

Khalsa Engineering Academy

**Application to the Department for Education to
open a Free School from September 2014**

Application Dated 3 January 2013

Free Schools in 2014

Application form

**Mainstream and 16-19 Free
Schools**

Completing your application

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

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

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

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

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

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

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

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

mainstream.fsapplications2014@education.gsi.gov.uk

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

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

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

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

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

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only : you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only : you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: 24 Station Road, Ossett, Wakefield WF5 8AD
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
6.	If Yes, please provide more details:
7.	<p>How you would describe your group:</p> <p> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else </p>
8.	If 'Something else', please provide more details:
9.	<p>Is your group seeking to open more than one Free School application in this round?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
10.	If Yes, please provide more details:

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: Khalsa Education Trust	
14.	Company address: 24 Station Road Ossett, Wakefield WF5 8AD	
15.	Company registration number and date when company was incorporated: 07954683 Date of Incorporation: 17/02/2012	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: Khalsa Science Academy	
Company members		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: n/a	

Company directors

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

20. 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]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

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

- their name; Brodetsky Schools Limited (Jewish School)
- their Companies House and/or Charity Commission number, if appropriate; 03929605
- the role that it is envisaged they will play in relation to the Free School. We will share information on best practice and staff training with them.

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

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



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

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

Signed: Paper copies signed and dated

Position: [REDACTED] (Member & Director).


Print name: [REDACTED]

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Khalsa Engineering Academy
2.	Proposed academic year of opening:	September 2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	The School intends to have a Sikh faith ethos
11.	If you have a preferred site, please give details, including the post code:	
12	Please tell us how you found this site:	A member of our project team works for an Architect firm, who undertook the task of finding a site.
13	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input checked="" type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	Not applicable
15.	Local authority in which the proposed school would be situated:	Bradford City Council
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Not applicable
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>Not applicable</p>	

Section C: Education vision

Introduction

Khalsa Engineering Academy (KEA) seeks to address a range of key issues relating to primary education that our local community feels passionately about. Our vision for the Academy has arisen from a strong local sense that the choice of schools in our local area of Bradford; Eccleshill (BD2) and Bradford Moor (BD3) are limited by vision, outcomes and availability. The Bradford Riots have left a divide within the community, which even after 17 years have not been bridged. The younger generation still feel they have no opportunities within the city¹. Below we make the case for what we believe is a unique school, with a unique vision and sense of purpose, allied to an analysis of what the current offer of primary schools in our area is. In short, we will answer the question , 'Why this school, here, and now?'

Khalsa Engineering Academy

Khalsa Engineering Academy – a non-selective community primary academy for 210 pupils with 1 form entry, for children aged 4-11.

The academy will be recognised for its academic excellence, its Engineering specialism, its strong community values underpinned by its Sikhi ethos and its international perspective, underpinned by the thematic curriculum approach guided by the International Baccalaureate. In addition the Academy will have an active contribution to the local community to deliver lifelong learning.

Our Vision

The meaning of the term '*Khalsa*' is as follows - as an individual you are always working to the best of your ability with a self disciplined desire. Other characteristics of Khalsa are to become selfless and to consider the welfare of others. The founder of Sikhism was Guru Nanak Dev Ji, who expressed that everyone is equal in the eyes of god, there is no rich, poor, female, male, black or white and that the only difference between people is in their actions. Therefore the School will not seek to convert pupils from other background as Sikhs believe every faith or non-faith pupil has a right to form their own view of the world.

Our vision is to be a provider of education excellence through the twin pillars of:

1. The universal values of Sikhism – service to and sharing with others, honest living and working and respect of all regardless of their caste, creed, colour, age etc.
2. The learning approaches embedded in Engineering – (Planning, exploring, experimenting, investigation, evaluating)

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

Why the Proposed Age Range?

Our proposed age is 4-11 year olds, as we want to instil good values and learning approach from the start of a child's educational life. This will help the children from our community (BD2 &

¹ BBC Article Monday, 9 July, 2001 & Guardian Article Thursday 7 July 2011 written by Lanre Bakare

BD3) to realise their full potential and to become life long learners. This means a solid foundation upon which secondary education and life long learning can be built upon, and, at some point in the future, a Sikh ethos secondary school.

Why Engineering? The Links to Our Vision & Ethos

The Engineering aspect will encourage a curriculum that is driven by problem-solving, discovery, exploratory learning, and require students to actively engage in situations in order to find solutions. Engineering forms one of the four STEM subjects² and it (Science, Technology, Engineering and Mathematics) will give the pupils a solid foundation to build on, which will help them transfer these skills on to secondary and develop life long learning. This also links into the IBO³ Primary programme.

The basic curriculum of the school is based on the National Curriculum and IBO programme enriched with Engineering and Sikhism to encourage all pupils to develop numeracy, reading and writing skills, as well as personal and interfaith awareness.

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

- Specific extended time is set aside in the curriculum for Engineering as a subject, where a properly provisioned Engineering space will be used to introduce children to planning, investigation, exploring, experimenting and evaluating.
- Our engineering specialist will deliver this discrete Engineering teaching; Planning and delivery of our thematically influenced and project-based curriculum will take the 'engineering method' of investigative, enquiry based approaches. All the staff in the academy will plan in this way, supported, monitored and encouraged by our Engineering specialist teacher.
- Links to specialist Engineering establishments such as Bradford University, will support inspirational visits and lectures by our children, enhancing their STEM learning.

A worrying number of children from the BD2 / BD3 postcode are from broken homes, single parent households, and low-income backgrounds; manual unskilled workers, where English is a second language and there are low aspirations amongst parents/carers. 'The State of the District', published in 2010 by Bradford Council, makes the following telling point – 'Those with no or low qualifications levels are particularly disadvantaged in Bradford and suffer significantly higher levels of worklessness than the regional and national averages.' [p.19] Our school intends to break this cycle.

Engineering lends itself and inspires children, by giving them the prospects of working with their hands similar to their parents or with a pen i.e. vocation and academic careers. Engineering as a profession is highly regarded in the Sikh Community and our community has responded well to the thought that Engineering is at the heart of the Academy, providing a sound basis for further education, employment, and adult life.

