School which will put them in a position to be ready to start GCSE studies in Year 9; those students who are not ready, for any reason, will receive additional intervention and support.

- Taking 3 years to complete the GCSE courses will mean that students have more time to study the syllabuses in depth and to understand the background to the subjects they are studying.
- More able students will be able to take Mathematics and Additional Mathematics (or even AS level for the most able) without time pressures. The same applies to English Language/Literature studies. There will be more time to study the context of the texts being used.

The Key Stage 3/4 curriculum will be delivered in the main 25 hours per week curriculum time by qualified teachers whose specialist subjects are those which they are teaching. Panjabi and Sikh Studies will be taught by a combination of teachers in school who may be teachers of other subjects but who are fluent in, and can read, Panjabi and non-qualified teachers or retired teachers who are native Panjabi speakers. Sport may be taught by those with sports coaching qualifications.

The outcomes we are proposing from our broad and balanced and spiritually enhanced Key Stage 3/4 curriculum are:

- All students will have demonstrated that they are achieving their potential by gaining the best grades they can in a broad range of GCSEs including a group of subjects representing an English Baccalaureate.
- Students will have a firm grounding on which to build their academic A level studies or Vocational studies in the subjects of their choice.
- From experiencing the non-examined curriculum, all students will have progressed along their own personal path to self-understanding, social responsibility and spiritual development.

### Twilight Time

Twilight Time is a key part of our commitment to an extended services provision to support learning as described in Section C of this application.

During the time from 4.15pm to 6pm every day students will be offered a number of extension activities. These will include:

- Horse riding and polo
- Archery
- Martial Arts
- Sports practices
- Choir and orchestra groups
- Small music group practices
- Sports matches
- Homework club, where students can get individual help or simply do their private study in a quiet environment with access to IT facilities
- Facilities for organising Duke of Edinburgh Award activities.
- Time for individual discussion with teachers and tutors.

### Home Learning and Private Study

Home learning and private study are essential features of all students work. Parents will be asked to involve themselves in their child's studies by seeing that home learning and private study are done consistently and by checking through the student diary and signing it weekly.

Home learning makes up one aspect of extra (curricular) learning, a term used to describe any learning that takes place outside the classroom. A good, well managed home learning programme helps young people to develop the skills and attitudes they will need for successful life-long learning. Home learning also supports the development of independent learning skills, and provides parents and carers with an opportunity to take part in their children's education.

Khalsa Secondary School will value home learning and be clear about its purpose.

Home learning activities may not always look like traditional homework. For example: project work, providing ingredients for food technology lessons, watching a TV programme or podcast, searching the internet, taking part in discussion forums, carrying out research or reading.

Although there is a broad expectation of the average, not inconsiderable, amount of home learning set for students at Key Stages 4 and 5, it is the quality and not the quantity that is important. *The intrinsic value of homework activities is far more important than the precise amount of time devoted to them (OFSTED)*. Many departments will set extended home learning activities, such as projects, in the expectation that students will plan their own home learning timetable. It is one of the aims of our curriculum to strengthen independent learning skills. A major piece of research carried out by Dr Susan Hallam at the Institute of Education (2004) concluded that:

- *Homework can boost achievement, but only when done in moderate amounts. Government guidance on the amount of homework is untested.*
- *The overall contribution to performance is relatively small compared to prior knowledge, ability, time on task, good attendance, motivation and self-confidence.*
- *Problems may arise when parents try to help and learning may be inhibited when they try to control the homework environment. However positive parental involvement is a strong predictor of better grades.*
- *Students prefer homework to be: related to ongoing class-work, varied, manageable, challenging but not too difficult and to allow for initiative and creativity.*

We will expect that teachers will tailor tasks to student's individual needs and recognise that for some students it may be better to have no additional learning tasks set. Tasks, when set, need to be functional for these learners and be set at a level that can be done independently.

Students will need to learn to manage their time so that they do some home learning each evening. We expect that teachers will not set home learning activities to be completed for the next day, but will give students at least two days to complete the home learning activity. The time devoted to home learning should increase as the student progresses through the school.

In Key Stage 3 there will be an expectation that students will also engage in some kind of extra learning activity, whether organised by the school, parents

or carers or outside agencies. The school will monitor the participation of students in extra learning and home learning activities to ensure that provision satisfies the aims of our curriculum.

## Transition

- We anticipate that transitions from KS2 to KS3 will be efficient and effective as there will be no need for about half the intake to settle into a new culture and ethos, having come from Khalsa Primary School. These students will already be familiar with their environment and with daily routines such as meditation to start the day. This will give tutors maximum time to concentrate on acclimatising individually each of the students who have not come as direct entrants from Khalsa Primary School. Especial care will be taken to make sure that students new to the philosophy of *Khalsa* (see our Vision) are made welcome and understand the skills and understanding for self-development and lifelong learning that they are being offered.
- All the systems to ensure a smooth transition process will be in place and fully developed before the school opens.
- The senior leader responsible for KS2/3 transition will interview every intake student and their parents or carers during the preceding Summer Term and, by close liaison with the Data Manager, ensure that all necessary data for that student is recorded. If necessary these interviews will take the form of home visits. Tutors of the new Year 7 groups will also be involved in this process. The individualised Lesson 6 timetable and Twilight Time programme will be discussed with students and parents/carers at this time, and preliminary choices made.
- There will be induction days spent in Khalsa Secondary School for all intake students (in groups) during the preceding summer term and an Induction Evening for parents and carers.
- Year 7 students will be part of the induction process by undertaking drama activities with Year 6 pupils still in their primary schools, which will familiarise primary school pupils with their Year 7 peers before

they arrive at the secondary school. A buddying scheme will be implemented.

- Parents and carers of new intake students will be welcome in school on an individual basis in order to settle concerns and make specific arrangements for new students.
- Students with special needs, including the gifted and talented, will be given particular attention at their transition and will be visited in their primary school by the Inclusion Manager and/or any other relevant staff, before they start school in September. Parents and carers of these students will also be given close contact with the Inclusion Manager and other appropriate staff.
- There will be an induction programme in Tutor time for Year 7 students which will last the whole Autumn Term of that year. This will have been developed by the newly appointed staff before the school opens, and revised year on year.
- As part of the transition process, English, Mathematics and Science teachers will organise and teach a programme of induction lessons for pupils from feeder primary schools in the summer term before Year 7.
- Catch-up classes will be organised both in the preceding Summer Term and at the beginning of Year 7 for Sikh students who enter Year 7 having done no previous Sikh Studies and having not reached a basic level in Panjabi. Similar arrangements will be made for students with no experience of Sikh musical traditions.
- Continuity of any individual or group coaching and other extra-curricular lessons which were taking place in the primary schools (e.g. individual music lessons or dance lessons) will be encouraged and organised where possible.

#### **Sixth Form Transition from Key Stage 4**

We shall appoint a Head of Sixth Form who, amongst other duties, will be responsible for recruitment to the Sixth Form and will manage the transition process.

- We anticipate that a great majority of our Sixth form students will come from our own Year 11, but there will also be those who have attended one of the other Slough or South Buckinghamshire schools and now wish to transfer to Khalsa Secondary School after KS4, for a number of reasons.
- In the Autumn Term of Year 11 the current Khalsa Year 11 students will be asked to nominate their likely wishes for their Sixth Form programme of study, and life and academic and vocational opportunities in the Sixth Form will be explained to them.
- Based on the above discussions a set of Sixth Form options blocks for timetabling purposes will be designed. These will then be published so that students can see what is available, and a timetable will be evolved iteratively.
- We hope to form links with other local schools and colleges, so that students who have special subject requirements not available at Khalsa Secondary School can still be our students, but have certain lessons at another Sixth Form. We shall offer reciprocal arrangements, so that students from other Sixth Forms can study at Khalsa Secondary School for part of the time, thus maximising the efficient use of local resources and expertise.
- We shall have a Sixth Form recruitment evening in the early Spring Term of Year 11. This will be open to all students from Slough and the wider area. Those who have expressed an interest in attending our Sixth Form, together with parents or carers, will then be invited to discuss their individual choices individually with the Head of Sixth Form. An induction programme for these students will be organised in the Summer Term.
- There will be a short induction programme of 3 days shortly after GCSE examinations finish in the Summer Term.
- Finalising of each student's study programme will take place in the summer holiday after GCSE results are published.

- For students for whom it is best to transfer to another post -16 form of study or training, the school will make every effort to assist them and to ensure that they are securely settled into their new place of study, training or employment.



## D1.2 The Sixth Form – Years 12 and 13

As a result of our secondary curriculum and the continuity from KS2 to KS3/4 and into the Sixth Form, students will leave Khalsa Secondary School fully prepared and equipped for Higher Education or Vocational Training and for a future of life-long learning and personal self-discovery.

We intend to offer the widest range of A level subjects that is viable financially. We will also be considering whether the International Baccalaureate might best meet our students' needs in the future.

With more than 5 years to go until the first students enter Year 12 we feel that there is ample time for us to research these options as we become more aware of the ability and capabilities of the students entering the school.

It is anticipated that A levels will include:

- Mathematics and Further Mathematics
- English Language and Literature
- French
- History
- Geography
- Physics, Chemistry, Biology
- Art
- Music
- Design Technology
- Business Studies
- Economics
- Sociology or Psychology
- Another foreign language to be decided
- Classical Studies
- Religious Education.

- BTEC Vocational Courses

A Level courses will be delivered by specialist qualified teachers. Offering teachers the stimulus of sixth form teaching will attract highly qualified staff and thus enhance the delivery of the KS 3/4 curriculum.

If we decide to offer the IB Diploma it will provide a broad education for students, and a distinct focus on the acquisition of modern foreign languages and preparing students for higher education.

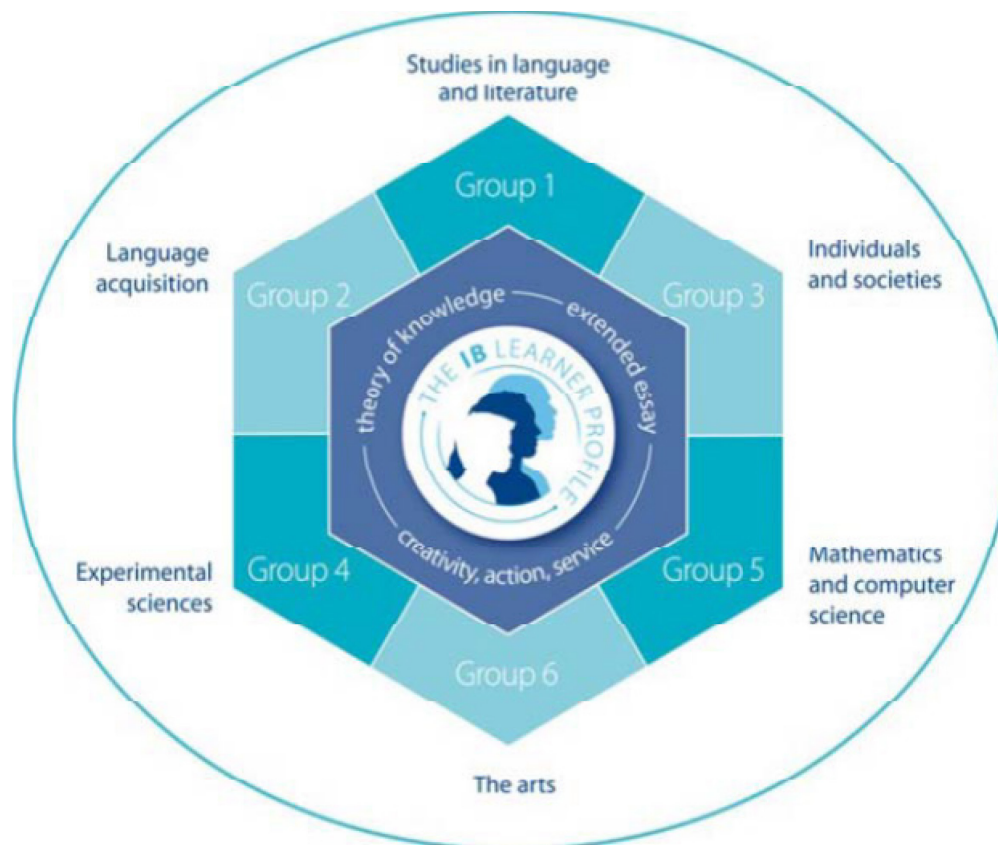
The International Baccalaureate requires that 3 subjects are studied at Higher Level, pertaining to 240 hours of study, and 3 subjects are studied at Standard Level, pertaining to 150 hours of study, over the 2 year course. In addition, all students are required to study Theory of Knowledge for a minimum of 50 hours.

This will require a 36-week school year in Year 12, with 2 activity weeks. In Year 13, it assumes a 28-week school year prior to examinations.

We are aware that in 2015, the school leaving age will be raised to 18 and therefore we plan to offer a good balance between academic and vocational programmes. We expect to expand our Sixth Form programme year on year.

The range of subjects offered each year will depend on demand. We will be developing vocational courses. We will expand the range as and when finances make this possible. We hope to develop partnerships with other local schools and local college to enable us to deliver the widest possible subject selection.

All Sixth Form students will be expected to be involved in the life of the school and take on a range of responsibilities. Working alongside teachers in the classroom, mentoring younger students and organising extracurricular activities are just some of the duties that would be expected of these students. They are to be seen as role models and as such will carry out functions that would demonstrate this position within school.



Students will also be required to complete four hours community service over each period of two weeks. Students can choose an area they wish to pursue and will be encouraged to take part in community activities out of school.

## D1.3 Vocational Training

One of our core beliefs is that each student is an individual. Their educational path and career choices should reflect their skills and interests, so that they are set on a path to a productive and enjoyable world of work and develop into the good global citizens we wish them to be.

We recognise and celebrate that some may chose traditional academic subjects but that others will seek vocational pathways.

We are committed to meeting the needs of all our students and will be developing appropriate vocational pathways through formalised course such as BTEC's/NVQ's but also looking to develop other apprentice style pathways with local businesses.

Whether a student continues with an academic or vocational programme our aim is to encourage students to keep explore all options for further education work. Taking vocational courses will not be seen as an easy option or to preclude a student considering, further, or higher education

Initial we plan to work with local businesses to provide these vocational pathways in a variety of Engineering, Media, IT, health and social care. We have already had interest from local businesses.

### ***Enterprise Skills Development Programme***

In addition to vocational training, we recognise that all our students need to engage in work experience with local businesses and enterprises in order to sample enterprise skills and become part of a long-term thriving community.

We plan to work with the Slough Aspire Programme, which is an organisation that provides a state-of-the-art skills, training and recruitment centre, delivering a range of courses and services in partnership with local education and training providers, as well as employment agencies. Its purpose is to provide a business- led focus that will encourage and help local businesses to engage in improving skills and job opportunities for local people.

Through its 20 year development plan, SEGRO (an organisation that owns most of the local industrial park) will transform the business park and create more office- based jobs. Aspire will help equip local people to compete for and

secure more of these jobs.

A mix of programmes on site at SEGRO and in Khalsa Secondary School will raise students' aspirations, improve awareness of business needs, job opportunities and enhance students' business skills.

We will develop a detailed plan during the first year of opening the school to engage further with the Aspire programme and have these plans ready for implementation during 2015/16.



## D2 A Coherent Timetable and Calendar

### D2.1 The Academic Year

We will be following a three-term school year model and aligning our term dates to the Khalsa Primary School, which in turn broadly follow the Local Authority published term dates.

#### School Terms and Holidays 2013-2014 (All dates are inclusive)

	Autumn Term 2013	Spring Term 2014	Summer Term 2014
<b>Term Commences</b>	2 <sup>nd</sup> September 2013	6 <sup>th</sup> January 2014	22 <sup>nd</sup> April 2014
<b>Mid- Term Holiday (from-to)</b>	28 <sup>th</sup> October 2013 to 1 <sup>st</sup> November 2013	17 <sup>th</sup> February 2014 to 21 <sup>st</sup> February 2014	26 <sup>th</sup> May 2014 to 30 <sup>th</sup> May 2014
<b>Term Ends</b>	20 <sup>th</sup> December 2013	4 <sup>th</sup> April 2014	22 <sup>nd</sup> July 2014

Half Term	Day	From	Day	No. Days	
1	Mon	2 <sup>nd</sup> September 2013	Fri	25 <sup>th</sup> October 2013	40
2	Mon	4 <sup>th</sup> November 2013	Fri	20 <sup>th</sup> December 2013	35
3	Mon	6 <sup>th</sup> January 2014	Fri	14 <sup>th</sup> February 2014	30
4	Mon	24 <sup>th</sup> February 2014	Fri	4 <sup>th</sup> April 2014	30
5	Mon	22 <sup>nd</sup> April 2014	Fri	23 <sup>rd</sup> May 2014	23
6	Mon	2 <sup>nd</sup> June 2014	Tues	22 <sup>nd</sup> July 2014	37
<b>TOTAL</b>				<b>195</b>	

## D2.2 The Shape of the School Day

### The structure of the day

In order to accommodate a 25 hour core learning week coupled with an hour of Sikhism-related studies per day and time for voluntary twilight activities, the school day will be as follows.

8.00-8.30	Tutor time and Assembly
8.30-9.30	Lessons 1
9.30-10.30	Lessons 2
10.30-11.00	Breaks
11.00-12.00	Lessons 3
12.00-13.00	Lessons 4
13.00-14.00	Lunch
14.00-15.00	Lessons 5
15.00-15.15	Break
15.15 -16.15	Lesson 6 Sikh Studies/Panjabi/ alternative curriculum
16.15 -18.00	Twilight Time clubs, sports matches, extra sport etc.

Hour-long lessons have been chosen as this is a proven model to allow students to engage in a topic in depth, whilst not being too long for concentration to be maintained.

### D2.3 Indicative Timetable

An indicative timetable is provided below. Our final timetable will be worked out alongside the more detailed curriculum development carried out following approval of our application. We will work with an experienced timetabler to ensure that we are able to delivery our curriculum in the most effective way.

Based on our planning and considerations to date, the following indicative timetable shows the anticipated teaching hours required for from Year 7 until



Year 11 based on one-hour lessons and a 25-hour week.