² 72% of all UK businesses rely on people with STEM skills (source: Ready to Grow, CBI Education and Skills Survey). People with STEM skills can make a big contribution to many of the big challenges facing society today

³ IBO (<https://www.ibo.org/pyp/>)

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

We are aware that achieving the ambitious levels of excellence will be a challenge particularly when many of our pupils have barriers to learning such as having English as an additional language, having Special Educational Needs, and parental backgrounds of high levels of social deprivation. We believe that our Education Plan successfully meshes an approach to teaching and learning, pastoral approach and working with parents to deliver the outcomes we promise.

Why the Location of Bradford (postcode BD2 / BD3)?

What follows below is a detailed chart showing the names of all of the primary schools that currently exist in BD2 and BD3, that can reasonably be reached by parents/carers, along with key educational data from 2012, and the results of the schools' most recent Ofsted inspections, including the grade for 'Overall Effectiveness'. [In bold type, in brackets.] [Sources; Bradford LA; Ofsted website.] There are seventeen.

Name of School	Key Stage 1 APS %	KS 1APS Nat.%	Key Stage 2 APS%	KS 2 APS Nat.%	2 Levels Progress English%	2L Prog En. Nat.%	2L Prog. Maths Nat.%	2L Prog. Ma. Nat.%	Ofsted
Barkerend Primary School	14.6	15.5	25.6	28.3	98.2	89.0	77.2	87.0	March '11; [2]
Bradford Moor Community Primary School	13.1	15.5	26.5	28.3	91.1	89.0	83.9	87.0	Sept. '09. [2]
Byron Primary School	14.0	15.5	26.3	28.3	98.9	89.0	89.7	87.0	July '10 [2]
Cavendish Primary School	14.9	15.5	26.2	28.3	76.3	89.0	73.7	87.0	Nov. '12 [3]
Fagley Primary School	13.0	15.5	27.0	28.3	100.0	89.0	96.0	87.0	Feb. '12 [2]
Feversham Primary School	13.6	15.5	27.3	28.3	96.4	89.0	94.5	87.0	May '11
Grove House Primary School	14.3	15.5	27.2	28.3	85.5	89.0	80.0	87.0	Dec. '10 [2]
Killinghall Primary School	14.4	15.5	26.5	28.3	91.5	89.0	91.5	87.0	July '10 [1]
Lapage Primary School & Nursery	13.1	15.5	28.8	28.3	98.7	89.0	97.3	87.0	May '11 [3]
Poplars	15.0	15.5	26.8	28.3	96.3	89.0	92.6	87.0	April '11

Farm Primary School									[3]
St. Clare's Catholic Primary School	13.3	15.5	26.5	28.3	96.4	89.0	78.6	87.0	Jan. '12 [2]
St. Francis Catholic Primary School	17.0	15.5	29.1	28.3	96.8	89.0	100.0	87.0	Nov. '10 [3]
St. Luke's CE Primary School	14.4	15.5	27.6	28.3	96.7	89.0	90.0	87.0	Dec. '10 [2]
St. Mary's & St. Peter's Catholic Primary School	13.2	15.5	26.0	28.3	87.5	89.0	95.8	87.0	July '11 [2]
Swain House Primary School	14.7	15.5	26.2	28.3	81.1	89.0	84.9	87.0	Nov. '11 [2]
Thornbury Primary School	14.6	15.5	26.3	28.3	97.1	89.0	82.6	87.0	July '12 [3]
Wellington Primary School	14.3	15.5	27.9	28.3	89.8	89.0	79.7	87.0	Feb. '11 [2]

Analysis – Local Provision Currently Lacks Real Choice

The following key points need to be made about the above data –

- 1] As things currently stand, there is only *one* school graded 'Outstanding', Killinghall Primary.
- 2] In terms of *attainment* at KS1, in terms of APS, there is only one school above national averages.
- 3] Similarly, there are only *two* above national average at KS2 in terms of APS.
- 4] In terms of *achievement* the picture is better, but not markedly so. Of the seventeen schools thirteen outperform national averages in English in terms of 2 Levels+ progress KS1- 2, but when it comes to mathematics there are eight that are *below* the national average with respect to 2 levels+ progress.

It is therefore reasonable to draw the following conclusions –

- 1] Although there are a number of schools graded as 'Good' in the area, ten in all, only one is 'Outstanding' and the rest are [what was previously called] 'Satisfactory'. It is therefore almost impossible for a parent/carer to send their child to an 'Outstanding' school.
- 2] Although *achievement* is very solid in a number of schools for English, this is not the case for mathematics. Attainment in both English and mathematics are almost universally below national averages. There is therefore, for the parents/carers of BD2 and BD3, *an extremely limited choice of primary schools that are outstanding in terms of attainment or overall provision.*
- 3] The data indicates that, on average, your child is likely to achieve below the national averages in the two core subjects, even though they might have made good progress. If they continue to make this rate of progress, they could well remain around or below average at KS4.
- 4] Mathematics is a particular concern, given that it underpins much scientific work in secondary schools and is essential for employment; this underlines the need for a new primary school where, because of the specialism, the teaching of mathematics *and the insistence on high standards of attainment at KS1 and KS2* will have a significant impact on the life chances of the area's young people.

An Oversubscribed Area

As well as the need for excellent schools in terms of outcomes and attainment in this area, it is recognised that there is considerable pressure on primary school places in Bradford BD2 & BD3 with many primary schools being oversubscribed. 94 pupils in schools in BD2 (Eccleshill) and 114 pupils in school in BD3 (Bradford Moor) are oversubscribed in the area.⁴

The actual physical location for the school site has not been established nor has it been procured, however we intending to setup the school in Bradford Moor (BD3) or Eccleshill (BD2).

Our Approach to Learning and Teaching

Curriculum

The Free School would provide a broad and balanced curriculum that is stimulating, varied and challenging for all children, and is enriched and differentiated where appropriate. The Free School would ensure there are planned curriculum opportunities for children who are identified as having exceptional talents and abilities. More able pupils would be supported in a variety of ways, including being taught in smaller groups to ensure that teaching is well matched to learning levels, one to one tutoring, the use of peer mentors, extended curriculum through after school clubs and educational visits. In these ways, we believe that we will embody our principles in our daily learning.

To provide the variety and excitement of learning to our diverse community, we intend to provide an excellent range of enrichment activities through an extended curriculum offered to all children outside the core school day. This would include for example clubs and groups to promote sports, the arts, healthy living, and creative writing for instance and these would be run by a combination of outside specialists and school staff.

We will use the International Baccalaureate Primary Years Programme as the basis for our approach, as it reinforces strongly not only the STEM focus of the school but also our personalised and thematic approach. The 6 trans-disciplinary themes (appendix IBO Primary Programme) have significant resonance with our proposed approach, and we will continue to explore this possibility with the International Baccalaureate Organisation. We also believe that this will provide another aspect of choice to our community and reinforce the multi-cultural nature of our proposed intake.

A broadly based curriculum will therefore be followed, in line with the IBO as described above; this will still ensure that our educational curriculum will be sympathetic to the requirements of the National Curriculum (whilst applying for International Baccalaureate). STEM as a theme will be integrated into all subjects, which will be delivered on a project basis. Each class base will have their own project corner or role play area.

Should we be successful in taking our Free School forward, a key element of the design of our school will be to provide interesting experiment stations both inside and outside, perhaps as part of our project areas, along with horticultural areas to reinforce the 'Grow-Eat-Cook' cycle of learning about Healthy Living.

The use of ICT to support learning, engage pupils from an early age, and pre-empt the possible digital divide, will also be a key feature of our learning approach. Each class base will have access to a range of technologies to support learning and enhance communication.

⁴ Bradford LEA Admission For Primary Schools in BD2 & BD3 postcode

Another key element of our principles and ethos is the international aspect of our community, and the real world that we wish to prepare our children to live in; hence, the reason to go with the International Baccalaureate programme. Whether or not we follow the programme, we intend to provide opportunities to study a range of modern foreign languages, including Punjabi and possibly other heritage languages. We believe that this approach will also lead to increased early success for our pupils who arrive with English as an additional language, celebrating and making central their own skills and experiences rather than showing concern at the gaps in their education. We wish to make connections with schools in other countries and use ICT to videoconference and work with them, learning from and supporting each other. This activity will form part of our curriculum, and tie in with the more scientific, technological, engineering and mathematical aspects of understanding our world, our environment, and promotion of caring for our environment including recycling and reusing. We will also use this international dimension to introduce a wider understanding of others' beliefs and religions, including Sikh teachings.

We are intent on promoting and maintaining the joy, play and creativity inherent in learning, and which we believe is promoted through Sikhism in its embrace of the real world. The Early Years Foundation Stage play-based approach provides great pleasure in learning for pupils, and we intend through Art, Music, Drama and Dance, as well as through sharing of best practice, for staff to continue to prioritise the ethos of learning as an exciting and playful, creative adventure.

Approach to Teaching

While we accept that our initial intake is likely to be from the local Sikh community, our intention is that our reputation as a deliverer of high quality education will result in a broader demand and more mixed multi-cultural intake. Our teaching methods will be rooted in a highly personalised approach to learning and assessment, which allows pupils to progress according to their ability, not simply their age. It will also encourage increasingly independent choices relating to learning from an early age, 'Planning' at Reception year onwards, where children are guided in choosing aspects of learning ranging from the order in which they carry out different tasks, to planning and choosing from a range of tasks to evidence learning, and even developing and carrying out their own tasks to show what they have learned.

Stage not age we will use a range of assessment data from frequent formative tests and assessment, analysed by our Assessment Coordinator, as well as regular assessment meetings, to examine each pupil's individualised learning plan to ensure that they continue to be stretched and challenged, and so achieve all that they are capable of. The Individual Learning Plans (ILP's) will have set targets, short and long term. These will be reviewed with the pupils and their parents to make sure the pupil is achieving to their full potential. These will be stored centrally for all members of staff to access and add relevant data. Teaching and learning will be a strong emphasis within the school. Pupils will be educated on how to become individual learners and how to scaffold their learning. The teachers will share good practice within the school and with partnership schools across the local community.

Why take an International perspective for our curriculum?

Our community, with whom we have a strong relationship, is ethnically diverse but include mainly white British and Asian residents.⁵ On average 54% of pupils in BD2 & BD3 have English as an additional language and 41% of Bradford on average compared to the national average of

⁵ Population by Ethnic Group : Bradford District
(<http://www.observatory.bradford.nhs.uk/Documents/2.2%20%20Ethnicity%202010.pdf>)

15%. This community profile has helped to drive our international perspective, which in turn has formed the basis for working within a curriculum framework which is sympathetic to the International Baccalaureate Primary Years Programme (see section D below).

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

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

The Individual Pupil at KEA – What Will It Be Like?

Section D contains details about the demanding academic targets that we are setting for the students and for ourselves. At this point we think it important to look at the school from a pupil's-eye view, and see how an primary school with an engineering specialism, underpinned by a Sikhi ethos, actually feels. Here we imagine what a Y4 student might write in their diary – *'In early this morning, I had to help Sir with the assembly about Eid. He picked me because I volunteered and I have lots of Muslim friends, and I'm describing what it's like to fast for a day, Imran and I did together last year and it killed me! Anyway, the assembly went well in the end and we may end up doing something similar for the Bradford Mela.*

Science was good today, we're building a space rocket and our group's is the best, so Mr. Kelsall says. Jatinder took the lead today – we swap around who's in charge – and though he's rather quiet he comes up with some really good ideas when he gets the chance to speak. I got really annoyed with Baljeet, she always tries to take over and she's really bossy, and I called her a name, I couldn't help it. Mr. Kelsall took us outside and spoke to us about respect and how name-calling is wrong, and that's not the way Sikhs or anyone else is supposed to behave. He asked me how I thought I should sort it, and I said I didn't know and couldn't he just tell me, so he said he wouldn't, I had to think quietly by myself and come up with my own ideas. That was hard to be honest, I'd rather just be told off than do that, but after ten minutes I had the idea that I should say sorry and offer Baljeet some of my lunch. Mr. K was impressed by that, and then Baljeet said that actually her sister says the same thing about her and that she's partly to blame too, so she actually said sorry first so I felt a bit bad to be honest.

*After lunch we had some meditation time and I thought a bit about Baljeet, and also my aunt who is ill and I said to myself that I must go round and see her at the week-end. We were also asked to think about people in China, there has been an earthquake there. After lunch was English, and I asked Miss what she meant by her comments in my homework, and she explained to me. It's good that we get time to think in lessons and talk to the teacher, I don't like it when it's rushed. It's also English homework tonight, which reminds me I **must** get my planner signed. Last we had some engineering, this woman came in from the university and told us about how engineering helps us get around town. We had to research on our devices the number of bridges there are in Bradford, when they were built and what they're made of. Then we looked at some of the longest bridges in the world, **amazing!** Next week we're going to look at building a scale model, but I don't know what that means yet.*

Before we went home I was called in to see the headteacher, Mr. Kelsall had told her about me and Baljeet. Baljeet was there as well, and we both had to talk about what we had learned

about respect and responsibility today. I was a bit scared at first, but it was soon okay. I think Baljeet's okay really...'