Timetable		Core Subject	Yr 7	Yr 8	Subject	Yr 9	Yr 10	Yr 11
		Hours Per Week						
8-8:30	Assembly	Maths	4	4	Maths	4	4	4
8:30-9:00	Lesson 1	English	4	4	English	4	4	4
9:30-10:30	Lesson 2	Science	4	4	Games	2	2	2
10:30-11:00	Break	Games	2	2	PSHE	1	1	1
11:00-12:00	Lesson 3	RE/PSHE	1	1	Science Option 1	3	3	3
12:00-13:00	Lesson 4	Music	1	1	Science Option 2	3	3	3
13:00-14:00	Lunch	History	2	2	Option 3	2	2	2
14:00-15:00	Lesson 5	Geography	2	2	Option 4	2	2	2
15:00-15:15	Break	MFL	2	2	Option 5	2	2	2
15:15-16:15	Sikh Lessons/ Other Optional	IT / DT	2	2	Option 6	2	2	2
16:15-18:00	Clubs etc.	Art						
		Total	25	25	Total	25	25	25

## Assumptions

1. Sikh Lessons/Panjabi will be lead and taught by a dedicated Head of Sikh Studies. Additionally and where we feel such variety would benefit our pupils lessons could be taught by volunteers/retired teachers but we will always remain committed to a full time member of the SLT to deliver the planning and co-ordination of this area of the curriculum. We see the Head of Sikh Studies supporting the Principal to ensure the embedment of the school ethos through the school.
2. English includes some provision of drama in Years 7/8.
3. Sixth Form timetable will be based on demand and consist of a selection of subjects nominated by pupils in there previous year. The Sixth Form will become established at over 200 students, and so a wide range of subjects will be offered as soon as possible.

## Years 12 and 13

All students on an A level course will study four subjects in the Lower Sixth Form to AS level. Students will able to continue with all four subjects if they wish or drop one thus taking three whole A levels.

Depending on demands and resources a range of A level subjects will be offered, the core of which are listed under the heading 'The Sixth Form – Years 12 and 13'.

There will also be vocational courses which we will develop to meet demand...

We anticipate that A- level teacher contact time will be 4 hours per week per subject and students will be expected to undertake private study for at least that amount of time per subject extra per week.

The subjects offered in each year and the timetable will be devised as shown in section under the heading 'Sixth Form transition fromKey Stage 4'.

Should the International Baccalaureate be used it requires that 3 subjects are studied at Higher Level, pertaining to 240 hours of study, and 3 subjects are studied at Standard Level, pertaining to 150 hours of study, over the 2 year course. In addition, all students are required to study Theory of Knowledge for a minimum of 50 hours.

Year	Subject	Theory of Knowledge	Subject 1 (Higher Level)	Subject 2 (Higher Level)	Subject 3 (Higher Level)	Subject 4 (Standard Level)	Subject 5 (Standard Level)	Subject 6 (Standard Level)	Creativity Action &	TOTAL FOR CYCLE
12		2	4	4	4	2.5	2.5	2.5	4	25.5
13		1	3.5	3.5	3.5	2	2	2	4	21.5

The main curriculum, the Lesson 6 curriculum and the type of curriculum likely to be covered in Twilight Time are detailed in the section 'Curriculum plan and core areas of learning'.

Students will be organised for pastoral purposes in mixed-ability tutor groups of 30, within a Year Group structure. Appropriate setting for Mathematics and English will be introduced in Year 7, and group sizes will vary according to the subject being taught and the ability of the students.

Further details of how the staffing structure has been developed from this outline timetable is provided in Section F

### D3 Inclusivity and Special Needs

One of the challenges facing our school will be the provision of appropriate learning opportunities for *all* students. Inclusivity is a central part of our vision.

We discuss how we ensure inclusivity within the religious character of our school later in Section D.

Within our school there will be students with a range of abilities from different cultures, religions and social backgrounds; we anticipate that this range will largely follow the demographic population of Slough and its surrounding areas. Some of these students may experience barriers to learning as a result of their disability, heritage, gender, special educational need, ethnicity, social group, race or culture. We shall make a wide range of provision to deal with this issue, for example, resources such as some ingredients for catering, equipment and resources for technology and art, specialist equipment for our sports programme and specialist learning resources will be provided free of charge by the school to ensure that no student has any barrier to their learning.

The Governors and new Headteacher will, before the opening of the school, establish comprehensive policies to cover students who are able, gifted and talented, have special educational needs, have a physical disability, or have English as an alternative language (EAL). These policies will reflect the vision on which we are founding our school, namely the *Khalsa* belief in striving for self-improvement as an individual and the moral tenets of the Sikh faith. Each student with particular needs relating to his/her education will be seen as a unique individual.

*We believe that:*

- All children should receive a high quality education
- All children should be equally valued regardless of their abilities, circumstances or behavior.
- Everyone is entitled to a broad, balanced and relevant curriculum.
- Inclusion is a process, and not a state, and so we will continue to improve and review our practice year on year.

- Inclusion is everybody's responsibility – it involves an active partnership between parents and careers, school staff, school students and the wider school community of our catchment, as well as outside agencies, professionals, support workers, etc.
- There should be a continuum of provision to meet a continuum of need.

*For all our students we will aim to:*

- Ensure their needs are recognized and addressed through a coordinated and cohesive response; and that students are involved in all stages of this process.
- Ensure they have their entitlement of a broad, balanced and relevant curriculum.
- Ensure equal opportunities for them to succeed at the highest level possible, by removing barriers to access and participation and working to eliminate variations in outcomes for different groups.
- Provide a secure environment in which they can achieve their potential.
- Foster maximum independence in educational, social and emotional and economic terms and to promote the lifelong learning which is an important part of our philosophy.
- Prepare them to contribute to society by ensuring our students learn to understand others and value diversity, whilst also promoting shared values to develop skills of participation and act as responsible citizens.
- Provide extended services and opportunities for them, their families and the wider community to take part in activities, and receive services, which build positive interaction and achievement for all groups.
- Work in partnership with parents, careers and the students themselves, to ensure effective and efficient use of resources to meet their needs.

*Our inclusive practice will provide:*

- A curriculum for all, which is tailored to individual needs and which promotes a personal learning plan in Lesson 6 and Twilight Time.

- All departments and faculties having a statement on Inclusion within their own curriculum policies.
- Awareness raising through assemblies, PHSE lessons, visiting speakers, weekly bulletins and tutor time.
- A School Council and Year Council, where representatives from all year groups help to shape issues in school.
- A structured programme to support EAL students and their parents.
- Equality of access for tests and examinations through access arrangements and special consideration, where deemed appropriate.
- A range of extra-curricular activities suitable for all abilities and cultural backgrounds.
- A carefully managed Transition Programme from primary to secondary school and from Key Stage 3 and to Key Stage 4 courses and into the Sixth Form and beyond.
- An Inclusion Manager, SENCO and team which offers in-class support, mentoring, setting and reviewing of Individual Education Plans (IEPs).
- A Learning Centre which provides a range of support.
- A range of technology and equipment to meet students' needs.
- Trained peer mentors to offer support for other students.
- Continuing professional development for all staff.
- Regular meetings where inclusion is raised, e.g. Curriculum Steering Group, Head of Departments meetings, Learning Support Department meetings, Year Meetings, Department meetings, Family meetings, etc.
- Support and challenge for Gifted and Talented students.
- Mentoring and counseling for all students who need support.
- Children in Care will have special contact with the Inclusion Manager and each will have a mentor and a carefully considered set of targets which take into account their particular needs.

## Meeting the needs of every child

We recognise that there may be a diversity of special educational needs in the school, including learning, health, behavioral and emotional difficulties, and physical and speech language and communication difficulties.

Additionally, from our data within our Primary School, we know that a proportion of our students will arrive from other countries, including India, Pakistan and Poland. English is not their first language. Students for whom English is an additional language have specific needs to enable them to access the curriculum. Disabled students (who may or may not have a statement of special educational needs) will also need special facilities to access the curriculum. Finally, it is central to our vision for highly aspiring and achieving students that those who are able, gifted and talented have all the facilities they need to develop their talents and go out into the world with confidence.

Every student will have an academic mentor, who may or may not be their form tutor, who will follow them throughout their journey in school.

Able, gifted and talented students will have a coordinator who will organise a series of events to stretch their abilities and open their horizons to their future potential. Initially, the G&T Coordinator will be the Inclusion Manager.

The SENCO will organise reviews for students with special educational needs to make sure that no child is left behind in their learning. The SENCO will identify students who are on the Code of Practice Scale (School Action, School Action Plus) and create IEPs. These will be easily available to staff and discussed with parents and carers. All staff that teach or support students will ensure that students with SEN and disability have the necessary resources to support them. The SENCO will organise baseline testing (see assessment section) for new arrivals, including arriving at a later date. The SENCO will liaise with the Deputy Headteacher (curriculum) to ensure appropriate courses and pathways are available for students with SEN or disability. If students have specific medical needs that prevent them from attending school, the SENCO will liaise with outside agencies. Similar liaison with regard to EAL students, G&T students and Children in Care will take

place between the Deputy Head (curriculum) and the coordinators.

### Grouping Students

We regard flexible grouping within a class as essential to meet the needs of each child individually. The following strategies may be used after full consideration of all relevant factors:

- Withdrawal of individual students for small group work with others of like ability. Lesson 6 plans will particularly facilitate this.
- The use of adults other than teachers to work with students.
- Collaboration with other class groups/phases.
- Setting/target-grouping, where students are grouped by ability.

Based on the school's observations and assessment data, and following a discussion between the tutor, Inclusion Manager and parents or carers, the student may need:

- Differentiated curriculum support within the class
- Additional support through *School Action* provision
- Additional support through *School Action Plus* provision
- Additional support through a *Statement of Special Educational Need*.

### EAL at Khalsa Secondary School

This will be a major issue. Khalsa Secondary School will be committed to making good provision for teaching and resources for students for whom English is an additional language and for raising the achievement of these students, who may be at risk of underachieving. The school will recognise individual student's needs, recognise the skills they bring to the school and ensure equality of access to the curriculum. We will aim to ensure that all EAL students are able to use English confidently and competently and use English as a means of learning across the curriculum.

#### **Key Principles for Additional Language Acquisition**

We believe that language develops best when used in purposeful contexts



across the curriculum and the effective use of language is crucial to the learning and teaching of every subject. The language demands of learning tasks need to be identified and planned for. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored and teachers have a crucial role in modelling uses of language. We shall ensure that all students have an entitlement to the National Curriculum.

### ***Learning and Teaching***

Classroom activities will have clear language development and learning objectives and appropriate support and resources employed to ensure that students are able to participate in lessons. Grouping and setting arrangements will be reviewed regularly to ensure that EAL learners have access to strong English language peer models.

We will provide opportunities for EAL students to take a GCSE examination in their home/first language. Booster sessions in Lesson 6 and/or Twilight Time will be provided for those students who are significantly behind their peer group in language and literacy.

### ***Identification***

During the transition from KS2 to KS3, EAL students will be identified through the information provided on entry by parents and primary schools. Students may also be identified by feedback from subject staff and curriculum leaders.

Students identified as EAL will be monitored by the Inclusion Manager initially and an EAL coordinator will be appointed when we have a full staffing structure. Where student achievement appears to be affected by difficulties related to EAL, additional in-class or targeted/small group support will be put in place.

There will be individual action plans for students targeted for support and these will be reviewed on a regular basis. Information related to students' EAL needs will be passed on to subject teachers by the EAL coordinator.

### ***Special Educational Needs and Gifted and Talented Students with EAL***

The School recognises that most EAL students needing support with their

English language development do not have SEN needs. However, should SEN needs be identified during assessment; EAL students will have equal access to SEN provision. Similarly, we recognise that there may be EAL students who are Gifted or Talented even though they may not be fully fluent in English. EAL and SEN staff will work together to ensure a co-ordinated approach where any of the above applies.

### ***Assessment and Record Keeping***

Staff will have regular liaison to discuss student progress, needs and targets. The school will ensure that all EAL students have regular formative EAL assessments and statutory assessments. The school will analyse EAL student achievement regularly and evaluate the effectiveness of additional support provided in terms of student progress.

### ***Resources***

A range of resources will be used to support students' linguistic development, including computer software and bilingual dictionaries (where students are literate in first language) and thesauruses.

Parents and carers of EAL students will be welcomed at all times. We will run English classes for parents new to this country if the need arises.

### **Able, Gifted and Talented**

The encouragement of the able, gifted and talented is very important to our vision of developing the self to excellence and using this development in the service of others. We realise that able, gifted and talented students may display all or any of the following special abilities:

Leadership skills	Musical intelligence
Creativity	Logical-mathematical intelligence
Outstanding cognitive ability	Spatial intelligence
Physical talent	Linguistic intelligence
Artistic talent	Bodily-kinaesthetic intelligence
Mechanical ingenuity	Interpersonal intelligence

The profiles of those who are identified as able, gifted and talented will have their needs clearly identified. These students will have regular meetings with their learning mentors to review their progress and adjust their programme of study as required. Each able, gifted or talented student will be treated very much as an individual. A G&T Coordinator will arrange special activities for this group in Lesson 6 and Twilight Time as is appropriate. The parents and carers of these students will be very closely involved in their education. The school will be alert to students whose use of English is still developing as this may mask the identification of talent and ability.

### ***Extra provision outside the classroom***

Enrichment clubs and classes after school will be organised. Membership of these clubs, in Twilight Time, will be voluntary and based on a student's interest and commitment, although students who display special abilities and talents will be advised to join these classes. Leadership in these clubs will be provided by teachers and adult helpers. In addition to this, parents will be kept informed about outside agencies which run enrichment programmes and summer schools and supported in accessing them. In Lesson 6, students will be directed to groups which provide for their individual needs.

### **The leadership and management of students with special educational needs, the gifted and talented, and EAL**

The role of the Governing body will be to do its best to ensure that the necessary provision and finances are made for any student who has particular educational needs, and ensure that every student is experiencing success. The Governing body will report to parents on the implementation of the school's policy for students with special educational needs, a disability, EAL and gifts and talents, and will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all students with special educational needs. It will ensure that the wellbeing of students is safeguarded and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. It will appoint a Special Educational Needs Coordinator (SENCO) who will oversee the day-to-day operation of the school's policy, manage the SEN team of teachers and learning support

assistants and liaise with external agencies, including educational psychology services, health and social services and voluntary bodies. It will appoint an Inclusion Manager and a G&T coordinator. The Governing body will review regularly all policies related to SEN, gifted and talented students, EAL, disability and Children in Care.

## **Teaching staff responsibility for SEN and gifted and talented students**

All staff will be aware of the SEN students and the G &T students in their classes and the current IEPs and plans for them. They will differentiate schemes of work in terms of resources, tasks, response and support and homework and private study materials by task and/or outcome. We will expect them to adopt a range of teaching styles in response to the range of learning styles. Assessments will be appropriate to individual need, paying particular attention to children in care.

## **The admission arrangements for students with special educational needs**

Admission procedures for students with SEN or a disability who do not have a statement will be in line with the criteria applied to students without SEN.

## **Disability access**

Khalsa Secondary School will provide physical access to education for students with disability.

Students will have curriculum access through a range of resources including word processors, spellcheckers, interactive white boards, handwriting pens etc. Students will have physical accessibility to the school environment through a variety of means including: classrooms that are safe and the learning environment promotes learning, entrances to the main building have been fitted with ramps, handrails on stairways, etc.

## **Provision for students with Special Educational Needs and disability**

### ***The provision for students at School Action***

The school will include a range of strategies and interventions as appropriate including: the provision of different learning materials or equipment and small group withdrawal at Key Stage 3 adopting a multi-sensory approach to developing literacy and numeracy skills: 1:1 or small group work focusing on developing behaviour management and social skills; IEPs and reviews; access to the extended schools provision offered in lessons and Twilight Time.

### ***The provision for students at School Action Plus***

This will be as for School Action and in addition include consultation with appropriate external and personalised interventions. We hope to establish an Inclusion Centre for these students. We recognise that parental consent is required before any external agency involvement.

### ***Early Identification***

The school will make full use of information provided by the primary schools. We anticipate that induction interviews with Learning Support staff for students with SEN and their parents and carers will be arranged towards the end of Year 6. The SENCO / Learning Support staff will attend Year 6 annual reviews of students with statements. The SENCO / Learning Support staff will visit feeder primary schools in the summer term to gain information on incoming SEN students. The Inclusion Manager and G&T coordinator will have a similar liaison programme. To help identify students who may have special educational needs or be gifted and talented, we will measure their progress by referring to the profiles we shall create of each student, to staff observation, performance tracking and a range of other measures.

### ***Statement Students***

All staff will be fully informed about the needs of students who have a statement of special educational needs. All statemented students will have an IEP, easily available to staff. We anticipate that each statemented student will have a named person who co-ordinates their programmes of learning and who should aim to review their IEP on a regular basis one of which is the annual review meeting. All SEN students' progress will be monitored through a range of processes and strategies.

## Evaluating the success of the education we provide for students with particular needs

The success of students who have particular needs is very central to our *Khalsa* vision for the school.

- The Inclusion, SEN, EAL, Disability and Gifted and Talented policies will be reviewed each year by appropriate committees, the Headteacher and the Governors.
- We anticipate that whole school implementation of the policies will be closely monitored by each Department and Faculty as part of their regular self-reviews.
- Students will be expected to self-review their own progress and discuss with their learning mentor how successful their current plan is. The SENCO Inclusion Manager and G&T coordinator will work closely in overseeing the individual and cross curricular monitoring, responsibility will be clarified in the policies.

### Success measures

Our provision for SEN, disability, EAL and Able, Gifted and Talented will be deemed successful when there is evidence that subject areas are implementing our relevant whole school policies, when targets in IEPs and plans are being met, when there is evidence that all students are accessing the curriculum despite their level of need and that they are having their needs meet and making very good progress.

### Involvement of parents and students

Our vision is that all students will be on a path of self- discovery and so it is vital that they are involved with their parents and carers in all decision -making regarding their progress. The school will require and value the contribution of parents and carers and encourage their participation in any decisions regarding special issues relating to their child.

There will be review days annually and, additionally, all students with IEPs will have termly reviews in which parents and carers will be expected to be

involved. Our vision requires that the Inclusion Manager, the SENCO, the EAL coordinator and the G&T coordinator will operate an open-door policy with regard to parents and carers. The school IT system will facilitate close and rapid contact with these managers and with the mentors of all students, as well as those with particular needs.