Non-Academic

We intend to deliver the National Curriculum combined with the IBO Programme and with an emphasis on Engineering to open the minds of our pupils, encourage them to question the physical world around them, understand engineering principles and a desire to find answers. The curriculum would encourage pupils to have a 'problem-solvers' attitude, with good analytical skills. This would put them in good stead for Secondary School and beyond.

The school curriculum will be designed around Personal, learning and Thinking Skills (PLTS) despite the framework being more for 11-19 years old. PLTS will encourage pupils to be successful learners, confident and responsible individuals. An individual's development will be tracked and recorded against their e-portfolio or Individual Learning Plans listing their skill sets and evidencing activities they have undertaken such as community work, fundraisers, team building tasks, group discussions etc. The six components of the PLTS methodology sit very comfortably *both* with the IBO curriculum and the Sikh ethos –

1. Independent enquirers
2. Team workers
3. Effective participants
4. Self-managers
5. Reflective learners
6. Creative thinkers

School curriculum and extracurricular activities would encourage pupils to make friendships and be tolerant of other faiths and backgrounds. Key performance indicator would be used to discuss diversity in classrooms through schemes of work and in assemblies through informative plays, in which pupils will be encouraged to participate in. Again this will be recorded and tracked on an individual's e-portfolio or Individual Learning plans.

Another core Sikhi value is serving and sharing with others which would be an expectation of the students attending the school, and therefore keeping it clean, safe, helping in its upkeep, and spreading the good work of the school and its education to family members, friends and the wider community. Just as the gurdwara is intended to be a model of how society can function – the selfless giving of time, mutual support, sharing, and a focus for community activities – this model will also now be extended to the school. Pupils attending the school have seen their families demonstrating these ultimately *social* attitudes for many years at the gurdwara, where all tasks, however menial, have been undertaken willingly and shared equally between the sexes. It is to be hoped that the non-Sikhs who attend the school who participate in these tasks will also see the benefits of shared effort and taking responsibility for all that surrounds us.

Our expectations are pupils attending the school will take pride of their school and therefore would keep it clean, safe, help in its upkeep and spreading the good work of the school and its education to family members, friends, acquaintances etc. We expect to measure this from the number of extra-curricular activities led by pupils such as recycling, reduction in waste and conservation of energy schemes, which are all in line with the Sikhi teachings regarding respecting and caring for our world.

Section D: Education plan – part 1

1) Admissions

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have. If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

The table below provides our proposed numbers in each year group at the point of our school opening and indicates how pupil numbers will build up over time. You can see that we intend to open a one form entry school; with both Reception and Year 1 classes opening in September 2014 (the demand for these classes is clearly demonstrated in Section F).

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

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

	Current number of pupils (NA)	2014	2015	2016	2017	2018	2019	2020
Reception		30	30	30	30	30	30	30
Year 1		30	30	30	30	30	30	30
Year 2			30	30	30	30	30	30
Year 3				30	30	30	30	30
Year 4					30	30	30	30
Year 5						30	30	30
Year 6							30	30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Total		60	30	120	150	180	210	210

2) Context and Core Principles

The location for our proposed academy is within the postcodes BD2 and BD3 which is an area of significant social deprivation. Reviewing recent Ofsted inspection reports for schools locally, it is clear that pupil attainment on entry is below the Bradford average which in turn is below the National average. Although a minority of schools in the area do manage to achieve above the expected levels of progress for their pupils, at the end of Key Stage 1 and Key stage 2 local primary schools generally still have attainment below the city and the National averages.

Therefore, in order to ensure that the pupils of KEA achieve above the National average by the time they move into Secondary education, the education provision has been designed to meet the specific needs of the pupils. This will be achieved by taking on the best characteristics from a range of successful schools.

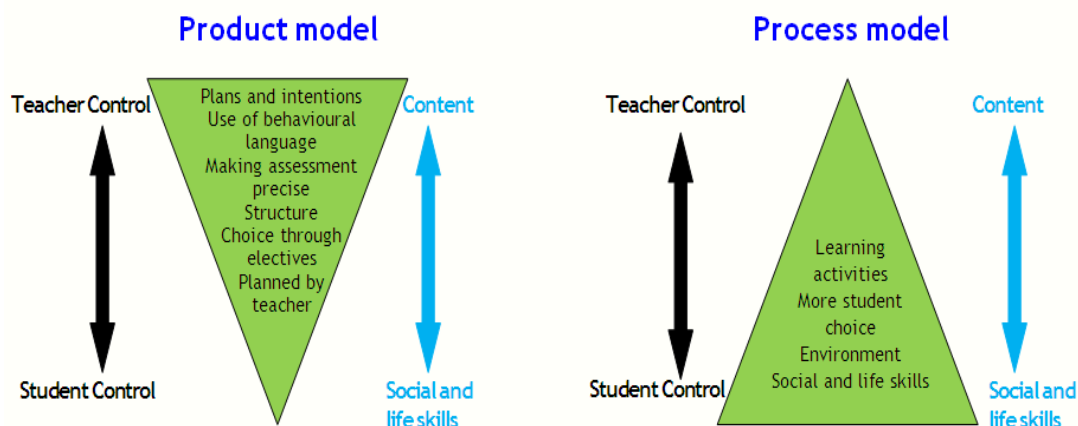
Principles of our Education Plan:

Our curriculum plan will provide a balance between the product and process models of curriculum development⁶:

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

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

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



Our Education Plan will reflect this 'product and process' model.

⁶ *Programme Design, Overview of Curriculum models.* Geraldine O'Neill – 2010, UCD Teaching and Learning Resources.

The Core Principles of our Education Plan will deliver our promise to our pupils:

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

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

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

3) Personalised Learning & Quality First teaching

Excellence Through the Personalisation of Learning

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

We shall personalise our learning using the following strategic approaches:

- When planning learning, staff will examine the range of opportunities for children to use

different learning styles during a period of time or over planned schemes of work. Different learning styles should be available so that learners can adopt their preferred learning styles sometimes, and develop skills and confidence in using other learning styles that they are less comfortable using.

- ICT and using new technologies will form an integral part of planning for different learning styles, and staff will incorporate it as appropriate into their personalised planning for pupils.
- Staff will plan opportunities for pupils to select their timetable for learning within a given period, based on a clear understanding of what needs to be done over the timescale, and their own understanding of where they are in their learning and what they need to do to make progress (see D5 Assessment);
- Staff will differentiate their schemes and plans principally by task, guiding pupils towards the level of task which stretches them and allows them to make good progress in their learning. During training sessions staff will be trained in methods of differentiation which can then be incorporated into their lesson plans. They will then at the next meeting report back on the outcome of the strategies that were adopted. This 'action research' approach to using new methods encourages an ongoing learning debate between reflective practitioners.
- The Learning Assistant working with each class, as well as any additional Learning Assistants at the school supporting individual pupils with particular learning needs will be used effectively to break pupils in to smaller groups to support this personalised approach. We will commit to hire skilled Learning Assistants and developing our staff to meet the needs of our children.
- Our approach to assessment in D5 also supports and enhances the personalised approach to learning.

Quality First Teaching

The main factor in achieving high standards for all our pupils will be the quality of the teaching and learning. The research carried out by the National Strategies found that the key to achieving personalised education for all learners was "Quality First Teaching" (QFT). QFT originated in the then DCSF's guide to Personalised Learning published in 2008⁷ which summarises its key characteristics as:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently

⁷ DCSF, 2008 Personalised Learning – A Practical Guide 00844-2008DOM-EN

- regular use of encouragement and authentic praise to engage and motivate pupils.

The Academy's Teaching and Learning Policy will contain explicit guidelines for teaching and learning with regard to level of challenge, use of assessment, pace and depth of learning, use of questioning, marking and feedback, use of resources and behaviour management. This policy will be supported by regular CPD sessions for the whole staff covering each of these guidelines.

Lessons will be based on clear objectives that are shared with the children and returned to at the end of the lesson. Lessons will challenge every pupil with teachers understanding the needs and abilities of each child. Teachers will have high expectations of all pupils. Lessons will move along at a brisk pace and use a range of teaching strategies. There will be good opportunities for pupils to learn independently. Pupils will get time to work on interesting and challenging activities on their own or in groups to practise skills and to deepen their understanding. Teachers will use a range of questioning including open questions to challenge and probe pupils' thinking. This generates pupils' enthusiasm and helps them to learn in much greater depth.

Successful achievement in English and mathematics will be at the heart of the curriculum. There will be a clear programme for phonics teaching such as "Read, Write, Inc" together with opportunities for additional reading and writing activities. The mathematics curriculum will include real life activities using money, weight etc.

Highly effective feedback to pupils will give pupils precise information about what they need to do to improve. Feedback will be closely tied to pupils' targets. They will be expected to respond to it and teachers will make sure that they do. All staff will be trained in Assessment for Learning to ensure that this occurs at all stages of the learning process. At the beginning of each unit, all pupils will know what they are expected to learn. There will be an initial diagnostic assessment where the teacher will work with the student to understand what she or he already knows about the topic as well as to identify any gaps or misconceptions. As the unit progresses, the teacher and student will work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point. This Formative assessment will be interwoven with daily learning to help teachers, learning assistants and students to find out what the students already know in order to plan the next stage of learning. Then Summative assessment at the end of the teaching and learning process will provide students with opportunities to demonstrate what they have learned and give a clear insight into students' understanding.

Teachers and support staff will have outstanding subject knowledge and will carefully explain new vocabulary. Teachers will be encouraged to use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Quality First Teaching includes targeted interventions for any pupils falling behind their peers. No pupil or group of pupils will be overlooked. Boys and girls should achieve equally, as should all other groups of pupils. Focus groups will provide high quality English and mathematics teaching to those who might otherwise struggle. Pupils in these groups will receive exactly the same curriculum as their peers and will be expected to do just as well. The only difference will be that the intervention groups will enable pupils to have more focused support. As a result, the attainment of pupils identified as having special educational needs will be above pupils with similar needs in the country as a whole.

Teachers will create a well-ordered and very positive classroom environment. The aim will be to manage behaviour and learning by encouraging pupils to be enthusiastic and have a positive outlook. However, a whole school approach to behaviour based on rewarding good behaviour will support individual staff.

ICT and other new technologies will form an integral part of planning for different learning styles, and staff will incorporate it as appropriate into their personalised planning for pupils. The Academy will also seek to use IT to encourage whole family learning. KEA will view every member of our pupils' families as a lifelong learner in their own right. Family members of all ages will be encouraged to be involved in each other's learning activities and encouraging each other. This will help to raise aspirations and create a long-term change in the culture of the family and patterns of learning. The combination of adults and children learning is crucial in building resilience in families, in creating community well-being, economic prosperity and social cohesion. A range of resources will be provided to support this family learning.

A Parental Engagement Team (PET) will be created as a working party to encourage whole family learning. This will include regular workshops in school to help to involve parents and carers in their child's education as fully as possible. A range of resources will be available to support this.

4) A Thematic Curriculum with Engineering at the Core

The Academy will put literacy, numeracy and engineering at the heart of its curriculum. In order to support this content the curriculum structure will be based on a thematic approach similar to the International Baccalaureate Primary Programme. This will involve a series of topics that will last a number of weeks and encourage the pupils to consider important ideas relating to their own lives:

- **WHO WE ARE**
- **WHERE WE ARE IN PLACE AND TIME**
- **HOW WE EXPRESS OURSELVES**
- **HOW THE WORLD WORKS**
- **HOW WE ORGANIZE OURSELVES**
- **SHARING THE PLANET**

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education. All students realise that that a unit of inquiry involves them in in-depth exploration of important ideas, and that the teacher will collect evidence of their understanding. They will know how to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

Progression and Enrichment Through a Thematic Approach

We consider that, by taking a thematic approach, we allow children to explore the interconnectedness of disciplines, leading to deeper and more sustained learning outcomes and thus meet our demanding targets. The six trans-disciplinary themes of the International Baccalaureate Primary Years Programme will be used, because the IB programme has an international perspective (the rationale for which is detailed in Section C) and supports an

approach which includes integrating community service and personal projects into planning children's learning in a coherent whole.