### **Links with external agencies**

The school will adopt a multi-disciplinary approach to meeting the needs of students who have multiple needs or extra needs for which the school cannot cater. We will work closely with Social Services regarding child-protection issues, GPs and hospital services, Connexions and voluntary services. There will be a designated teacher for children in care (which is likely to be the Inclusion Manager), who will work closely with the SENCO and coordinator for G&T as necessary.

We will ensure that able, gifted and talented students access support to develop their abilities and interests by using a range of wider community members and agencies. The G&T coordinator will seek out stimulating and inspiring people to help mentor individual talented students.

### **ICT to serve children of all abilities**

The use of the most up- to-date IT hardware and software will be embedded into the life of the school both for administration and communication and in the entire curriculum, thus it will be used to improve the education opportunities of *all* students, of all abilities and needs.

- Learning and achievement for *all* students will be tracked, recorded and reported using the school IT systems. We shall appoint a curriculum data manager to ensure that the system works efficiently, swiftly and securely. All examination entries and tracking etc. will be IT dependent, as will the management of all students' individualised learning. Plans and profiles of students with particular needs will be stored electronically and thus available to staff and to the students themselves.

- All members of staff, whether teachers or support and administration staff, will be expected to be highly and appropriately computer literate.
- The school will have an efficient and extensive intranet which will be used by parents and students on a regular and daily basis for everything from communicating with teachers and submitting their homework to accessing enrichment work or catch-up work and asking for support with individual problems. All newsletters and individual letters about special events will be sent to parents via the intranet where possible. Parental communication from school will attempt to be as paperless as possible. EAL students will be able to use the intranet to gain individual support material as they learn English and this material will also be available to support the learning of parents who have English as a second language.
- All classrooms and specialist rooms such as laboratories and Design Technology rooms will be fully equipped with IT equipment appropriate to the subject (e.g. CAD equipment in Design Technology rooms and computer equipment for taking experimental reading and recording them in laboratories). All rooms will have overhead projection equipment attachable to teachers' computers. All teachers will be provided with a computer for school use as soon as this is possible. There will be appropriate ICT equipment for students' use in every classroom.
- Students will be encouraged to use the wide range of resources available on Ipads and we shall hope to supply these eventually to Sixth Formers who do not own one.
- There will be an IT manager and assistant to control and coordinate the use of IT systems in the school and ensure appropriate security at all levels of the system. This is extremely necessary as the learning of all students will be so closely connected with ICT on a daily basis.

Students with special learning needs will have a development programme which uses the wide range of activities available via ICT to motivate and encourage them with improving their basic skills. The SENCO will create



individual ICT- based support programmes for students with special learning needs. Students with physical special needs will also be heavily support with the correct personal IT equipment and learning programmes. Gifted and talented students will be encouraged to extend their ability in using and designing computer software. Able and scientifically talented students will be taught to programme.

## D4 Student Achievement and Targets

Khalsa Secondary School will be a high achieving non-selective school in Slough, following the principles of *Khalsa* and the Sikh faith. We intend to offer an education which will rival the local grammar schools academically but also develop the personal and social qualities of students so that they become good world citizens and embark on a lifelong journey of self-discovery.

We will offer a full range of opportunities to those of all backgrounds, both Sikh and non-Sikh. Our school will be open to all.

We aim that all pupils who arrive in Year 7 with level 4+ in English and Maths at KS2 will achieve at least an English Baccalaureate.

In order to achieve our vision we need to know where our pupils start from academically and know what we want them to achieve. Our staff will be fully trained to know how to help students attain their targets, to monitor them, and to evaluate the target setting process.

Assessment will be central to classroom practice. We shall set realistic and measurable curriculum targets under three heading: whole school targets, subject targets and individual student targets.

## Whole school targets

### Key Stage 3

These are our targets for the first three years after we open.

#### YEAR 1

Year 7 only in school      70% L5+ in both English and Maths

#### YEAR 2

Year 7      70% L5+ in both English and Maths

Year 8      85% L5+ in both English and Maths

#### YEAR 3

Year 7      70% L5+ in both English and Maths

Year 8      85% L5+ in both English and Maths

Year 9      95% L5+ in both English and Maths (this will normally be the first year of KS4 for this school).

We will review these targets annually and expect that within 5 years they will be higher, increasing incrementally.

Our school target for level progress during the first TWO years of our KS3 (see Curriculum section) is

Making 2 levels of progress in English 50%

Making 2 levels of progress in Maths 70%.

This target is difficult to estimate at this stage as it will need a careful review of each individual student in our intake (see later in this section). It will be reviewed in the light of our first intake and then annually. This review will be based on our increasing confidence that we can meet more and more challenging targets; and we expect this target to increase quickly and substantially.

#### ***Suitability***

It is important to our vision for Khalsa Secondary School that we encourage every student to achieve their full potential academically. We consider these

targets to be suitable for the first years that the school is open because we are aware that those students who join in Year 7, not having come from Khalsa Primary School, may need support and catch up learning facilitated in order for them to reach L5 within the first year in the school. Particular attention will be paid to numeracy and literacy skills in Year 7 to ensure that students can access the full curriculum. Our Year 9 target is set at 95% initially to allow for pupils with SEN. We are confident that all other pupils will reach beyond L5 by the end of Year 9, many well beyond.

### **Strategy**

- It is anticipated that the school will adopt CAT testing for the Year 7 intake as a quick assessment of each student's possible potential.
- We are adopting the APP system of tracking and formative assessment in all subject areas and so it will be possible for every student to be supported in moving from sub target to sub target in each subject.
- The Headteacher and senior leaders and subject leaders will identify and target key measures and devise effective and innovative support and intervention systems. They will be fully supported in this at all times by the Governing body and will be given all the facilities and resources they require.
- We anticipate that individual subject teachers will be responsible for the continuous and speedy progress of their class, but students who are identified as Gift and Talented, SEN or at risk of not progressing sufficiently fast through targets will be assigned learning mentors. These may be members of the teaching staff, LSAs or volunteers as is appropriate. Small group work and individual catch-up tutoring will take place in Lesson 6 or Twilight Time (see Indicative Timetable section) in order to ensure that each student is being helped to make 2 sublevels of progress per term. Parents and carers will be closely and fully involved in all this work.
- Our capacity to deliver these targets will be supported by the highest quality teaching and also by an enthusiasm for learning on the part of our students. The all pervading ethos of the school (explained earlier in

this document) will attract excellent teaching staff and will support the interest in learning of our students. The Governing body will make it its duty to ensure the appointment of the most highly qualified, trained and skilled staff.

- All outcomes will be evaluated on a termly basis and action planning will take place both for groups and for individuals.

### Key Stage 4

These are our targets for the first 3 years of full KS4 (i.e. from the time the first cohort takes GCSE)

	Year 1	Year 2	Year 3
Five A*-C GCSE including English and Maths	70%	72%	75%
2 NC levels English	60%	65%	70%
2 NC levels Maths	60%	65%	70%
English Baccalaureate	55%	60%	65%

### **Suitability**

These targets are also difficult to estimate so far in advance, but we shall aspire initially to achieve at this level. We shall review the targets annually in the light of progress and revise as we refine our data. We intend to improve year on year. We hope that 5 years from now, if our first cohort has made even better progress than we have estimated, then the KS4 targets can be revised higher.

### **Strategy**

- The main thrust of strategy will be as KS3.
- We shall encourage students to select subjects for study at GCSE level which are appropriate to their abilities and interests, whilst also conforming to the requirements of an English Baccalaureate in as many cases as possible.

## Key Stage 5

We shall develop a full and comprehensive set of suitable, measurable targets for KS5 once we have a clear idea of what courses we will be offering in the Sixth Form. These will be developed by the Headteacher and a team of teachers and endorsed by the Governing body.

## Whole school targets for attendance of those of compulsory school age

Building on the current high attendance rate at Khalsa Primary School, we shall have very high expectations of attendance from all students. We shall have high expectations for every year group consistently from the time students joins the school.

In the first three years after the school opens we will be setting the attendance target at 94%, 95%, 96%, increasing each year, for each Year Group. We aim to exceed 95% as soon as possible.

### ***Suitability***

- We do not see that a student's attendance should vary from year to year except in cases of prolonged illness.
- We recognise that in Slough there has been for many years an on-going problem with attendance in that parents from the Indian subcontinent choose to take their children to visit family and attend weddings etc. each year in the period from spring to early summer. Owing to the cost of air fares, they often expect to travel in term time. This is unacceptable as it disrupts students' education and does not encourage the valuing of academic progress. We recognise that this is a problem that the new school will have to address.
- We hope to raise our attendance target as soon as we have a parent community where all fully understand that students will not take holiday in term time. We expect this to require one year of awareness raising work with the community.

## **Strategy**

- We shall use all the strategies at present very successfully in use at Khalsa Primary School to maintain full attendance.
- The Headteacher and staff will work with students, both in groups and individually, to ensure that they all understand why full attendance is vital to their progress.
- In cooperation with parents, carers and the local community we shall develop an attendance policy which fully supports our students individually to maintain an attendance record as close to 100% as possible. We anticipate that this will make allowance for rewards for students with full attendance and sanctions (including fines) for parents and carers who keep students away from school for any reason other than illness or a school-approved visit.
- The only authorised absences will be for illness (certified by a doctor if frequent or longer than 4 days) or for a school-approved visit.
- We will encourage parents/carers who *have* to travel during term time to arrange for their sons/daughters to stay with suitable friends or relatives so that they can continue to attend school.
- There will be a Governors' sub-committee to monitor the attendance of students, and Governors will work actively, and in the longer term, with the local community to explain and promote the attendance policy.

## **Subject targets**

- Targets will be set for all subjects, including non-National Curriculum subjects.
- Here we are not setting subject targets but they will be in line with our estimates for English and Mathematics. The setting of subject targets for the first cohort will be done by subject leaders in line with our expectations and using the tools described below.
- The Head of Faculty or Subject (in conjunction with subject teachers) will be responsible for using the APP system for tracking and

subsequently to help set on-going targets for cohorts, classes, and individuals.

- There will be an annual review process in the autumn of each year where subject leaders and their teams will analyse the levels achieved at the end of KS3 compared with the targets set two years previously. These will be evaluated, and will support detailed planning and target setting for both moving on to KS4 and for the next cohort of KS3. A similar analysis will take place at the end of KS4, and will be used to set targets for Sixth Form subjects.
- RAISE online will be used for whole- cohort target setting and for individual target setting.
- The Fischer Family Trust Live (FFTL) website will be used for predicted grade estimates.
- KS5 subject targets will be developed by Faculty leaders and staff at a later date, using all the tools available.

### **Individual student targets; monitoring, review and reporting for individuals**

- Subject leaders will be responsible for identifying individual student targets for Year 7 using RAISE online, KS2 results and FFTL as a starting point. Target setting will continue throughout the student's school life using APP as the basis. The rigorous setting of targets in this manner is the practical manifestation of our philosophy of self-improvement and academic excellence.
- Targets will be recorded and updated on the schools record system at termly intervals. The school's Data Manager will ensure that the system is always fully maintained.
- Targets will be monitored continuously to ensure that each student is working towards achieving them. Intervention and support will be provided if problems arise. Monitoring will normally be by an assessment at about fortnightly intervals but the precise details will be the responsibility of subject leaders and their teams.



- It is expected that senior leaders will undertake more general spot monitoring by lesson observation and book checks.
- Students will be made aware of their targets in each subject for each term and given encouragement and support both written and oral in working towards them. Academic targets will use APP levels, so that, for example, a student will know that he/she is working towards 7a in English and exactly what that involves.
- Support for students who are experiencing barriers to achieving their targets will be provided in both Lesson 6 and Twilight Time.
- Form Tutors will monitor their form's target progress on a termly basis to ensure that progress is uniform across the curriculum and they will draw subject teacher's attention to any discrepancy. Intervention will then take place.
- Students' written reports will record progress in each subject against the students' target levels expressed both numerically and in written phrases. We anticipate that there will be two written reports per year.
- It is important to our vision that everyone important in the student's life is involved in helping the student to work towards their targets, with optimum speed and enthusiasm. We shall have academic review days annually where parents, carers and appropriate members of the student's family are invited to come and discuss with subject staff the nature of the student's targets that year, what progress towards them has been made and how he/she can be supported at home to achieve them. We shall expect a full attendance on these occasions and will arrange home visits where family attendance at a review day is impossible.
- Our *Khalsa* philosophy requires that students should seek self-discovery and responsibility, thus students will be encouraged and supported to take ownership of their learning and not feel they should depend on others. They will record their targets in their learning diaries and refer to them daily.

- We shall use the recommended Traffic Light System to identify the potential for individual students to achieve challenging targets. Students where the likelihood of making 2 levels progress per key stage is in doubt are flagged as red in this system. We shall *also* use this system for keeping students informed about their progress on a termly basis. Students who seem to be falling behind a 2 sub targets a term progress rate will receive red warnings for that subject and appropriate support. This will be discussed also with a supportive parent carer or appropriate family member.

### **Non- academic targets for individual students**

Our philosophy requires a student not just to achieve his/her academic potential but to become a fully participating member of the community (eventually with a world view of what this means), to help others and to share his/her gifts, skills and possessions with others. We believe that the following general targets are suitable for all our pupils to reflect their development in this aspect of life.

- Students will be expected to be highly disciplined individuals in their behaviour in school and in the community and to take moral responsibility for their actions. They will be expected to take a pride in themselves and their school. *This will be monitored by staff observation, peer group reporting and recording of good behaviour.*
- Students will be expected to show that they have a commitment to society. *This will be monitored by recording their participation in charity work and voluntary work in school and the local community. Students will be encouraged to keep their own records and keep certificates, letters of commendation etc. as evidence.*
- Students will be expected to be hard working and have personal ambition which will eventually enable them to help society. *This will be monitored by the academic monitoring system and also by termly personal discussion with the student's form tutor. Support will be given to students who have difficulty with this aspect of personal development.*

- Students should have a healthy body as well as mind. *This will be monitored by recording student participation in sport and extra-curricular activity.*

### Whole school success measures

Khalsa Secondary School will aim to improve year on year. The criteria for successful improvement will be:

- The provision of a clearly observable broad, balanced and rich curriculum for all students; individually personalised in Lesson 6 and Twilight Time for each students.
- A strong assessment system, effectively tracking progress and showing the next steps of learning; the IT system being used effectively to do this.
- Every student enjoying school and making progress towards their own targets. They will feel confident, valued and well motivated to learn. They will develop mature attitudes to learning and acquire relevant skills. This will be measured in several ways, including by pupil responses in termly tutor interviews.
- Student behaviour will be outstanding and attendance rates high (95% plus). Student behaviour will be monitored as discussed earlier.
- Within the school, success will be reinforced and celebrated every day. The atmosphere will be positive and strongly collaborative; students, teachers, staff and management will work harmoniously together. This will be monitored by senior staff observation and community and parental comment.
- Parents will appreciate their children's progress; they will be involved and support the school effectively. This will be monitored by parental attendance at parents review evenings and other school events. There will be a parent questionnaire once a year.
- The Governors will be overseeing the management of the school's budget and finances very effectively, ensuring that resources are available for necessary development.

We recognise that self-evaluation begins with the accountability of all members of school staff and Governors. Parents and students will be involved in the annual self-evaluation process. The National Strategies Stronger Management system will provide the framework and the self-assessment materials to measure year by year improvement against the criteria and the school's development plan. Independent scrutiny and evidence will be provided by Ofsted reports, both pre-opening and post-opening [within two years], judging progress and areas of strength and weakness.

Whole school self-evaluation will be supported by the monitoring and assessment procedures of the school. The results of self-evaluation will be reported to parents, carers and the community during Parent's Evenings, by Headteacher's reports, Governors reports and newsletters. Progress will be reviewed annually by the Governors, Headteacher and senior management team, and appropriate committees.

Although review evenings will be held for students, parents and carers once a year, the Headteacher will operate an open-door policy towards parents and carers at all times. Parents will have access to the tracking data and be advised how they can support their child.

### **Student Assessment and Tracking**

- The school will develop a clear, useable and well recorded assessment and tracking system, as already discussed in this section. We will use the APP approach to student assessment. FFTL and RAISE online will be used with CAT scores and teacher assessment to establish student profiles for the data base, giving an objective baseline point and benchmarking. The purpose of the system is to enable each student to know how they are progressing and what they can do to improve. It enables teachers to plan, detect barriers to learning and provide supportive intervention.
- Tracking will be recorded and administered using the school's IT resources. It is anticipated that a system such as SIMS will be used. Setting up the system will be the responsibility of the Data Manager.

- We shall use the 'traffic light 'system to identify pupils likely to make 2 levels of progress per key stage, those who are less certain, and those who are not on track to do so.
- It is likely that we will use Fischer Family Trust Live (FFTL) website to supply student–level estimates of predicted grades for the ends of each key stage.
- Day to day formative assessment for individual students will involve, for example, sharing learning goals, feedback, peer and self-assessment.
- A range of evidence will be used by teachers to make accurate judgements about the levels and sublevels reached by individual students in the APP progression structure for each subject. There will be an assessed and levelled piece of work for each student in each subject about once per fortnight.
- Period assessments will be made for each student in each National Curriculum subject three times a year from Year 7 to Year 11. This will provide more hard data for the current levels being reached by each student. This data will be used to inform the student, parents and carers and teachers of the student's present progress and likely outcomes. These measurements and records will lead to specific meaningful intervention as they will have helped to identify specific barriers to students' individual progress.
- We will use a range of strategies to address barriers to progress, using student mentors, small group work and outside agencies when necessary.
- At the end of KS4, students will receive a summative assessment in their GCSE results. There may be other summative assessments, for example, certificates for ICT, when a GCSE has not been taken.
- At the ends of Year 12 and Year 13 (KS5) students will have summative assessments at AS and A level. As AS and A level examinations are modular, module grades will be used for Sixth Form tracking, and barriers address on a termly basis. When it is clear which

subjects we shall offer in the Sixth Form, the school will also develop the APP system to accommodate KS5. As stated previously, we are investigating the possibility of an International Baccalaureate assessment in some subject areas, and systematic targets will be devised for this curriculum as and when appropriate.

- Individual teachers and Heads of Faculty will be responsible for recording and utilizing tracking in the manner already described and the school's Data Manager will be responsible for ensuring that the tracking records are maintained properly.