Impact on Outcomes

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

The themes are:

- i. **Who we are**: providing opportunities to explore personal, social and emotional development; communication, language and literacy; knowledge and understanding of the world; creative development; understanding where we come from (history, geography, engineering and citizenship).
- ii. **Where we are** in place and time: providing opportunities to explore how engineering has impacted on topics as space and time; geography and history; mathematical development; understanding the world; communication, language and literacy.
- iii. **How we express ourselves**: in terms of communication, languages and literacy; mathematical development; understanding of cultural history, art, diversity and celebration; changes wrought by the way we use information technology, new technologies and media: religious understanding, knowing and understanding our world; creativity; physical development.
- iv. **How the world works**: supporting our Engineering approach; mathematical development; creative development; the philosophy and history of how we have come to understand how the world works.
- v. **How we organise ourselves**: developing personal, social and emotional learning; communication and literacy; mathematical development; creative development.
- vi. **Sharing the planet**: allowing us again to take an Engineering approach; human geography and history; environmental understanding; how the future might look; mathematical development; knowing and understanding our world.

The International Baccalaureate is designed to encourage students to become:

- **Inquirers** - their natural curiosity is nurtured and they actively enjoy learning
- **thinkers** - applying thinking skills critically and creatively to solve complex problems
- **communicators** - receiving and expressing ideas and information confidently
- **risk-takers** - approaching unfamiliar situations and new ideas with confidence
- **knowledgeable** - exploring themes with global significance and acquiring a critical mass of knowledge
- **principled** - discussing moral issues to acquire integrity, honesty and a sense of justice

- **caring** - showing sensitivity towards the needs and feelings of others, having a sense of personal commitment to helping others
- **open-minded** - respecting the values of other individuals and cultures and considering a range of points of view
- **well-balanced** - understanding the importance of physical and mental balance and personal well-being
- **reflective** - giving thoughtful consideration to their own learning by constructively analysing their personal strengths and weaknesses.

Engineering Specialism

The engineering aspect of our curriculum will encourage a curriculum that is driven by problem-solving, discovery, exploratory learning, and require students to actively engage in situations in order to find solutions. Engineering will give the pupils a solid foundation to build on, which will help them transfer these skills on to secondary and develop life-long learning⁸.

The Yorkshire region, and Bradford in particular, has a proud tradition of science, engineering, and technology, and these industries form a key element in the regeneration plans for the city and the wider region. We intend our students to be highly employable, and be able to play their part in the future of their city, as well as becoming successful individuals. Engineering embraces a wide variety of transferable skills; creativity, problem solving, design, aesthetic appreciation, manufacture, the application of scientific and mathematical principles, as well as the softer skills of independent thinking and teamwork. Engineers can apply the expertise of one area, for example ICT, to those of another, chemistry, to design high quality and reliable components for the aviation industry, or in the design of kitchen appliances. Engineering is by its very nature cross-curricular, and also relies heavily on the practical application of both literacy and numeracy skills.

Their transition to secondary education will thus be based on more solid foundations at the end of KS2. Students leaving KEA will have acquired the necessary knowledge and will be scientifically literate. They will be able to think scientifically and have real world skills. The introduction of Functional Skills in secondary schools is as a result of students seeing the study of mathematics in isolation from its real-world applications, whether that be calculating one's mobile phone bills or the time it will take to drive a long journey in a car; KEA students will, from the outset, see mathematics brought to life in real-world scenarios and the true value of the subject. KEA students will therefore on entry to secondary school be more secure in their understanding of key scientific and mathematical concepts, and in a significantly stronger position to make rapid progress.

The importance of engineering teaching in encouraging the pupils to become active learners ready for the opportunities at secondary school and in their lives as a whole is supported by a thematic approach.

Using ICT to Support Learning For All

We will use technology and ICT to support all learning. We anticipate that the use of technology

⁸ 72% of all UK businesses rely on people with STEM skills (source: Ready to Grow, CBI Education and Skills Survey). People with STEM skills can make a big contribution to many of the big challenges facing society today

will motivate and engage students, provide alternative methods of communication, extend opportunities for communication and allow students to further develop their independence and responsibilities in learning.

ICT will be a key tool in the “toolbox’ of every member of staff, used appropriately as part of a range of learning and teaching approaches.

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

The use of technology in class supports our product and process curriculum model by providing creative and independent opportunities for learning and allowing structured and explicit outcomes to be expressed and achieved. Such technology provision will also support students with specific needs such as dyslexia or dyspraxia. Children with a range of Special Educational Needs will find the provision of ICT throughout the academy invaluable in supporting them in communicating and expressing their learning. We intend to use ICT and other new technologies to support communication with pupils with specific needs who would otherwise struggle to engage at all in their learning, by making partnerships with a Special School who has expertise in this area.

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

It is obviously difficult to be specific regarding the exact technology equipment and software because this will depend on the tendering process that will be conducted before the Academy opens. A range of providers will be asked to provide a detailed equipment plan covering all the schools technological needs including computers, software / licences, smart boards, internet access and teaching aids.

However the school will ideally use ultra-mobile laptops which can also be used as tablet computers. This will allow pupils to use these laptops in a wide range of technology tasks. CPD for staff will be particularly important in ensuring that technology equipment is used efficiently.

However, ICT must be used appropriately. Whilst KEA will embrace the modern it will pay due regard and respect for traditional recording. Handwriting and key presentation skills will form a key part of the examination and assessment system in the foreseeable future.

Example – Key Stage 1 Activities On Our Favourite Toys

1. To be able to describe favourite toys

Children to discuss the toys they have at home. What are they like? How do they work? What are they made from? Why do we like them?

2. To be able to recognise similarities and differences

Looking at similarities and differences in a range of toys.

3. To be able to sort old and new toys.

Children will sort a range of pictures of toys into groups – e.g. old/new, large/small, electrical /non-powered.

4. To be able to use the senses to explore a range of materials.

The children will have a range of toys on the carpet that they will discuss as a class. (Puzzle, teddy, spinning top, marbles etc.) they will discuss what these are made from Why? How do they feel? Smell? Look? They will then draw and label these toys in their books.

5. To know which toys are made of materials that are recyclable.

We will discuss how we recycle. The children will experience a feely bag of materials – they will work as a class to see if the materials could be recycled. They will think about how else they could be used. The children will make a class poster to encourage recycling.

Leadership For Learning

Leadership will focus on teaching and learning in particular the basic skills of literacy and numeracy together with STEM thinking. It is important that Leadership at all levels is built on high expectations for every child and a 'no excuses' culture. All staff will rigorously monitor standards and the quality of provision, holding themselves accountable for the progress of their pupils through regular progress reviews. Leaders will seek to provide additional support for individuals and groups of pupils as well as a broad range of enrichment activities including provision beyond the normal school day.

Robust performance management will be used to identify weaknesses and spread good practice throughout the Academy. Senior Leaders will not be afraid to challenge underperformance and have difficult conversations with underperforming staff. Communication will be effective because staff at all levels will be clear about their roles and responsibilities. There will be effective procedures to help new staff settle into the school so that they are clear about school policies and expectations. This will ensure that changes in staffing will not slow progress for pupils. A Staff Handbook will ensure that there is a consistent approach throughout the school as it grows in size.

Senior Leaders and governors will need to know everything about the Academy.

Self-evaluation will be both rigorous and accurate and inform school development planning, identifying key priorities for improvement and incorporating these into clear plans of action.

Senior Leaders will draw on a range of evidence to evaluate teaching effectiveness; balancing the first-hand observation of teaching with evidence from other sources – pupil progress data, scrutiny of pupils' work, views of pupils and stakeholders and other sources. The evaluation of teaching will be closely aligned to the tracking of student achievement.

Individual staff will be encouraged and trusted to bring about improvement through collaboration and innovation. For example a Teaching and Learning Working Group made up of staff and stakeholders will meet regularly to discuss new ideas and research in education and to create portfolios of good practice.

Schools with outstanding leadership of teaching and learning often have innovative approaches as well as doing the basics very well. The Academy will look to exploit partnerships, such as federations, initial teacher education links and local authority networks to support their own developments and that of partner organisations.

A strong governing body will be characterised by a collective ambition for the school to excel. The governors will seek to provide a good balance between supporting the school and ensuring that ambitious targets for improvement are set and achieved. They will be kept fully informed in order to be able to ask challenging questions about the work of the school, thereby holding leaders and managers to account.

Sikhi Ethos

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

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

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

We shall explore these three 'golden rules' through practical application and use the Sikh temple as a base from which to do so. Courtesy, self-respect, learning from others, humility in learning, will underpin our pastoral approach in our academy, with an emphasis on service – to each other and to our community.

By implementing the Sikhi ethos students will take pride in their achievement hence their attainment levels will be higher than average. Also being a socially deprived area we are able to educate the community and bring them together as a whole for them to

give back to the community.

6) Inclusion

KET understands the term 'inclusive' as follows; any child, of whatever socio-economic background, ethnic origin, having a religious faith or none, their domestic situation, their academic ability, or whether they are able-bodied or have a disability, is welcome in the school. Moreover, once a member of the school community, the school will endeavour to meet the needs of this young person to ensure that s/he achieves their full potential.

That said KET understands that perceptions are important, and that although the sentiments expressed above are sincere, there will be parents/carers in the wider community who remain to be convinced. KET will seek to allay those fears for the following reason; Sikhi is de facto an inclusive religion, and seeks to reduce inequality and improve social harmony for all, Sikhs and non-Sikhs alike. The question for us at KET is not so much 'what is inclusion?' as 'how do we include?'

The challenge for KEA will chiefly centre upon four likely misconceptions:

1. That KEA is for Sikhs only
2. That if you are not a Sikh the school will try and 'convert' you
3. That it is an Indian school
4. That it is interested only in students of high academic potential

KET will address each of these concerns in all of its literature and in all of its interactions with the wider community as follows:

- High-quality literature in the form of leaflets clearly setting out the school's vision and addressing the above concerns, emphasizing that Sikhi is not a proselytising religion, and clarifying the distinction between a faith school and KEA which will be a school having a 'faith ethos.' It is reasonable that parents/carers are concerned about this, and KET welcomes the opportunity to underline the fact that, from the child's perspective there will be no obligation to participate in acts of worship, receive instruction in the Sikh faith, or have one's own beliefs challenged or questioned. Moreover, KEA will be proud to make a contribution to Bradford Council's own substantial efforts in the area of community cohesion, and ensure that the school both teaches about, and participates in, where appropriate, the festivals and key dates in the calendar of all of Bradford's diverse communities.
- This literature will be available at public events which will be hosted locally by KET staff and supporters. These events will be publicized in local newspapers, radio, the ethnic-minority press and radio, as well as in leaflet drops to the wider catchment area.
- KET staff will speak at events organized by other groups, for example churches, mosques, and community forums in the BD2/3 locality.
- There will be 'Open House' events at the local Sikh Gurdwara (temples).

- KET literature will direct potential parents/carers to a website which will contain detailed information about the school and its vision, its status as a ‘faith ethos’ school, and Sikhi in general.
- The website will have the contact details of members of KET who will be happy to engage on an individual basis with questions and address concerns.
- Presentations by KET members will have a significant impact on the locality as it will be evident for the outset that they themselves are from a variety of backgrounds, and not all are Sikh.

Section D: Education plan – part 2

1) Overview

As stated in Section D1 the content of the Academy Curriculum Plan is based on the National Curriculum for breadth and depth of subject content.

English / Literacy	Mathematics
Science	Design and Technology
History and Geography	Music
Physical Education (PE)	Art and Design
Modern Foreign Languages	Citizenship
Information and Communication Technology (ICT)	Personal, Social and Health Education (PSHE)

However the curriculum will also contain a Programme of Study for Engineering both in terms of highlighting content and taking an investigative approach. Learning will be personalised within these parameters, to develop independence in learning, to achieve high academic standards and to have a lifelong love of learning which is at the heart of our ethos.

The Curriculum Plan will be designed around a model of thematic learning, using the International Baccalaureate Primary Years Programme’s 6 themes.

Planning

Staff will plan their schemes of work with a particular theme in mind, using the theme to guide the topic or scheme of delivery. All the National Curriculum content will be covered within the thematic approach – Art and Design, Music, Drama, Geography, History, RE, Engineering Design Technology, Mathematics (numeracy), English (literacy), Science – as well as personal, social, health education.

The detailed planning will be drawn up by the teaching staff using the input of support staff and lead by the Executive Head and Head of School. It is expected that the school will follow a particular theme each half term, allowing all 6 to be

covered during a year. In Reception there will be four themes.

Staff will use the agreed theme to weave in a continued focus on Engineering as a topic along with a scientific method of enquiry-based learning to provide our focus as an Engineering Academy, and meet our targets in Engineering and Science.

Staff will use the themes to deliver a broad and balanced curriculum, with appropriate proportions of time spent on the areas of literacy and numeracy; the range of other discipline and subjects to be studied; social, emotional development and well-being; physical development; use of information technologies; and placing our children securely in a positive context of place and time which allows them to understand the opportunities and responsibilities for them as they progress in their learning journey.