Heads of Faculty, together with teachers, will develop the tracking system, with suitable assessment material and the levels that can be achieved using it. We will ensure that all staff have sufficient and appropriate training in order to do this to the necessary high level. We regard staff INSET in this area as a vital starting point before we begin to take in our first students. We will expect to appoint staff initially that are already totally familiar with the use and development of APP in other schools.

## D5 Admissions Policy

Berkshire and Buckinghamshire still maintain a high number of successful selective schools which determine admission based by reference to ability.

Khalsa Secondary School will admit students from **all ability ranges** with the aim of ensuring each child reaches his or her full potential. Whilst 50% of the places will be retained for Sikh students, 50% of places will be reserved for local children of other or no faith.

### Criteria for Admission to Khalsa Secondary School's Admission for September 2013

Khalsa Secondary School's Admissions Code aims to ensure that admissions arrangements are clear, lacking complexity and are fair. The Admissions Policy has been set out in accordance with the School Admissions Code, the School Admission Appeals Code, and admissions law as it applies to maintained schools.

### Responsibility

The Governing Body is the Admissions Authority for Khalsa Secondary School, which is a Sikh Faith Secondary School.

Many parents will want their children to attend the same school and most admission authorities recognise this and give priority in admissions to siblings.

Giving priority to younger brothers and sisters of children already at the school supports families and can reassure parents about the safety of children when walking to school. Older children can also offer support to their younger brothers and sisters while at the school. All applications for places at the school will be considered in accordance with the arrangements set out below.

## Numbers

The school admission numbers for each year group from 2013 to 2017 are given below:

	2013	2014	2015	2016	2017	2018	2019
Year 7	120	120	120	120	120	120	120
Year 8		120	120	120	120	120	120
Year 9			120	120	120	120	120
Year 10				120	120	120	120
Year 11					120	120	120

For academic year 2014 onwards we will seek support from the Local Authority(LA) for applications to be managed within the LA Coordinated Admission Scheme.

## For Academic Year 2013/2014 only

### Application Form

If the approval of this application is received too late to allow the school to be part of the Coordinated Admissions Scheme, for admissions in 2014-2015 there will be a separate Application Form to the Common Application Form provided by the Local Authority in which the applicant lives. The Khalsa Secondary School Application Form will be available from the school website.

### Late applications

Application Forms received after the published closing date will be considered late and will be dealt with after all applications received on time. Exceptionally, late applications will be considered if there is written evidence of exceptional medical, pastoral or compassionate grounds.



## Admissions Criteria

The Governors will admit children according to the availability of places and the following criteria in order of priority:

1. Children with a statement of Special Educational Needs (SEN) naming Khalsa Secondary School
2. Children who are in the care of a Local Authority as per section 22 of the Children Act 1989
3. 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

After places have been allocated as above the following criteria will be applied in the order in which they are set out below:

### Category 1 - Faith-based places

50% of remaining places will be offered to children of families practising the Sikh faith or religion.

Having allocated places in priority 1 – 3 order as above, if in Category 1 there remains oversubscription, all applications in that category will be subject to the following:

- Proximity: children who live nearest to the school as measured by the definition below.

To ensure fairness, in the case of oversubscription above the following tie-breaks will be applied in order:

1. Children from multiple births (when applying at the same time)
2. Random allocation.

Any remaining appropriate Category 1 applications without places due to oversubscription will be added to the group of applicants under Category 2.

## Category 2 - Open Places

50% of places will be offered to children who do not qualify under Category 1.

After the priority admissions and allocation of Category 1 places, any remaining applications will be allocated as follows:

- Proximity: children who live nearest to the school as measured by the definition below

To ensure fairness, the following tie-breaks will be applied in order:

1. Children from multiple births (when applying at the same time)
2. Random allocation.

### Proximity

Distance from home to the school will be measured by the Local Authority, using the Slough Geographical Information System produced by Tribal Technology Limited.

The distance from home to school is measured by the shortest walking route. The distance is measured from a central point in the property to the centre of the road, along the centre of the road, to the midpoint of the school. The route is measured using public highways and lit footpaths, but excludes common land and public open spaces. It does not take into account access by public transport or any private vehicle. In the case of multi- occupancy buildings, for example flats, priority will be given to the applicants whose door number is the lowest numerically and/or alphabetically e.g. 11B takes priority over 12A.

The child's home will be assumed to be that of the mother unless evidence is provided to prove otherwise. Alternative addresses such as a relative's or child minders, will not be accepted and should not be given. In the situation where a move is temporary(e.g. due to building works) the normal, permanent residence of the child (i.e. the address at which the child was resident before the period of temporary residence began) will still be used for the

Proof of Address - For any parent who, for whatever reason has more than one property, they should only refer to the property in which the child actually resides. In cases where parents are separated and the child lives for periods

with both, then the child's address will be that property at which, during the school year, the child for the most part resides.

Documentation will be required to confirm the arrangement. If this is not available, then the use of the address of the parent who receives the child benefit will be used when prioritising the application.

All offers of a place made by the school, or on behalf of the school, will be conditional upon the receipt of proof of residence. The provision of false or misleading information may lead to the withdrawal of an offer

### **Admission to the Sixth Form**

The school admission numbers for Year 12 are given below:

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Year 12</b>						90	90
<b>Year 13</b>							90

All offers will be conditional upon students meeting the following two criteria:

1. Students must meet the entry requirements for their chosen programme of study as published in the Sixth Form Prospectus
2. Students must meet the individual subject specific criteria as published in the Sixth Form Prospectus.

After these have been satisfied, places in Year 12 will be awarded in the following order of priority

1. Children in Public Care (Looked After Children) of Sikh Faith
2. Children in Public Care (Looked After Children)
3. Students who were on roll at Khalsa Secondary School at the end of the academic year immediately preceding the proposed date of entry into the Sixth Form.
4. Students for whom Khalsa is their nearest publicly funded secondary

school

5. Other students.

Where two or more students have equal priority having applied all criteria, places will be allocated by distance, with those living closest to the School being accorded the highest priority. The computerised system for measuring distance, as set out under 'notes' in the general school Admission Policy will be used.

### **Tie Breaker**

If two or more students have equal priority under criterion 1, 2 or 3 the distance criterion set out in 4 or 5 above will be applied. If two or more students have equal priority under criterion 4 or 5 places will be randomly allocated.

### **Right of Appeal**

If the school is unable to offer a place there is a statutory right of appeal to an independent Appeal Panel. Further information is available from the school.

### **Late Applications and Changes of Address**

The school will comply with the Slough Borough Council Coordinated Admissions Scheme in relation to Late Applications and Changes of Address.

### **Waiting Lists**

From time to time a small number of places become available during the course of the year.

### **Primary Transfer to Secondary School**

Offers for places to students transferring to secondary school will be sent on March 1st each year (or when March 1st occurs on the weekend the following working day) by the LA under the Slough Borough Council Schools' Coordinated Admission Scheme. Those who are unsuccessful may choose to go on the waiting list, which will be operated by the school. The waiting list will continue until the end of the academic year for which admission has been applied.

Applicants who are still unsuccessful will need to apply directly to the Local

Authority for subsequent year groups

### **Other Year Groups**

The school will operate separate waiting lists for vacancies that may arise in subsequent year groups. The waiting list will continue until the end of the academic year for which admission has been applied. Applicants who are still unsuccessful will need to apply directly to the Local Authority for subsequent year groups

### **'Hard To Place' and Excluded Students from Other Schools**

The school will work closely with the Local Authority, in accordance with local protocols, regarding students who fall into these categories.

## D6 Behaviour and Attendance

Khalsa Secondary School will build on the high standards of behaviour at Khalsa Primary School. The following is a statement from the recent Ofsted inspection report.

*'Khalsa Primary is an outstanding school. It gives the right balance of attention to your personal development and well-being, and to ensuring that you learn well. As a result, you grow into highly mature and sensible young people who are well prepared for secondary school and your future lives. We were particularly impressed with your excellent behaviour which the school is rightly proud of. You told us that you enjoy school a lot. This is reflected in your above average attendance. You work very hard and show great willingness and enthusiasm for learning'. Ofsted Report 2011*

The vision of Khalsa Secondary School will be to encourage and support self-development and self-discipline. We therefore will aim for the school to be a happy and supportive place where all can settle to learning.

We will ensure our students learn and prosper in a safe and stimulating environment. We will also ensure that students know how to stay safe in their lives beyond the school gates. Bullying and disruptive behaviour will not be tolerated in any circumstances.

We will encourage our students to recognise their own and others' emotions and feelings. All members of the school community will be respected. Those displaying exemplary behaviour will be role models and peer mediators within the school.

### Principles and Strategies

We believe that in order to enable teaching and learning to take place, desirable behaviour in all aspects of school life is very necessary. We seek to create an inclusive caring, learning environment in the school by:

- promoting desired behaviours and discipline
- encouraging reflection and self-awareness

- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- promoting a culture of praise and encouragement in which all students can achieve
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention if problems arise
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's philosophy

### **Roles and Responsibilities**

Once the Governing body is established, we will, in consultation with the Headteacher, staff and parents, develop a policy for the promotion of desirable behaviour, and keep the policy under review. We will ensure that the policy is shared with students and parents, and that it reflects the school's philosophy and is non-discriminatory.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their children both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues regarding behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable, by reporting all undesirable behaviour.

## Rewards

Our School ethos will help create an atmosphere of encouraging students towards self- discipline. Rewards will be an integral means of achieving this. This will have a motivational role in helping students to realise that self- discipline, self- awareness and responsibility to others are valued. Integral to a system of rewards will be an emphasis on praise both informal and formal to individuals and groups. Alongside this will be informing parents regularly on their child's good behaviour.

Good behaviour will be consistently rewarded as follows:

- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased
- Staff will regularly inform each other and a student's parents of praiseworthy actions
- Staff may give privileges to students who behave consistently well and are developing self- awareness, and to those who have made a special effort to do so
- Where possible students are to be involved in determining who is rewarded. When appropriate staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement
- Exemplary behaviour or achievement will be commended by staff using merit marks or Headteacher's commendations.

## Sanctions

Sanctions may be needed to respond to undesirable behaviour, although we anticipate that this will be rare. However, prior to any sanction being issued, all solution- focussed strategies will have been considered.

A range of sanctions will be clearly defined and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. Procedures will make a clear distinction between the sanctions applied for minor and major offences.



It is expected that we shall very rarely need to exclude a student on a permanent basis. In the event, we will work with outside agencies as appropriate and find correct suitable alternatives for such as student.

### **Involvement of Outside Agencies**

The school will work positively with external agencies as necessary. Students needing support from external agencies will be identified through the SENCO and will be at SA+.

### **Attendance**

From our experience with the Khalsa Primary School, we know that good attendance and punctuality at school are essential if students are to achieve their full potential. Evidence shows that an individual's qualifications will be seriously affected if attendance is a concern. Persistent lateness also has a detrimental effect on learning and development. We have high expectations in terms of attendance and punctuality and will work in partnership with parents to support their role in promoting good attendance. All students should aim to achieve a maximum of 100% attendance and punctuality. Those who achieve this will be recognised through the rewards system.

*'Pupils' good academic progress and their many strong personal qualities, including their above-average attendance and excellent punctuality, prepare them well for their future lives' Khalsa Primary School Ofsted Report 2011*

Students and parents will be advised that a minimum level of 95% is seen as the baseline, below which the school will intervene through its own internal procedures.

The Indian community has traditions in terms of family holidays and religious programmes both at home in the UK and abroad at certain times of year and we will be working with this group to ensure that the 95% minimum level is achieved.

## **Safeguarding and a Safe Learning Environment**

Safeguarding of children will remain a high priority at the school, where a safe and secure learning environment will be provided for all children. There will be a named Child Protection Officers as well as training and development for all staff in this area. We will also ensure that we use safer recruitment practises in checking the suitability of staff and all volunteers who work with children.

The new Khalsa Secondary School building will have every appropriate modern security feature including fencing, gates and surveillance cameras.

## **D7 Sharing with the Community**

### **D7.1 Promoting Positive Contributions**

Our school will be a community in which each student's voice is valued. There will be a School Council which represents the views of all students and allows for real contribution from students to key decisions. Following the Sikh principle of Vandh Shakna (sharing with others) all students will actively participate in a wide range of community work. The *Khalsa* principles will ensure that all students grow up understanding their responsibility for sharing their knowledge, skills and money with those less fortunate, and support for local and national charities will figure widely in the school's programme.

We will also carry out joint community projects with Khalsa Primary School, who already take part in an extensive range of community activities. For example, in the last 12 months Khalsa Primary School children hosting a reception party for a Charity Polo match, in aid of the Bhumi Vardaan Foundation, where His Royal Highness Prince Charles attended as a special guest.

### **D7.2 At the Heart of the Community**

Khalsa Secondary school is committed to taking a central role within the community and contributing fully to creating a society in which:

- all stakeholders involved with the school share a common vision, purpose and sense of belonging
- the diversity of a stakeholder's background and circumstances is appreciated and valued
- equitable life opportunities are made available to all
- strong and positive relationships exist and continue to be developed within the school, with other partners and in the wider community
- students develop into young citizens who understand community and support cohesion.

The school will develop a Community Cohesion Policy which is informed by the Department for Education guidance and fully supported by the school's

ethos of high standards, culture of equity and fairness, and commitment to the five outcomes of Every Child Matters.

The school will have many and varied facilities available to individuals and organisations during weekday evenings and at weekends. The facilities at Khalsa Primary School are currently enjoyed by many Sikh and non-Sikh children and adults, with activities ranging from martial arts tuition, yoga, adult education classes and meetings to archery and football.

The success of the Khalsa Primary School as a community school has shown already how a school based on *Khalsa* principles sits at the heart of its local community. The current school is used by the community during the evenings and at weekends and is a centre of cohesion. Local people enjoy seeing the children performing keertan (religious hymns) and join with families holding Sukhmani Sahib Ji (prayers) on special occasions.

Classes, group meetings and discussions take place after hours on a daily basis.

Over 300 children currently attend the Sunday Panjabi School where they are taught written and spoken Panjabi as well as Sikh studies. The school Trustees organise an annual week-long summer camp for children and young people. We intend to continue this community involvement at Khalsa Secondary School, with an even broader selection of activities for students and adults.

### **D7.3 Healthy in Body and Mind**

The Khalsa Secondary School will equip students with the skills and knowledge to make informed health and life choices.

This will be achieved by the personal studies programme (PHSE) and in a real context by the healthy eating policy that will be the controlling philosophy for the school kitchens.

All students will be encouraged to remain in schools for meals during the day and the bringing of unhealthy food to school will be actively discouraged.

The school will run its own kitchens and offer a range of healthy, interesting freshly prepared vegetarian food, available at all break times.

## D8 Religious Character and Inclusion

Sikh students will follow courses in Sikh Studies and Panjabi to enable them to understand and follow the teachings of the Holy Scriptures. Other students will have the option to do these courses if they wish or can follow a range of other exciting courses during this time. *All* students will study the five main faiths in RE lessons, as defined in the local SACRE policy.

Khalsa Secondary School will go beyond the delivery of the RE National Curriculum to nurture and encourage the spirituality and personal faith, if appropriate, of each and every student, as well as building inter-faith understanding. Our school will have an ethos where, according to the principles of *Khalsa*, every student is supported in their personal quest for self-discovery.

We are expecting an intake of about 50% Sikh students and 50% of other faiths or none. We will build on the philosophy of our already-open, highly inclusive Khalsa Primary School, where the beliefs or none of *all* students are respected. All students at Khalsa Primary School are welcomed into the school's Gurdwaras for daily prayers, music and meditation (20 minutes), but the Sikh faith respect all faiths and does not seek to convert. The wishes of parents are always sensitively respected for those who want their children withdrawn from all forms of sharing in Sikh spiritual practices. These children are provided with a pleasant, supervised, quiet contemplation room so that they may observe the daily practice of their own faith or none. These arrangements will be replicated at Khalsa Secondary School.

Since we firmly believe (and it has recently been confirmed by medical research) that the practice of meditation is good for the human body and mind, students of no faith will be encouraged also to practise quiet, personal meditation for a few minutes every day.

The *Khalsa* principles encourage us to be citizens of the world, where everyone is valued equally and shares their life, understanding and interests with all. Thus *all* students of any faith or none will be welcomed into the school, where they will find a calm, supportive atmosphere entirely conducive

to learning and the development of self-discipline. We intend to appoint a range of staff from several of the major faiths and cultures, thus a student will meet teachers and support staff from different cultures in school, not just those of a Sikh background. A student will always be able to find members of staff to whom they can relate and who will support them with their self-development.

The school curriculum will look slightly different for Sikh and non-Sikh students at Khalsa Secondary School.

- *All* students will study National Curriculum RE to Year 9. This will cover all the major religions. The time allocation for this will be equivalent to that in most secondary schools, namely one hour a week (4% of main curriculum time at Khalsa Secondary School). From Year 9 we hope to offer RE as a GCSE option, but RE still will be incorporated also into a one- hour core RE/PHSE lesson from Year 9 onwards.
- The final lesson (3.15 to 4.15 pm) of each day for Sikh students will be allocated to studying Sikh Studies and Panjabi, which will be offered as a GCSE for those who wish to take it to examination level. Sikh students will be taught Panjabi to enable them to access the scriptures and religious services more easily (16% of *total* curriculum time but outside the 25 hours a week —see Indicative Timetabling section.
- All Sikh students will be expected to take an interest in one of the traditional Sikh sports, which reflect *Khalsa* principles and are not normally available in schools. These are horse riding (including polo), archery and some martial arts. They will normally do this during Twilight Time (4.15 to 6.00pm) but some classes may be timetabled into main Games time.
- All classes which Sikh students are expected to attend will be available also to non-Sikh students, but we expect that most non-Sikh students will choose alternative studies for the last lesson of the day. The alternatives on offer will include a second modern foreign language, enrichment groups for the gifted and talented, support lessons for students with special needs, and individual or group musical instrument

lessons. Each student will have an individualised programme for this period of the day.

We believe that the percentage of time devoted to religion-related studies is entirely appropriate for the expected student population of our school because, within the 25 hour a week main curriculum, students will have the amount and type of instruction about religion that they would receive in any good secondary school. The extra religion-related teaching that Sikh students will receive ensures that they will understand and access the culture in which they have been raised. The time used is outside the main 25 hours and is of an appropriate length to achieve the learning of language and history required by the time students reach maturity.

Khalsa Secondary School will go beyond the delivery of the RE National Curriculum to nurture and encourage the spirituality and personal faith, if appropriate, of each student, as well as building inter-faith understanding. Our school will have an ethos where, according to the principles of *Khalsa*, every student is supported in their personal quest for self-discovery. Sikhism is emphatic in respecting all faiths and hence not seeking converts to the Sikh faith. Its teachings and traditions are the inspiration for our ethos.

We will provide a broad and balanced religious education. It will be based on our Sikh faith and the *Khalsa* ethos, but will also give all students the grounding required to follow a GCSE RE course and entry to higher RE qualifications.





## Section E: Evidence of Demand and Marketing

### E1 Evidence of Need

#### E1.1 Context and Evidence of Need

Slough has a population of 120,000 and is multicultural, where 40% of the population is BAME (Black, Asian, and Minority Ethnic). Over 50 different first languages are spoken and the town has relatively high proportions of Sikh (10%), Muslim (20%), Hindu (2%) and Polish (8%) residents<sup>3</sup>. It has a high number of Super output areas that are in the most deprived category. Its neighbour, South Buckinghamshire, on the other hand, has areas, including Stoke Poges, Farnham and Gerard's Cross, which are within the 10% least deprived category.

There is a projected shortage of school places at both primary and secondary stages in Slough. The most recent report from Slough Borough Council suggests that four new secondary schools will be required by 2016. This projected shortfall will also result in parents taking up the small projected surplus capacity within South Buckinghamshire.



<sup>3</sup> Slough Borough Council Corporate Plan (2009-2011)

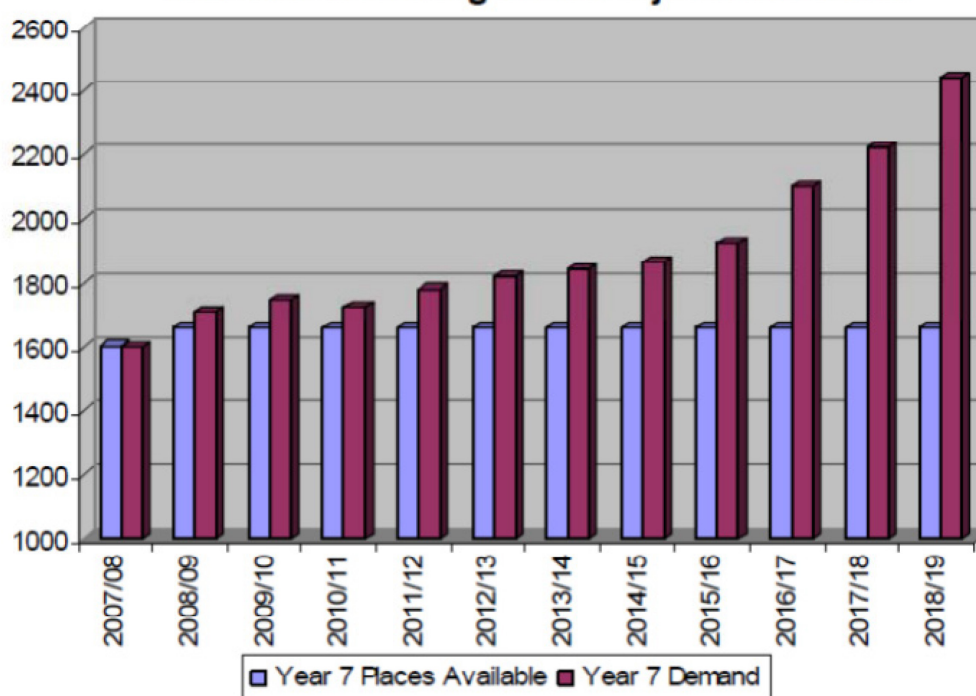
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A significant growth in the number of births in Slough in recent years will mean that all sectors will need to expand to meet the expected demand.

### **Secondary Phase and Post-16 Places**

The demand for Year 7 places in Slough in both September 2008 and 2009 exceeded availability and students have been redirected to schools in other authorities. The much larger Year Groups as a result of the recent increase in numbers of births will start to affect secondary schools by 2012. A new set of expansion proposals will be required to meet this increase in demand. The following projection<sup>4</sup> shows a shortage of 462 places in 2012/13, almost four times as many as required to reach capacity in Khalsa Secondary School. We also believe that, with appropriate marketing, we can use this excess demand to meet our objective of an inclusive school by attracting non-Sikh students. It also shows a long-term shortage of 800 Year 7 places by 2018, which will require further secondary schools to be built.

**Graph 9 Comparison of Current Year 7 Places Available with Long Term Projected Demand**



<sup>4</sup> School Places Plan Sept 2009 – Slough Borough Council

### ***South Buckinghamshire***

Published breakdowns of religious belief of pupils attending Buckinghamshire schools do not exist. However, we have estimated that currently around 5% of all children attending South Buckinghamshire Upper and Grammar Schools will be Sikhs. Therefore, based on the available information, we expect that 5% of the 2800 school pupils (in four schools) in 2012/13 will be Sikhs, equating to 140 pupils. We would expect about 30% of these pupils to attend the new secondary school.

### ***Other surrounding areas***

Guru Nanak Secondary School, in Hillingdon, is a Sikh Faith school which currently has over 1000 pupils on its waiting list. We expect that a significant number of parents will consider sending their children to our Slough school from other authorities, since a number of Slough children are prepared to make the reverse journey to attend the Hillingdon School. We have estimated the number of out of area children at 60, but it could be considerably higher.

### ***Educational Attainment***

Slough has a mixture of Grammar and non-selective schools. The Grammar Schools perform well but overall attainment across Slough is significantly below the national average.

If the English Baccalaureate were taken as the indicator of performance, then, based on 2010 results, attainment across all schools would be significantly below the national average<sup>5</sup>.

Of the 1593 students who sat a GCSE in 2010 within Slough, 64% attended non-selective schools and the average performance for an English Baccalaureate was 5.2% compared to the national average of 15%. This demonstrates that the majority of students within Slough are underperforming up to three times below the national average in educational attainment. Please see table below for further details.

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<sup>5</sup> School Improvement Report to Slough Scrutiny Committee 25<sup>th</sup> Jan 2011

Appendix G  
English Baccalaureate Performance 2010

	Number on Roll	A*-C English	A*-C Maths	2+ A*-C Sciences	A*-C Humanities	A*-C Languages	English Baccalaureate
Baylis Court, Slough	137	74.5%	46.7%	99.9%	17.5%	13.9%	5.8%
Beechwood, Slough	133	45.9%	54.9%	3.0%	0.0%	24.1%	0.0%
Henshel Grammar, Slough	118	100.0%	99.2%	97.5%	62.7%	45.8%	28.8%
Langley Academy	174	52.9%	56.9%	24.1%	19.5%	12.6%	2.9%
Langley Grammar, Slough	153	100.0%	100.0%	100.0%	62.1%	96.1%	60.1%
Slough And Elton C E, Slough	148	56.8%	52.7%	32.4%	23.0%	33.8%	6.8%
Slough Grammar	157	99.4%	100.0%	91.1%	77.7%	91.7%	72.6%
St Bernard's Catholic Grammar, Slough	138	99.3%	97.8%	97.1%	77.6%	86.4%	72.5%
St Joseph's Catholic High, Slough	119	43.7%	46.2%	33.6%	21.0%	32.8%	7.6%
The Westgate, Slough	149	77.9%	53.7%	53.0%	16.8%	25.5%	8.7%
Wexham, Slough	137	49.6%	62.8%	19.0%	22.6%	13.9%	5.8%
Arbour Vale	21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Haybrook College	9	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Slough LA	1593	71.5%	68.9%	54.4%	35.8%	43.1%	24.7%

Percentage of Pupils Achieving 5+ A\*-C GCSE and Equivalent Inc English, Mathematics and Science 2010: Indicator from 2012 Onwards  
Percentage of Pupils Achieving 5+ A\*-C GCSE Qualifications Only

	Number on Roll	5+ A*-C inc EMS Number	5+ A*-C inc EMS Percentage	5+ A*-C inc EM Percentage	5+ A*-C Percentage	Number of Pupils Achieving for 5 or more GCSEs	Percentage of Pupils Achieving for 5 or more GCSEs
Baylis Court School	137	96	40.9%	42.3%	68.6%	90	65.7%
Beechwood School	133	45	33.8%	39.1%	93.2%	6	4.5%
Henshel Grammar School	118	115	97.5%	99.2%	99.2%	117	99.2%
Langley Academy	174	73	42.0%	43.7%	67.2%	73	42.0%
Langley Grammar School	153	153	100.0%	100.0%	100.0%	153	100.0%
Slough and Elton CE School	148	54	36.5%	49.0%	80.3%	78	52.7%
Slough Grammar School	157	143	91.1%	99.4%	99.4%	156	99.4%
St Bernard's Catholic Grammar School	138	134	97.1%	97.8%	96.6%	136	98.6%
St Joseph's Catholic High School	119	32	26.9%	31.1%	63.9%	47	39.5%
Westgate School	149	73	49.0%	51.7%	69.1%	93	62.4%
Wexham School	137	26	19.0%	44.5%	56.2%	66	48.2%
Arbour Vale School	21	0	0.0%	0.0%	0.0%	0	0.0%
Haybrook College	9	0	0.0%	0.0%	0.0%	0	0.0%
Slough	1593	904	56.7%	62.4%	79.8%	1015	63.7%

South Buckinghamshire also has a similar picture, with the non-selective schools performing poorly:

**% 5+ A\*-C inc Eng. and Maths**

Burnham Upper 37%

Cressex Community School 38%

The Beaconsfield School 44%

The current progression routes are divided for students of different abilities. Slough and South Buckinghamshire are areas with both Grammar Schools and non-selective secondary schools. As is usual within an area with selective schools, standards between the two vary considerably.

The statistics provided above clearly demonstrate that unless a student attends a Grammar School in the area they may well have to attend a school performing up to 10 percentage points below the national average.

## E1.2 Our Current Evidence of Demand

The following table defines the current levels of demand shown in our proposal. We provide more detail on these results below. Please note our application is for a single point of entry in Year 7 only from September 2013. We have therefore, indicated the demand we have received from current parents of year 5 children i.e. year 7 in 2013, and parents of year 4 children i.e. year 7 in 2014

	2013				2014			
	A	B	C	D	A	B	C	D
Year 7	120	152		127%	120	124		103%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
<b>Totals</b>	120	152		127%	120	124		103%

## E1.3 How We Established Evidence of Demand

### **Consultations**

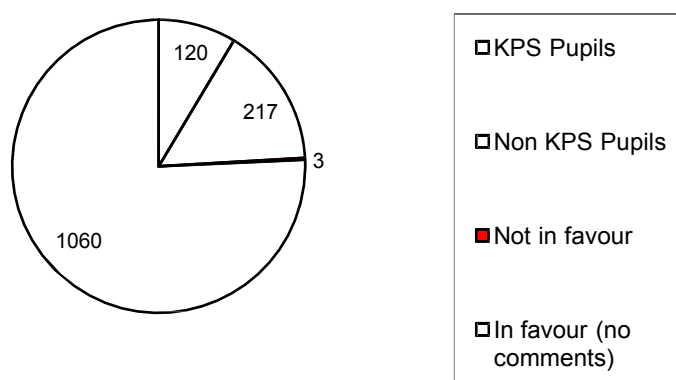
#### **Initial Consultation – December 2010**

SSET carried out a full consultation in December 2010 as part of a previous proposal, within Slough, South Buckinghamshire and neighbouring areas, to investigate whether various groups support the proposal for a secondary school. We received over 2000 responses from people of **all faiths and**

**backgrounds**, who gave their overwhelming support for the proposal to have a Sikh Secondary School.

Parents of Khalsa Primary School pupils, other parents and the general public were asked whether they would send their children to a Sikh Faith secondary school.

The results of this consultation are summarized below (data showing ages and postcodes is available upon request)



Khalsa Primary School pupils represent 120 parents of pupils attending the Khalsa Primary School. Non- Khalsa Primary School pupils represent parents whose children attend other primary schools in the surrounding area who are in favour of sending their children to the proposed Secondary School.

A consultation form was distributed and filled in using the following methods:

- By mail to local residents of Slough and South Buckinghamshire
- All Khalsa Primary School parents filled in a consultation form; upon analysis it was evident that all parents wholeheartedly supported the idea of a Sikh secondary school. This included non-Sikh pupils (10%), who attend the Primary School.
- The congregations of Sikh temples, Hindu Mandir, Islamic Mosque and various other religious groups in Slough were consulted.
- Emails to all possible contacts, including local institutions and organisations, the voluntary sector and all primary schools.

### ***Recent Consultation - December 2011 and January 2012***

As part of this application, we have sought to update our evidence of demand for further confirmation of Evidence of Demand, but with the added focus of seeking views from locations and by methods that were likely to attract a representative mix of the community.

Our approach was as follows:

1. We created an updated brochure with a facility for parents and carers, in particular, to express their view as to whether they would send their child to the Khalsa Secondary School as a first choice for September 2013. A copy of the brochure is included in Annexe A.
2. We refreshed our website with updated information about our proposal. The same form as attached to the above leaflet was available to complete on line.
3. We undertook the following exercises:
  - 3.1 Tesco's Store, High St Slough – We had volunteers (21/22 January) who talked to members of the community as they went about their daily business, in order to ask them to complete the questionnaire in the leaflet. We spoke to approximately 30 potential parents who took the leaflet and said they would complete on line or return the form to the address on the leaflet.
  - 3.2 Parents at Khalsa Primary School – We approached all parent at Khalsa Primary School with children in Year 4 and 5 and asked them to complete the leaflet.
  - 3.3 [REDACTED]. We approached individuals who were exiting the church and asked them to complete the questionnaire in the leaflet. We spoke to approximately 15 potential parents who took the leaflet and said they would complete on line or return the form to the address on the leaflet. We have had a number of Polish parents indicate they would prefer to send their child to the Khalsa Secondary School.

- 3.4 [REDACTED]. We approached parents of students who attend the tuition centre and asked them to complete the questionnaire in the leaflet. We spoke to approximately 15 potential parents who took the leaflet and said they would complete on line or return the form to the address on the leaflet.
- 3.5 [REDACTED] - We approached parents of students who attend the tuition centre and asked them to complete the questionnaire in the leaflet. We spoke to approximately 15 potential parents who took the leaflet and said they would complete on line or return the form to the address on the leaflet.
- 3.5 Sikh Temples - We approached individuals who were visiting the Sikh temples in Slough and Maidenhead and asked them to complete the questionnaire in the leaflet. We spoke to approximately 30 potential parents who took the leaflet and said they would complete on line or return the form to the address on the leaflet.
- 3.6 Hindu Temples - We approached individuals who were visiting the Mandir and asked them to complete the questionnaire in the leaflet. We spoke to approximately 10 potential parents who took the leaflet and said they would complete on line or return the form to the address on the leaflet.



The result of the above consultation was as follows:

<b>Year groups</b>	<b>Sikh</b>	<b>Non-Sikh</b>	<b>total</b>
Year 7+	<b>19</b>		<b>19</b>
Year 6	<b>10</b>		<b>10</b>
Year 5	<b>125</b>	<b>27</b>	<b>152</b>
Year 4	<b>116</b>	<b>8</b>	<b>122</b>
Year 3	<b>29</b>		<b>29</b>
Year 2	<b>42</b>	<b>2</b>	<b>44</b>
Year 1	<b>70</b>		<b>70</b>
Reception	<b>15</b>		<b>15</b>
Nursery	<b>7</b>		<b>7</b>
No children support only	<b>85</b>		<b>85</b>
Do not support Total	<b>0</b>	<b>0</b>	<b>0</b>
	<b>518</b>	<b>37</b>	<b>518</b>

We are encouraged that we have received expressions of support from parents of potential non Sikh pupils. Currently if all places are taken up we would initial have a year 7 with approximately 45% non Sikh pupils within the non Sikh category of admissions. This amounts to 23% of the year group total.

At this stage we feel this is a positive statement of support for a school that is currently only in the planning stage with no record of accomplishment. The Khalsa Primary School currently has 10% of pupils who are non-Sikh, so

these results indicate we should be able to double the secondary school non Sikh intake.

Whilst it is clear that we still need to direct some significant effort into attracting the non-Sikh community, we have been pleased generally with the level of support we have received from all sections of the community.

Turning that support into admissions to the school will be our next challenge. However, the apparent lack of clear commitment to applying to the new school is perhaps understandable until we can demonstrate through the operation of the school that we genuinely believe in ensuring that this will be a school for all faiths and none. We are certain that we can do this. Our next task is to direct much more outreach effort towards all the other faith and non-faith communities in Slough. We recognise that so far this has not been one of our highest priorities.

## E1.4 Summary of Evidence of Demand

We have looked at both the need for secondary places in Slough and South Buckinghamshire and the potential demand from parents in the community around our school.

We believe the evidence shows both need and demand for our school as summarised below:

- Our school will help to fill some of the predicted shortfall in school places in Slough.
- Shortfalls in 2008 and 2009 resulted in children being redirected to schools in other authorities
- Children who do not gain access to a grammar school will be allocated to a non-selective school, which is likely to be performing significantly below the national average.
- The nearest Sikh Faith School in Hillingdon currently has a waiting list of over 100 pupils. This school attracts pupils from other authorities and it is estimated in excess of 60 pupils from our area seek to travel to Hillingdon to access such a school.
- The Sikh community numbers around 12,000 in Slough and currently there is only the Khalsa Primary School (opened by the Proposer Group) and no secondary schools providing an education based on the Sikh faith.
- Faith schools are a proven, high performing model and should be supported.
- Our Evidence of Demand shows Sikh parents, and many parents of other faiths and none, are fully supportive of our proposals.
- The vast majority of parents of the 400 children attending Khalsa Primary School have expressed a preference for their children to continue learning in a Sikh faith inspired environment when they leave the primary school. Basing our school on the Sikh faith responds to this **parental demand** and builds upon the success of the Khalsa Primary School.

- Expressions of demand indicating parents would select Khalsa Secondary School as first choice amount to 127% of available places for 2013 and 102% for 2014..
- Demand from the non-Sikh community is at 45% of the 50% non-faith based admissions for 2013, effectively double the demand in the primary school from non-Sikh parents.

## **E2 Consultation and Marketing**

### ***Consultation Plan***

We understand our obligations to comply with the consultation requirements as laid out in clause 10 of the Academies Act 2010.

Therefore, if our application is approved, SSET will consult further with relevant stakeholders regarding the proposal. In addition to ensuring compliance with the Academies Act, our consultation will be an important part of the formation of our plans for the Secondary School. We hope to gather people's views, incorporate their positive suggestions, and investigate the negative suggestions to ensure that Khalsa Secondary School provides a high quality education that is attractive to local students and meets the demands of parents and the community.

### ***Process***

The consultation plan will include a formal consultation period that will last a minimum of 6 weeks. It will be fully publicised in the local area through newspaper advertisements, editorials and a poster campaign. We believe that 6 weeks will allow sufficient time for SSET to contact relevant stakeholders, inform them of the plans and invite responses to the proposals. We expect to start the consultation in October 2012, subject to the approval of our application by 1<sup>st</sup> September 2012.

In addition to the advertising referred to above, as a minimum we expect to use the following mechanisms to consult:

- We will hold a Public Meeting at a convenient location within the community – most likely in Khalsa Primary School.
- We will hold an open day which will comprise drop-in sessions for individuals or groups to come and speak to SSET on a one-to-one basis.
- We will write to all relevant stakeholders enclosing our consultation document and a questionnaire seeking their views and offering a separate meeting if required to discuss any concerns.

- A facility through the website will be available both to receive specific questions and post relevant answers.

We will consider the impact of equality legislation, and whether these proposals would adversely affect any group in the community. However, neither the school or its admissions policy will exclude any specific cultural or demographic group, so we do not envisage any issues arising in this area. Therefore, our primary aim will be to demonstrate clearly through consultation that, whilst 50% of admissions will be based on faith, the school is inclusive and remains open to all for the remaining 50%. We do not underestimate the challenge in delivering this message and will focus our time to ensure that the non-Sikh community fully understand our proposals. We will include a question on this issue in the questionnaire, which will ultimately help us understand if our message has been delivered effectively.

### ***Consultation document***

Given the timing of the consultation and what we hope will be an admissions process coordinated with the LA process, we will produce both a summary leaflet and detailed document. The detailed document may also take the form of the school prospectus, and as such will include relevant information on the:

- vision and ethos,
- courses on offer,
- site proposals,
- uniform policy,
- admissions arrangements.

We will also prepare a questionnaire, which stakeholders will be encouraged to fill in and return in order to have their views. The questionnaire will be made available for completion either in hard copy or online.

In order to comply with the Academies Act 2010, the questionnaire will include the question:

*'Do you think the Secretary of State should enter into formal arrangements to open the Khalsa Secondary School?'*

## **Website**

A website will be set up both to act as a communication portal to our communities and all other interested stakeholders and for the purposes of consultation. The consultation document will be available for download, and as previously mentioned, it will be possible to fill out the questionnaire online. Further information on the proposals as they develop and answers to questions will also be posted on the website for all to see.

Our website has been recently updated and improved and the home page can be seen below:



## **Stakeholders**

We aim to reach as wide a spread of relevant stakeholders as possible.

These will include, but not be limited to;

- Existing parents of children in Khalsa Primary School
- Existing parents of children at all other local primary schools
- Governors and teachers at Khalsa Primary School
- Governors and teachers at all other local primary schools

- Local Secondary Head Teachers Association or forum
- Governors of local secondary schools
- Local Authority representatives
- Neighbouring Local Authority representatives
- Residents/businesses in close proximity to the proposed site
- Appropriate diocesan authority/faith groups
- Local places of worship for all religions in the community
- Children's clubs/groups where parents and children meet
- MPs whose constituencies will be affected by the proposed school
- Staff Trade Unions
- Other interested parties

### ***Consultation report***

At the end of the consultation period a report will be compiled. This will detail the process of consultation, and give details about the information that was distributed, the manner in which it was circulated and the responses to it.

Included in this report will be all of the data from the questionnaires. This will be analysed in graph form and all responses included for each question. The notes of all consultation meetings will also be included in the appendix. In particular the results of the specific question relating to the Academies Act will be highlighted.

The final report will be submitted to the DfE for consideration by the Secretary of State.

### **Marketing plan**

We have created an initial marketing and communications plan for Khalsa Secondary School to be undertaken following application approval during the run up to the opening of the school in September 2013. We recognise that the timing of the marketing activity is critical.

To avoid confusion, marketing activity should be separated from the



consultation. Consultation, as noted above, will form an element of marketing in itself by raising awareness of the school. Subsequent marketing will be carried out after consultation is complete and initially with the primary focus of maintaining interest and in particular maximising admissions applications and generating applications from prospective staff.

The plans for the school are ambitious and, even with the support of an experienced and established team within SSET, present a challenge. Any new educational provision represents a risk for a parent and student. Even if the alternatives are limited, at least they are 'known' and 'real'. A certain percentage of parents may choose a school simply because they are committed to its vision and ethos, but in most cases when choosing a school the following elements tend to be relevant:

- Advice of teachers at current school
- Provision of applicable courses
- Record/reputation of the institution
- Location, travel arrangements and journey times;
- The quality of facilities and 'feel' of the buildings;
- Peer commentary;
- Ofsted reports and evidence of results;
- Where siblings and friends go.

In relation to other schools, Khalsa Secondary School may be viewed as at a disadvantage: with no Ofsted reports or historical data; site to be confirmed; and few staff. However, we will be sure to utilise the reputation of Khalsa Primary School and emphasise that their ethos and vision for outstanding teaching and learning will be replicated in the Secondary School.

This marketing strategy has been developed in order to address the above potential concerns and to capitalise on the strengths of the Proposer and its links with Khalsa Primary School in order to develop a successful student recruitment programme.

From our evidence of demand these issues do not appear to be a barrier to

generating interest from parents and families who want what we are offering.

The desired outcome is to recruit a full Year 7 cohort in 2013 (120 pupils).

### ***Required Outcomes***

1. Emphasise the link between the Khalsa Primary and Secondary School.
2. Raise awareness of the school with local families, partners and community generally.
3. Recruit full Year 7 cohort for 2013 and subsequent years.

### ***Key Objectives***

- To raise awareness amongst local families, partners, community generally and other stakeholders.
- To establish an identity for the Khalsa Secondary School which is closely linked to Khalsa Primary School.
- To deliver and publicise several different methods via which stakeholders can contact and follow the project.
- To place the school in the context of the wider education provision in Slough and South Buckinghamshire and the Proposers' role as an education partner
- To provide students and parents with the background and contextual information they will need before submitting an application for a place at the school.
- Develop and agree a short-term communications strategy for all pre-opening marketing material.
- Core messages, questions and answers document to support the above strategy.
- Develop a full communications strategy for the school looking forward over the next five years to include marketing and student (and staff) recruitment, stakeholder relations, advertising, PR and media relations.

### ***Potential Communication Channels***

Due to the success of gathering Evidence of Demand, we plan to utilise many of the same marketing channels and hope to open up more.

- **Website** ([www.khalsasecondaryschool.com](http://www.khalsasecondaryschool.com))

A website has already been set up for the Khalsa Secondary School and will be amended with updates and an appropriate suite of literature created to give students and parents the background information required in order to reach a decision on whether to apply for a place at the school. The website will be regularly updated and stakeholders will be encouraged in all publicity to regularly visit the site and read the information it provides.

- **Other media**

Consideration will be given to promoting the school through social networking sites such as Facebook and Twitter, in addition to appropriate links and connections being made with suitable local web pages and forums. However, care must be exercised as unless effectively managed such media outlets can allow damaging and misinformation to be circulated very quickly.

There will be publicity through posters at Sports Centres, Youth Clubs, libraries, and other outlets to access parents and primary age children. We will explore links with local papers, radio and TV. SSET may consider producing a promotional DVD that can be placed on the website and form part of a prospectus in order to attract parents.

- **Outreach events**

The most effective communication channel is one-to-one or small group personal contact, and this will be considered the preferred approach for key stakeholders, particularly within the non-Sikh communities.

## **Marketing Plan**

<b>Date</b>	<b>Action/Event</b>	<b>Communication action</b>
Ongoing	Updates to website and responses to email enquiries	Updates on any key milestones e.g. DfE approval of application, decisions on site, curriculum provision
Feb 2012	Press release and website updates	To advise on submission of application to DfE
March – July 2012	Keep-in-touch marketing meetings and further development of curriculum plans. Objective at this stage is to make parents aware of school as it will not be included in LA admissions documents for process starting Sept. 2012 for admission Sept. 2013.	Meetings arranged and notified to key parties to discuss the school provision and raise awareness of the project (existing students at Khalsa Primary School, visits to other secondary schools; open meetings etc.)
August/September 2012	Approval of application from DfE	Press release to announce approval.
September 2012	Prepare prospectus and consultation documents	Signed off and sent for printing, distributed to key stakeholders
October 2012 to December 2012	Consultation period	Receive and review feedback
November 2012	Advertisement and press release	Announce opening of admissions process

November 2012	Admissions process opens	Online admissions process opens for applications – admissions deadline in January 2013. Put in place process for receiving applications in compliance with data protection legislation.
November 2012 – January 2013	Uniform/dress code	Consideration to possible consultation over uniform/dress code options with prospective students and parents.
<b>December 2012</b>	<b>FUNDING AGREEMENT SIGNED</b>	
January 2013	Admissions process closes	Selection process implemented. Place offers issued. If admissions are not full, applications will continue to be received. Place offers issued
January 2013 to March 2013	Further outreach meetings to maximise admissions applications if capacity applications not received	Meetings held to market the school and meet parents. Further poster campaign if necessary
February 2013	Uniform	Uniform designs finalised and orders places with suppliers.
Ongoing (monthly / two-monthly)	Newsletters / website updates	Key messages and further development of school plans

Ongoing	Social networking media	Key messages and further development of school plans.
September 2013	Opening event	Issue of press releases and organisation of photography.

## Section F: Capacity and capability

### F1 Educational Support

The Khalsa Secondary School proposal builds on the unique relationship between the Proposer Group and Khalsa Primary School.

The Proposer Group contain members of the Khalsa Primary School governing board, a recently founded voluntary aided Sikh Faith School. The two-form entry school opened in September 2007, with a phased entry from nursery to year 3. A year after opening the school was recognised as a good school, with some outstanding features, by Ofsted. In November 2011 the school was rated as **Outstanding** by Ofsted. The school is delighted that it has 10% non Sikh pupils and welcomes and expects this to increase now that it is graded Outstanding.

Children, parents and members of the local and wider community have been pleased with how the children have excelled in their learning and the opportunities provided for them to learn about their faith. There is now a waiting list in excess of 200 children who wish to attend the school.

Focusing and harnessing this experience and expertise, the Proposer Group has been formed with the following members:

#### **Chairman**

██████████

██████████

**Educational Team**

██████████

██████████

██████████

██████████



[REDACTED]

[REDACTED]

## F2 Finance, Legal and HR Team

[REDACTED] is [REDACTED]

[REDACTED] is [REDACTED]

[REDACTED] has [REDACTED]

[REDACTED] is [REDACTED]

## F3 Design and Construction Team

[REDACTED]. [REDACTED]

[REDACTED] is [REDACTED]

[REDACTED] is [REDACTED]

[REDACTED] is [REDACTED]

[REDACTED], [REDACTED]

[REDACTED] – Planning Lead

[REDACTED]

[REDACTED] - Highways Consultant.

[REDACTED]

## Capacity and capability to set up a school

Name	Expertise	Time commitment – average hours per week	Member/Director
██████████	Project Management	10	Director
██████████	Design and Construction	Hours/week	
██████████	Design and Construction	12	Director
██████████	HR	Hours/week	
██████████	Planning		
██████████	Legal		
██████████	Financial	5	Director
██████████	Financial	Hours/week	
██████████	Technology	8	Director
██████████	Technology	Hours/week	
██████████	Financial	8	Director
██████████	Financial	Hours/week	
██████████	Design and Construction	8	Director
██████████	Design and Construction	Hours/week	
██████████	Planning/Community	5	Director
██████████	Relations	Hours/week	
██████████	Secondary Educationalist	8	Member of
██████████	Secondary Educationalist	Hours/week	team
██████████	Secondary Educationalist	6	Member of
██████████	Secondary Educationalist	Hours/week	

[REDACTED]		<b>Hours/week</b>	<b>team</b>
	<b>Educationalist</b>	<b>6</b>	<b>Member of team</b>
		<b>Hours/week</b>	<b>team</b>
	<b>Planning Consultant</b>	<b>Advice as required</b>	<b>Expert Member of team</b>
[REDACTED]			
	<b>Traffic Engineer</b>	<b>Advice as required</b>	<b>Expert Member of team</b>
[REDACTED]			
	<b>Architect</b>	<b>Advice as required</b>	<b>Expert Member of team</b>
[REDACTED]			
	<b>Legal</b>	<b>Advice as required</b>	<b>Expert Member of team</b>
[REDACTED]			

We currently have a Project Steering Group (PSG) comprising representatives from

- The Members of the SSET
- Additional experts on the team (see above)
- Project Management – via Appleyards (application process only)

The role of the PSG is to coordinate and approve activities leading to the production of the application.

Post-application and throughout the Pre-Opening Phase, we intend that the PSG is extended to include the following additional members:

- DfE representatives
- PFS representatives – as applicable for capital development programme
- Headteacher Designate and SLT when appointed
- Project Management support procured through DfE Framework.

The Project Steering Group is responsible for the strategic lead and direction

of the project ensuring that:

- The Funding Agreement is prepared and presented ready for Ministerial approval by the date agreed within the Project Plan.
- The school is opened on time in September 2013
- Educational planning and delivery is on time
- Financial planning and management is correct
- School improvement plans are in place.
- We have specialist staff to help develop the curriculum, i.e. curriculum leaders, specialist subject teachers, an SEN coordinator, etc.
- Shared services are arranged, i.e. finance, administration, buying, ICT etc.

The Proposers and Members are committed to having dedicated Project Management through companies that understand and have specific experience of delivering Free Schools. Therefore, during pre-opening we would seek support in all areas to ensure the demand on staff was not excessive. We would also need specific support to fill the skills gap in the following areas:

- Project Management
- Educational planning and delivery
- Financial planning and management
- School improvement
- Access to specialist consultants to help develop curriculums i.e. curriculum leaders, specialist subject teachers, SEN coordinators
- Shared services i.e. finance, administration, buying, ICT
- Recruitment and HR
- Consultation
- Legal advice and company compliance
- Property and buildings

- Educational Policy development.

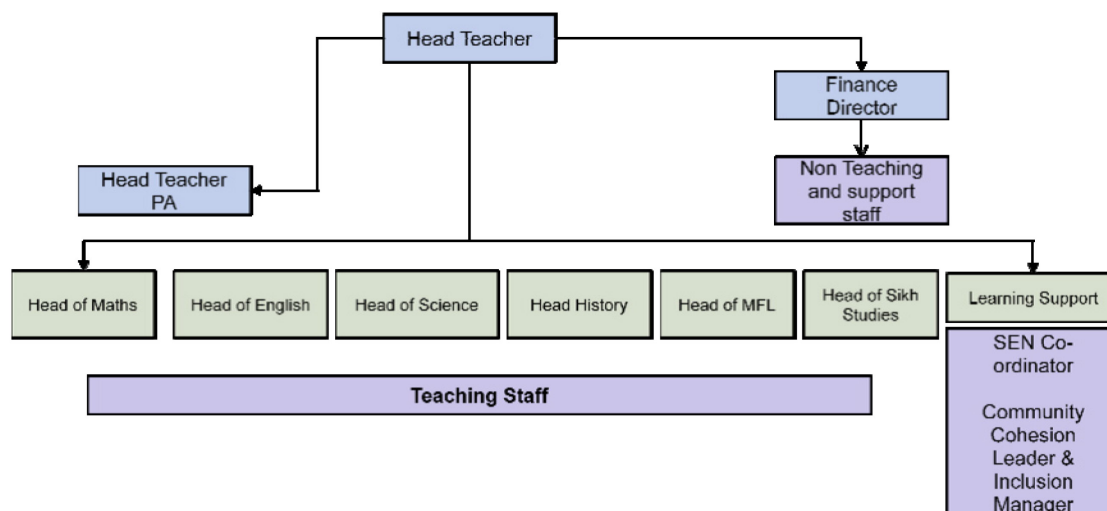
Our current PM advisers, [REDACTED], have indicated that they see their role ending on submission of the application, although they will be continuing to support us during the application approval period. Whilst the Proposers and Members would be pleased to see [REDACTED] continue with their support through the Pre-Opening Phase, [REDACTED] have advised that our best interests and best value for money can be achieved through the use of the DfE PMC framework contracts. [REDACTED] are more than happy to bid for our project through this framework and we would seek DfE approval to use these frameworks.

## F4 Organisational and Staffing Structure

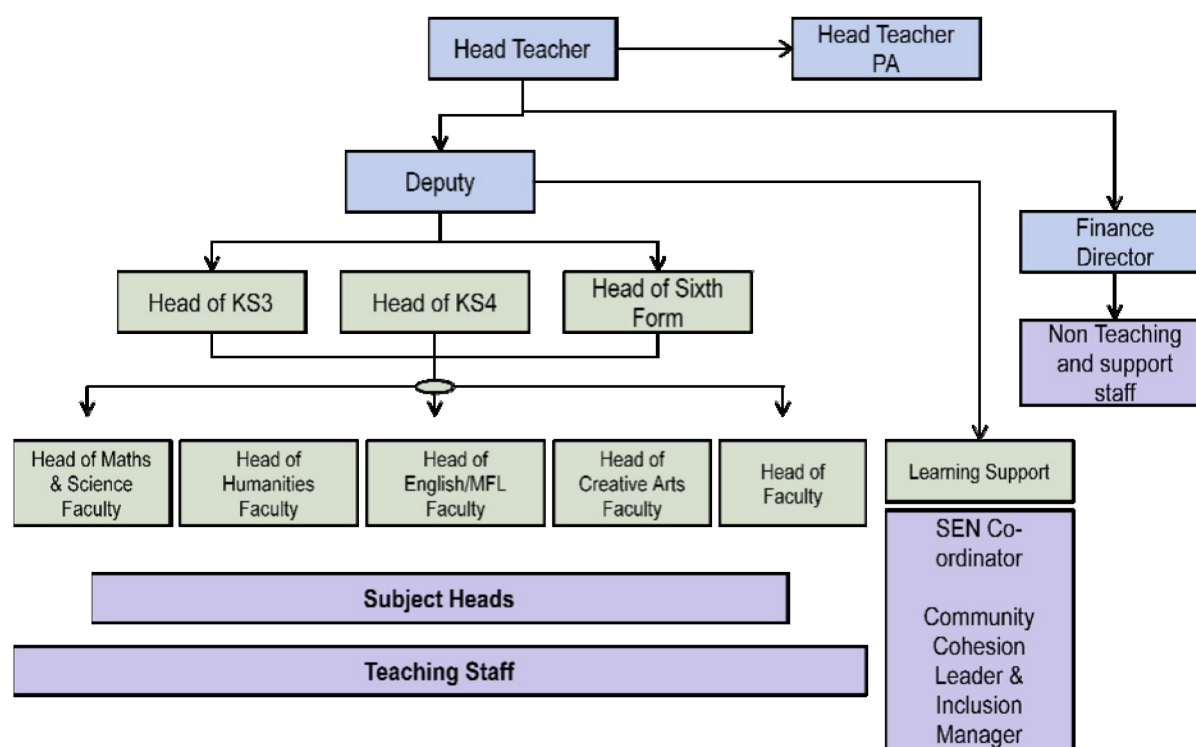
In Section D2 we discussed an indicative timetable to deliver the proposed curriculum. From this timetable we have considered further the requirements of our organisation and staffing structure.

We expect, and have planned around, a traditional organisation structure comprising a Senior Leadership Team of Headteacher, Deputy Headteacher, Key Stage and core subject leaders. In addition, we expect to employ an SEN Coordinator and Inclusion Manager. However, we have decided against developing a detailed organisational structure at this stage. How the key roles and responsibilities will be allocated in the early years will be dependent, in part, upon the staff we can attract and appoint and their relevant experience both as subject teachers and leaders. SLT members may be expected to teach for a greater part of their time in the early years. We have prepared, however, an indicative structure to show how we anticipate the ultimate organisational structure may look so that we can test our financial models. These, together with further explanation, are shown below:

### SLT Structure on opening and for early years



## Potential structure once full capacity has been reached



We expect that, once the school is fully established, there will be a Head of KS3 (Years 7/8), a Head of KS4 (Years 9 to 11) and a Head of Sixth Form, to manage the school life of the students in those years. Subject disciplines may be organised in Faculties as indicated above with appropriate management although in this case duties and responsibilities between Heads of Faculties and Subject Heads will be redistributed to avoid duplicating management activities.

We shall appoint an Inclusion Manager and a Head of Learning Support (SENCO), the latter to oversee the academic care of all SEN students.

In the first 2 or 3 years, we anticipate that the organisational structure will need to be flexible.

Teachers and LSAs not in the initial faculties, including sports teachers, art and music teachers, will be responsible directly to the Deputy Head but a Creative Arts Faculty will be formed by Year 3 and a Sports Faculty after that. There will be a corresponding structure for Administrative staff. A Finance

Director or Bursar and PA will be responsible directly to the Headteacher.

Once KS3 is fully established and students are moving into KS4 for the first time, we shall ask the Headteacher and appropriate staff to join with the Governors in designing an optimal structure for the organisational management of the full -sized school.

Permanent appointments (as opposed to acting) to the senior and middle management teams will start to be made when KS3 is properly established. This is to facilitate flexibility of staffing in the first few years. We are anxious to appoint enthusiastic, skilled and highly qualified staff, both experienced and young, to support our vision of a highly aspirational and academically progressive school.

For the first 2 or 3 years we intend to use volunteer retired qualified teachers from the local community to facilitate the provision of small groups in Mathematics, Art, Music, DT and ICT and to support SEN students and others needing extra help. As student numbers increase we shall be able to finance the small groups. We shall also use LSAs to support small groups. It is important to our philosophy that students are helped as learners on an individual basis and we shall use as many adults as are necessary to do this.

Teachers for Lesson 6 and Twilight Time will include multi-skilled teachers of other subjects (e.g. the Inclusion Manager might speak/read Panjabi fluently) and skilled but unqualified teachers from the community ( e.g. sports coaches and community youth leaders). The Sikh community is particularly well placed to provide this service, which conforms to our *Khalsa* vision of offering help to others who need it, and of contributing hard work to the community on a life-long basis, according to your abilities.

Music studies, both traditional Sikh and mainstream, are important to us and we shall use a number of peripatetic music staff and Sikh community members with musical skills to help support our commitment to this aspect of the curriculum. Similarly, we shall use outside support and facilities, which are already researched, for our traditional Sikh sports. For the rest we shall draw initially on part-time sports coaches for football, cricket etc.

We shall use help from the local Gurdwaras, and other faiths, to work in



conjunction with the Headteacher and senior staff in daily assembly and the students' spiritual self- discovery programme.

### **Qualified Staffing Requirements**

Notwithstanding the above, to inform our financial planning and recruitment strategy, we have developed the following teaching staff requirements indicating required FTEs to deliver the curriculum in the development years until capacity is reached.

2013/14 Y7	Required Staffing	Suggested Staffing	Notes
English	0.6	1	
Maths	0.6	1	
Science	0.6	1	
French/other MFL	0.3	1	
PSHE			
History	0.3	1	Assumes teacher is able to deliver both History and Geography
Geography	0.3	0	See above
Art	0.2	0	Assumes coverage by A N Other
Music	0.2	0.2	Assumes delivery by peripatetic music service
DT/ICT	0.3	1	
Games	0.3	1	Assumes on person covering both boys and girls PE
RE	0.2	0	Assumes coverage by A N Other
<b>Sikh Studies/Punjabi</b>	1.0	1	By Head of Sikh Studies
<b>Total</b>	<b>4.9</b>	<b>8.2</b>	

<b>2014/15 Y7-8</b>	<b>Required Staffing</b>	<b>Suggested Staffing</b>	<b>Notes</b>
English	1.3	2	
Maths	1.3	2	
Science	1.3	2	
French/other MFL	0.6	1	
PSHE			
History	0.6	1	
Geography	0.6	1	
Art	0.3	1	
Music	0.3	1	could be delivered by peripatetic service to save costs
DT/ICT	0.6	1	
Games	0.6	1	
RE	0.3	0	Assumes coverage by A N . Other
<b>Sikh Studies/Punjabi</b>	1.0	1	By Head of Sikh Studies
<b>Total</b>	<b>8.8</b>	<b>14.0</b>	

<b>2015/16 Y7-9</b>	<b>Required Staffing</b>	<b>Suggested Staffing</b>	<b>Notes</b>
English	1.9	3	Allows HoD reduced role and meets 90% contact reqt
Maths	1.9	3	Allows HoD reduced role and meets 90% contact reqt
Science	2.2	3	
French/other MFL	1.0	2	Reqd to meet 90% contact reqt
PSHE	0.2	0	Assumes coverage by A N . Other
History	0.9	1	
Geography	0.9	1	
Art	0.5	1	
Music	0.5	1	
DT/ICT	0.8	1	
Games	1.0	2	
RE	0.3	0	Assumes coverage by an. Other
<b>Sikh Studies/Punjabi</b>	1.0	1	By Head of Sikh Studies
<b>Total</b>	<b>13.1</b>	<b>19.0</b>	

<b>2016/17 Y7-10</b>	<b>Required Staffing</b>	<b>Suggested Staffing</b>	<b>Notes</b>
English	2.6	3	
Maths	2.6	3	
Science	3.2	4	
French/other MFL	1.3	2	
PSHE	0.3	0	Assumes coverage by A N . Other
History	1.1	2	Assumes some teaching of Geography by History teacher or vice versa
Geography	1.1	1	
Art	0.6	1	
Music	0.6	1	
DT/ICT	1.0	2	Allows for broad requirements of DT
Games	1.3	2	
RE	0.3	0	Assumes coverage by A N . Other
<b>Sikh Studies/Punjabi</b>	1.0	1	By Head of Sikh Studies
<b>Total</b>	<b>17.3</b>	<b>22.0</b>	

<b>2017/18 Y7-11</b>	<b>Required Staffing</b>	<b>Suggested Staffing</b>	<b>Notes</b>
English	3.2	4	
Maths	3.2	4	
Science	4.2	5	
French/other MFL	1.6	2	
PSHE	0.5	1	
History	1.4	2	
Geography	1.4	2	
Art	0.8	1	
Music	0.8	1	
DT/ICT	1.1	2	
Games	1.6	2	
RE	0.3	0	Assumes coverage by A N . Other
<b>Sikh Studies/Punjabi</b>	1.0	1	By Head of Sikh Studies
<b>Total</b>	<b>21.1</b>	<b>26.0</b>	

Consideration of both our Leadership and Management Structure and timetable needs results in the following assessment of our overall staff requirements. Our financial plans in Section G have been informed and based upon the above models.

<b>FTE – RECRUITMENT</b>							
<b>Staff Member</b>	<b>Full Time Equivalents</b>						
	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>
Headteacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Headteacher			1.0	1.0	1.0	1.0	1.0
Head of KS3		1.0	1.0	1.0	1.0	1.0	1.0
Head of KS4				1.0	1.0	1.0	1.0
Head of Sixth Form						1.0	1.0
Head of Maths	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of English	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Science – Physics	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Science – Chemistry				1.0	1.0	1.0	1.0
Head of Science – Biology				1.0	1.0	1.0	1.0
Head of History	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Geography		1.0	1.0	1.0	1.0	1.0	1.0
Head of Art		1.0	1.0	1.0	1.0	1.0	1.0
Head of Music			1.0	1.0	1.0	1.0	1.0
Head of IT			1.0	1.0	1.0	1.0	1.0
Head of Sikh studies	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of MFL	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of PE				1.0	1.0	1.0	1.0
SEN Co-ordinator	0.5	0.5	0.5	1.0	1.0	1.0	1.0
Community Cohesion Leader/Inclusion Manager	0.5	0.5	0.5	1.0	1.0	1.0	1.0
English		1.0	2.0	2.0	3.0	4.0	5.0
Mathematics		1.0	2.0	2.0	3.0	4.0	5.0
Science	1.0	1.0	2.0	3.0	4.0	5	7.0
French/other MFL			1.0	1.0	1.0	2.0	2.0
PSHE					1.0	1.0	1.0
History				1.0	1.0	2.0	3.0
Geography					1.0	2.0	3.0
Art						2.0	2.0
Music						1.0	1.0
DT/ICT	1.0	1.0	1.0	1.0	1.0	2.0	2.0
Physical Education	1.0	1.0	1.0	2.0	2.0	2.0	2.0
Sikh Studies/RE							

## F5 Recruitment

### ***Headteacher***

The most important post we need to recruit to will be that of Headteacher. In choosing the Headteacher we will look for a talented and inspirational leader and manager with the drive to embrace and implement the ideas and vision of SSET.

Driving school standards and performance will be the key to attracting future students,

However, in the early years a key role for the Headteacher will be to embed our ethos and vision throughout all areas of the school and promote the inclusive nature of the school in the community. Building an understanding of our school in the community through proactive marketing and community activity, led primarily by the Headteacher, will be vital if we are to deliver the commitment of capacity within the timescales defined earlier and a real and demonstrable appeal of the school throughout the community.

We will be looking for a Headteacher who will:

- › Provide the vision and leadership needed to realise the ambitions for the School through strong leadership and management of the School to secure high quality education and high standards of achievement for all its pupils.
- › Act as the key leader for the School and be responsible and accountable for the educational development and delivery of the aims and objectives of the School.
- › Be accountable to the Governors of the Trust, share and implement our vision and demonstrate the capacity to work as part of a team in developing an outstanding school.
- › Be the statutory Head of the school, supported by a Senior Leadership Team who will collectively take ownership of the delivery of the educational standards, with a clear responsibility and delegated authority plan being developed and implemented by the Headteacher.



- › Keep learning and achievement at the centre of all strategic planning.
- › Be accountable for the safeguarding of pupils.
- › Create the environment and manage the resources of the school to promote value for money.

The Headteacher will be expected to operate and manage within the following seven core activities:

- › **Strategy:** Formulating the aims and objectives; producing and implementing the development plan; leadership and inspiring the staff.
- › **School Leadership:** Overall leadership, internal organisation, management and control of the school.
- › **Staff:** Managing the deployment of senior staff; encouraging team and ethos development.
- › **Students:** Ensuring an extended and enriched school curriculum for students, which is complemented for every student with a supportive family and community life.
- › **Curriculum:** Guiding the development of an innovative extended National Curriculum which is enriched with the *Khalsa* ethos and values.
- › **Parents, Family and Community:** Guiding the school to maintain supportive contact with parents and family; creating opportunities for the community to support the school.
- › **External Partnership:** Maintaining positive and active relationships with other schools, businesses and guiding institutions.

A full and detailed job description and person specification will be developed if our application is successful; the post of Headteacher will be advertised nationally.

Subject to approval of our proposals we intend to seek applications no later than October 2012 and to follow the following recruitment strategy:

- Advert in TES – October 2012
- Short listing – first week in November 2012

- Assessment process complete and offer made by 20 December 2012.

Should a suitable candidate not be identified a rerun of the recruitment will be carried out using 'search and select' or other agreed process.

The intention is to have identified a suitable candidate to meet the required Headteacher resignation date of late January for an April start on site.

The assessment process will be designed with DfE to ensure candidates are assessed against national standards.

### ***Staff recruitment generally***

Having secured our Headteacher we will embark on the process of finalising our staff structure around our curriculum needs. Our first priority will be to secure the highest quality Senior Leadership Team which will include a Finance/Operational Manager. However, as our early years need will require SLT members to take on some teaching duties, we will need to consider the leadership and teaching needs at the same time.

Before embarking upon recruitment we will prepare detailed job descriptions and person specifications to ensure we have identified the specific requirements skills we require.

Our final recruitment strategy will be decided upon depending upon the range of skills we require and the market conditions at the time we wish to recruit.

As mentioned above, in the early years we will need to ensure that we can provide the maximum range of good subject coverage through our teaching staff and that may mean SLT members taking on some teaching duties during those early years.

We are, therefore, considering that our initial recruitment-based strategy will involve an Open Day where we invite leaders and teachers to come and meet us and discuss opportunities. From this we can evaluate the skills of individuals and consider how our early years needs could be achieved by blending the skills of those interested into a coherent workforce which covers all our needs.

Invitation to the Open Day would be through a national advertisement to ensure maximum coverage and a facility to engage will be planned for those unable to attend the Open Day.

Each individual identified will be invited to a subsequent more formal interview and assessment to interrogate their skills and ensure they meet our needs.

In comparison to a traditional recruitment process the Open Day can be considered as the CV and short-listing process, followed by an interview and assessment process.

Any gaps in our needs will be filled through more traditional advertisement-style recruitment, as by that stage we will be able to be more definitive about our the requirements of individual posts.

Non-teaching and support staff will be recruited more locally, by use local advertising or recruitment websites.

In all cases we would prefer not to use recruitment agencies, unless we are finding it difficult to secure a particular set of skills through the process described above. From the interest we have received to date we do not expect any significant recruitment difficulties.

### ***Recruitment of Governors***

SSET has been set up with the initial Governors indicated earlier in this application.

If approved, the Members and Governors will seek to build the Governing Board to provide the balance and skills necessary to set up and ultimately effectively govern the Khalsa Secondary School.

Our first priority will be to ensure the following three specific areas of law involved in independent state schools are allocated to suitably experienced individuals either currently Governors or invited to join the board.

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

All of the above to be designed within the constraints of a single school model Memorandum and Articles as produced by DfE. We intend to build the pre opening board of directors/governors to its full operating numbers by Christmas 2012. The key skills required for the period January 2013 to opening will be:

- Chair of Governors - [REDACTED]
- Strategic planning and Educational Standards – [REDACTED]
- Community and business/employer links – : [REDACTED]
- Inclusion - To be appointed
- HR/Finance and business planning – [REDACTED]
- Buildings and Premises - [REDACTED]

These roles above are specific to the pre opening phase. The roles each individual will be responsible for once the school is open will evolve as described below.

Terms of Reference for the Board of Governors from September 2013 will be developed during the school Pre Opening Phase. Initially it is considered that each the pre opening board will be maintained and each of the above identified individuals will continue to champion the following areas indicated above. However, we will also be considering the further skills that will be required either in the short, medium and long term and will plan accordingly. Such skills may include:

- Company/Charity law and operation
- Post 16 qualifications advisor and higher education links
- Links with other post 16 providers
- Extended Services
- Marketing

During the pre opening period the Governors would seek out, identify, assess and invite additional governors so that by September 2013 the majority of the board as defined in the Articles of Association is fully constituted except for Parent and Staff Governors.

The search for governors will be through:

- Links with the community
- Local business contacts
- Governornet

Finally, during the first term after opening elections will be organised for parent governors and the staff asked to present nominations for staff governors to the board.

In time we would seek to invite the nominated Head Student of the school to become a nonvoting member of the board i.e. without full governor responsibilities.

The full governing board will be constituted and operational by January 2014.

## **F6 Governance**

### ***Slough Sikh Educational Trust***

Khalsa Secondary School will be operated and managed by SSET – a charitable company limited by guarantee. The company will have a two-tier management and governance system comprising Members and Directors.

The constitution of the company is defined in its Memorandum and Articles of Association. The Articles upon which the Trust has been incorporated will be changed to the standard model documents prepared by the Department for Education (DfE).

The Members are the signatories to the Memorandum of Incorporation and are the parties who appoint Directors to the Board in accordance with the Articles of Association and are the only group able to make changes to those articles. They provide strategic direction and become the ‘guardians of the vision’.

The Directors have responsibility for the operational performance of the school, making appointments and ensuring the interests of the school are upheld at all times.

Due to the three specific areas of law involved in independent state schools as defined by DfE, the Board of Directors will carry out three distinct roles:

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

For the purposes of clarity the term Governor will be used for the role of Director/Governor/Trustee of the SSET.

### ***Governance***

The intended governance of the school 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 in September 2013 and as it increases to full capacity in 2019.

The Governors will review the development of the school through an appropriate committee structure, and will review periodically the effectiveness of that structure and the Governing body as a whole. The ultimate measure of success will be the continuing improvement of the standard of education delivered by the school, in achieving and surpassing targets and surpassing previous outcomes.

The Governors will review regularly the achievement of the school, and the Governing body as a whole, against the success criteria established in the development plan, in a non-blame atmosphere of co-operation and challenge, on the basis of what is best for the students of Khalsa Secondary School. If appropriate, action plans for change will be put in place following relevant consultation and dialogue, and the success of those plans in turn will be monitored.

The governance and management structure for Khalsa Secondary School has been designed with the following key *long term* aims:

- Create a secondary school ranked Outstanding by Ofsted.
- Fully engage and build long-term commitments to students, young people, and the local community, including universities, local government and business, in order to enhance the educational opportunities available to young people in Slough and South Buckinghamshire and encourage the local community 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.
- Support the economic and social well-being of the area by offering educational opportunities to local students from deprived areas, thereby promoting community cohesion by offering local post- 16 education.
- Deliver an enhanced and enriched curriculum for students and supportive professional development for all staff.
- Achieve key outcomes and targets as in the development plan.

### **Corporate Structure**

The Board of Governors will quickly set in place the corporate structure which will place the Headteacher as the key link and point of responsibility between the Governing Board and delivery of the required educational standards and daily operation of the school.

However, in order to ensure the Headteacher primary focus is on educational standards, he/she will be supported by a Finance/Operational Director who will oversee all day to day non educational areas of the school.

A decision has yet to be made as to whether services for the school will be:

- Provided through internal resources i.e. catering staff
- Through a service contract i.e. maintenance/grounds staff

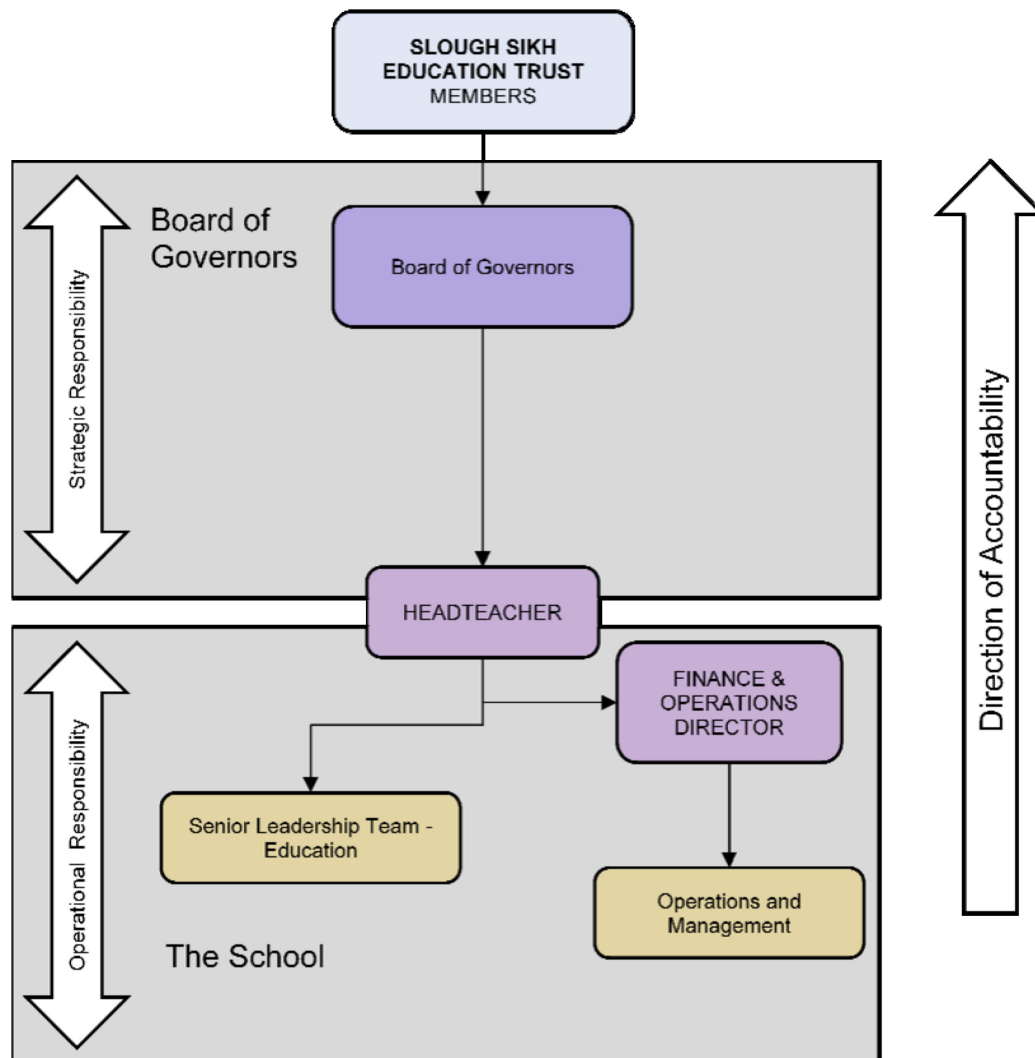
We also expect our Operations team to consider beneficial opportunities and arrangements with Khalsa Primary School and other local schools for shared services.

It is not expected that the educational and operational elements of the school will work independently of each other but that the Headteacher and staff will fully engage with the Operational and Development Teams to ensure the school maximises its exposure, support and benefit from the community.



## **Responsibilities and Accountability**

The following plan and structure shows diagrammatically the key strategic and operational lines of responsibility and accountability.



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 students within an environment of personal skill building, learning and life skills.

## **Conflicts of Interest**

The Board of Governors will act at all times in the interest of Khalsa Secondary School both as individuals and a group, as is their statutory duty.

A register of interests that may impact impartiality will be kept by the Clerk of Governors and reviewed and updated regularly. Each governor will be

expected to sign a declaration of interests when appointed and at minimum intervals of 12 months. Each governor will be responsible for their entry and have an obligation to ensure it is accurate at all times.

Notwithstanding the above and in accordance with the Articles of Association any conflicts of interest that become apparent as part of the business of the board will be declared and dealt with in accordance with the rules as set out in the Articles.

The Board of Governors when appointing new governors will be expected to take due regard to any relationship between existing and new governors that may potentially inhibit or influence a governor in their role. Before inviting an individual onto the board all governors must be satisfied that such relationships that could cause conflicts do not exist.

However, this is a difficult process to get right at all times and it may well be that such relationships between Governors do exist or it is considered beneficial overall for individuals in such a relationship to be invited onto the Board.

Each Governor will be given an additional obligation through the rules of the Board, to raise with the Chair of Governors should at any time they feel a conflict for whatever reason exists in respect of another member of the Board. The Chair will then seek the views of all other Governors as to whether to implement the rules of conflict or not.

### ***Governance Responsibilities***

Terms of Reference for the Board will be developed during the School Pre-Opening Phase. Initially, it is considered that each Member appointed Governor will be expected to 'champion' a particular area of interest. Four specific areas have been identified as follows:

- Company/Charity law and operation.
- Educational improvement and standards.
- HR/Finance.
- Community and business/employer/higher education links.

The Governors will also be 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 organisation.

Following the opening of the school, staff governors and parent governors (through an election process) will be appointed creating the full constitution of the Board by the end of 2013. Details of any election process will be defined during the Pre- Opening Phase.

The key responsibilities of the Governing Body will be:

- Define and implement a process for monitoring and ensure the quality of the educational provision and embedment of the ethos, vision and values into all its activities.
- Define and implement a process that allows constructive and effective challenge and monitoring of the overall performance of the school.
- Define and implement a process for full engagement with the local community and business/employers/higher education institutions.
- Oversee and ensure the effective management of the Trust's finances, property and other assets.
- Oversee and ensure a full range of operational services are provided in support of the school.
- Oversee and ensure the ongoing educational research and development takes place to maintain best practise and a structured and managed increase in size of the School as it develops towards full capacity.
- On the advice of the Headteacher or 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 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 organizations.

The Governing Board will during the Pre-Opening phase define and prepare the following to assist in the monitoring and performance management of the School:

- A clear scheme of delegated authority defining task/topic focused management groups, their terms of reference and reporting lines back to the Board.
- Clear performance objectives and targets for the Headteacher.
- 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 students.
- A detailed and costed staff plans to create excellence in teaching and staff development opportunities.
- A comprehensive staff orientation plan linked to the values and vision together with a continuous professional development programme to ensure best practise is maintained by both teaching and support staff.
- Development of an effective performance management system for both staff and students.

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 students within an environment of personal skill-building, learning and life skills.

## Section G: Initial costs and financial viability



## Section H: Premises

We understand the need to ensure that premises for the school meet all required value for money criteria as assessed by DfE/Partnerships for Schools (PfS).

We further understand and accept that a full feasibility and value appraisal will be carried out if our application is successful.

Therefore, we have not prepared this application around any firm site location nor have we entered into any commercial negotiations relating to proposed sites.

We want an environment that is practical and student friendly, giving our students an attractive and well-maintained environment for learning. We also recognize that we need to refurbish or build a school on a value- for -money basis.

We have searched our local area for possible sites, which we have assessed against our educational aims. We have indicated what we consider the advantages and disadvantages of each and provided further details of the sites we feel should be considered a priority.

We commenced our search for sites in September 2010 as part of a previous application and, as part of that process, Partnership for Schools assisted us in conducting a detailed and thorough search, originally in October 2010, which we have reviewed and updated for this application.

However, none of the following is intended to indicate a rejection of any site. We will work with DfE/PfS to identify a suitable site if our application is approved, which may include sites that become available between the time our application is submitted and approved.

## Summary of available sites

Site 1 [REDACTED], Stoke Poges

Site 2 [REDACTED]

Site 3 [REDACTED] (used to be a secondary school building) Site 4

[REDACTED]

Site 5 [REDACTED] (next to current Khalsa Primary School)

Site 6 [REDACTED]

Site 7 [REDACTED]

## Summary of advantages/disadvantages of each site

Site	Main advantages	Main Disadvantages
1. [REDACTED]	<p>Existing buildings suitable for use as a school.</p> <p>Fully available on lease or freehold purchase.</p> <p>Includes playfields.</p> <p>4FE school could be operational very quickly.</p> <p>Minimal planning issues.</p> <p>Very good value for money. We understand the site is on offer for £4m and refurbishment and the sports hall conversion is estimated at approximately £1.5-2m.</p>	<p>Not next to existing Primary school site.</p> <p>Will need to modify existing warehouse to create Sports Hall.</p>
2 [REDACTED]	<p>Was a secondary special school site.</p> <p>Existing buildings could be used.</p>	<p>Allocated by LA for a new football stadium but planning permission has not been applied for.</p>
3. [REDACTED]	<p>Existing buildings suitable for use as a school – freeholder Bucks County Council.</p> <p>LA may be persuaded to release all or part of the buildings.</p> <p>Includes playing fields</p> <p>4FE school could be operational very quickly with an estimated £6m budget which includes £1.5m refurbishment.</p>	<p>Not next to existing Primary school site.</p> <p>Will have to build additional buildings.</p> <p>Two existing providers (Sports and Adult Education) occupy current facilities so will have to find alternative arrangements for them or potential coexistence.</p>

4. [REDACTED]	Existing buildings suitable for use as a school. Available for lease or purchase. Estimated value of site is around £3m.	Planning permission will be difficult due to current Bucks policies. Will need additional buildings for Sports hall etc.
5. [REDACTED]	Open land adjacent to the Primary school.	Private freeholder may not be willing to sell at acceptable cost. New build required as no existing buildings. Planning permission may be an issue.
6. [REDACTED]	Near Primary school site.  Slough Council has indicated willingness to make site available in principle.	New build required as no existing buildings.  Planning permission may be an issue.
8. [REDACTED]	Available. Good quality accommodation suitable for a secondary school.	Distance from Primary School.

We have further considered some of the sites we feel best meet our needs, although this not intended to close down consideration of any site, either as listed above or as may become available.



**Site 1** [REDACTED]

**[REDACTED], Stoke Poges, South Bucks**

**Sale Type** To Let, For Sale

**Size** 17197.00 — 48489.00 ft<sup>2</sup>

[REDACTED] is a dignified stand-alone two- storey office building located around a large Japanese inspired garden benefiting from over 200 parking spaces, all of which is set in an attractive landscape of almost 11 acres on the outskirts of the village of Stoke Poges. The property has been well maintained with an excellent double height reception area. The building benefits from the following specification: Air Conditioning, 201 Car Parking Spaces, Suspended Ceilings, Raised Floors, and Category II Lighting. To the rear of the building there is a large loading bay facility along with substantial storage accommodation. The property is located on the outskirts of Stoke Poges and benefits from excellent transport links to the M40 in the north, the M25 in the east and the M4 to the south. Slough is just over 3 miles away.

[REDACTED]

[REDACTED]

[REDACTED]  
*Freeholder:* [REDACTED], [REDACTED], [REDACTED], Sevenoaks, Kent [REDACTED]

*Site Name:* [REDACTED]

*Address:* [REDACTED], [REDACTED], Slough, Berkshire, England, [REDACTED]

The site is 40 acres of green belt land situated between [REDACTED] to the east and [REDACTED] to the west. The only development on the site is a football stadium and banqueting centre on the [REDACTED] frontage but the land we require is to the open land to the west of these facilities.

The freeholder has indicated that he would consider selling part of the site for the proposed secondary school; however, we have not entered into any negotiations.

[REDACTED]

Site for Secondary School

Existing Primary School Site

[REDACTED]  
*Freeholder:* Buckinghamshire County Council

*Site Name:* [REDACTED] *Address:* [REDACTED],

Bucks, [REDACTED]

The site is approximately 6 acres of partial green belt land situated in Iver.

Currently it is used for sports facilities and Adult Education. We would be prepared to discuss with the LA continuation of these uses on the site through some form of Service Level or Shared Use Agreement.

This site was a secondary school, although some time ago. Some of the land was sold for housing development but the main school building remains.



It has been used partly for adult education and it has additional workshops and classrooms.

In total there are approximately 16 classrooms ready to be used and the building is in a reasonable condition. Additionally, it has an adjacent Sports Hall with changing rooms and gym facility.

We have previously been in contact with the Director of Education and the leader of the council at Buckinghamshire County Council, who have told us that they supported our proposal for a Sikh faith school within South Buckinghamshire on the basis of parental choice and diversity. Member's approval would be required before they would be prepared to consider making this site available.

[REDACTED]

In location terms, and as with [REDACTED] land, this site would be ideal, being in our preferred location adjacent to Khalsa Primary School. The site is owned by Slough Borough Council and, therefore, a lease or freehold arrangement would be possible.

We have made initial enquiries of Slough Borough Council as to the availability of the site, but have been informed that it is allocated to Slough Town Football Club for a new stadium.

Therefore, whilst the site is currently unavailable, building on the stadium development appears not to have progressed and we suggest that further enquiries should be made if our application is approved.

[REDACTED]

This site is a short walk across the main [REDACTED] from the Primary School. It is an empty greenbelt site and backs on to playing fields that are owned by Slough Borough Council. Slough also own this site and in principle are prepared to sell it or provide it to us.

The land is sufficient for a 4 FE school which would be 4 or 5 floors high.

[REDACTED]

██████████

We have recently been provided with details of a site on ██████████ in ██████████ that has become available for sale. The site is 10 acres and has existing office buildings and outbuildings. We estimate that the vendor is looking for a price range of £2.5m for a freehold sale. The school could use the existing buildings for the first two years and additional buildings would have to be constructed.

We estimate that a 4FE school could be established at a total cost of around £7m.

██████████

Key characteristics of the site are:

- ██████████ and the rear building provide approximately 21,000 sq ft of accommodation
- ██████████ provides approximately 3,500 sq ft
- ██████████ provides approximately 3,800 sq ft

In total the buildings offer 28,300 sq ft of accommodation in a configuration that would lend itself to a secondary school and we understand it is currently available.

However, it is a significant distance from the Khalsa Primary School



## **Annexes**

**Annexe A      Consultation Brochure**

**Annexe B      Financial Plan**

**Annexe C      Financial Plan – sensitivity analysis**

- 10% reduction on roll
- 25% reduction in FSM
- 10% reduction in Other Income

**Annexe D      Letter of Support**

**Annexe E      Application Checklist**





## Annexe A

[REDACTED]

## Annexe B



<b>Name of Proposed School</b>	<b>Khalsa Secondary School</b>
--------------------------------	--------------------------------

<b>Local Authority Area</b>	<b>Slough</b>
-----------------------------	---------------

<b>Proposed Opening Date</b>	<b>September 2013</b>
------------------------------	-----------------------

<b>Age Range</b>	<b>Secondary (11-18)</b>
------------------	--------------------------

If the selected age range is  
'Other' please give the range  
here:

[REDACTED]

## Annexe C









<b>Name of Proposed School</b>	<b>Khalsa Secondary School</b>
--------------------------------	--------------------------------

<b>Local Authority Area</b>	<b>Slough</b>
-----------------------------	---------------

<b>Proposed Opening Date</b>	<b>September 2013</b>
------------------------------	-----------------------

<b>Age Range</b>	<b>Secondary (11-18)</b>
------------------	--------------------------

If the selected age range is  
'Other' please give the range  
here:

[REDACTED]

[REDACTED]



<b>Name of Proposed School</b>	<b>Khalsa Secondary School</b>
--------------------------------	--------------------------------

<b>Local Authority Area</b>	<b>Slough</b>
-----------------------------	---------------

<b>Proposed Opening Date</b>	<b>September 2013</b>
------------------------------	-----------------------

<b>Age Range</b>	<b>Secondary (11-18)</b>
------------------	--------------------------

If the selected age range is  
'Other' please give the range  
here:



## **Financial Sensitivity Case 3**

- **10% less Other Income**



<b>Name of Proposed School</b>	<b>Khalsa Secondary School</b>
--------------------------------	--------------------------------

<b>Local Authority Area</b>	<b>Slough</b>
-----------------------------	---------------

<b>Proposed Opening Date</b>	<b>September 2013</b>
------------------------------	-----------------------

<b>Age Range</b>	<b>Secondary (11-18)</b>
------------------	--------------------------

If the selected age range is  
'Other' please give the range  
here:



## Annexe D







## Annexe E



# Application checklist

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