Example – Key Stage 2 Topic The Egyptians and Engineering

In a history topic for Key Stage 2 pupils will be encouraged to focus on some of the modern engineering that was initially invented / developed in Ancient Egypt.

The focus will be on how the technology works but also how it affects our lives and the development of civilisation.

i. Architecture

- Invention of the ramp, lever pillars and pulleys to aid construction.
- Imhotep, the first recorded engineer
- The building of the pyramids, the Lighthouse of Alexandria etc.
- Glassworking

ii. Communication

- Invention of paper
- The alphabet, Egyptian hieroglyphs, phonetic writing
- The first libraries.
- The Book of the Dead

iii. Agriculture

- Using Hydraulics for irrigation
- Understanding weather

iv. Use of Mathematics and geography

- The decimal system
- Astronomy and Calendars
- Maritime navigation.
- Invention of ships with rope trusses, rudders and sails

v. Medicine and Mummification

- How the body works
- Medicines and disease

Children With Special Educational Needs

Assessment and Early Intervention

It is difficult to anticipate the exact special needs that will be in the Academy's initial

cohort of 60 pupils. Since the first classes will be for Reception and Year 1 it is likely that most pupils will not yet have been fully identified as having additional needs.

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

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

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

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

Interventions

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

Our SENCO will select the most appropriate intervention or catch up programme and ensure our teaching assistants are trained in using the resources to support pupils learning. We shall use a combination of in class support and withdrawal, including dual or part-time attendance as appropriate, to support the child's learning.

We will track progress and measure the impact of such intervention programmes on pupil learning, progress and outcomes in order to adequately assess their efficacy and value for money. In Bradford there are a number of providers for SEN provision for children with specific needs – speech and language; visual impairment; hearing impairment; moderate learning difficulties; severe learning difficulties. We intend to use expertise and best practice from these bases should a child apply to our school, to ensure that we can support them effectively in their learning (there is additional information regarding the school's approach to SEN in Section D4).

Supporting Pupils with English as an Additional or Second Language

Assessment

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

peers, or provide targeted intervention to manage specific elements of their learning

Interventions

We intend to liaise with Bradford's ESOL provision, and learn from approaches taken by one of our partner schools, Guru Nanak Academy in Hayes, to support practically both pupils and their parents who have English as an additional or second language. Guru Nanak Academy has been rated as 'Outstanding' by Ofsted, and takes a high percentage of pupils with English as a second language. Their literacy programme from Reception year onwards is a key element of their success and they are keen to share this with us both in terms of approaches taken, and training for staff.

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

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

GNA have committed to providing detailed training in these methods should we be accepted as a Free School.

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

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

Specific Strategies for Supporting the Most Able (Gifted & Talented)

Assessment

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

Approaches

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

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

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

Parental Involvement

Working with parents, meeting and anticipating their needs, is a core element of our strategy generally in meeting the needs of all pupils. We believe that true parental engagement in children's learning results in parents talking to their children about a wide range of subjects, including their school day and learning and that this has a positive impact on pupil learning and achievement. We believe that working closely with parents and the other agencies that support our families is one of the most effective ways to overcome pupils' barriers to learning. This approach is exemplified in our admissions policy, our support of adult learning and our approach to supporting cultural and language integration (see Section D8).

As noted in our Admissions Policy (D7 below), we intend that all families receive a home visit before their child comes to the school. We believe this approach will help to overcome barriers between home and the academy from the earliest possible opportunity. It will also allow us to understand the type of support that a child may need in terms of learning. We will use our home visit, plus any information we may be able to gather from other settings, to begin to assess the need for particular strategies to support each child.

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

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

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

This approach is explored further in section D8.

Working with Parents and Carers of EAL Pupils

It is our experience that a pupil arriving without much English may find it difficult to make quick progress with learning English because some or all of their family are unable to speak English, and so at home they are immersed in their heritage language. To counter these effects without “stigmatising” a family, we will use a trained member of staff (nominally the Special Needs Coordinator but it may be another member of staff depending on the situation) to work with the family to engage them in our or other adult learning classes to address those with English as a second or additional language.

We aim not to get them to reject their own language entirely, but to balance its home use with family use of English to encourage rapid progress by all the family.

2) The School Day

Our thematic approach will be supported by and reflected in the approach that we have taken to planning the school day, shown below. The school day is broken into longer periods of learning time (Learning Periods) to support staff in planning for personalisation, flexibility to reflect the pupils in his or her care, and requirements relating to literacy and numeracy in particular which must be our first focus to secure pupils in being able to become independent and confident learners.

Example Curriculum Model Appropriate for each Key Stage

Within this section we show an example daily timetable, which indicates the number of hours per week that pupils spend in each type of activity at the academy.

The Reception and KS1 pupils have a 3 Learning Period day. Reception children will be taught using the approach detailed above, using the 3 sessions flexibly and appropriately.

The Key Stage 1 pupils' curriculum model is exemplified below:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 LP1 1.5 hrs	<u>Literacy</u> including application to theme	<u>Mathematics</u> including application to theme	<u>Science</u> including application to theme	<u>Literacy</u> including application to theme	<u>Literacy</u> including application to theme
10.40 LP2 1.5 hrs	<u>Theme</u> focused around Engineering & Technology	<u>Theme</u> focused around RE	<u>Mathematics</u> including application to theme	PE	<u>Mathematics</u> including application to theme
1.10 LP3 1.5 hrs	<u>Theme</u> focused around geography	<u>Literacy</u> including application to theme	<u>Theme</u> focused around art and design/music	<u>Theme</u> focused around history	<u>Science</u> theme alternate weeks Assembly or Reflection time

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

Key Stage 2 pupils have a 4 Learning Period day:

	Monday	Tuesday	Wednesday	Thursday	Friday
0850 LP1 1.5 hrs	<u>Literacy</u> including application to theme	<u>Mathematics</u> including application to theme	<u>Science</u> including application to theme	<u>Literacy</u> including application to theme	<u>Literacy</u> including application to theme
1040 LP2 1.5 hrs	<u>Theme</u> focused around art and design/music	<u>Theme</u> focused around RE	<u>Mathematics</u> including application to theme	<u>Theme</u> focused around history	<u>Mathematics</u> including application to theme

1310 LP3 1.5 hrs	<u>Theme</u> focused around geography	<u>Literacy</u> including application to theme	<u>Theme</u> focused around Engineering and Technology	<u>PE</u>	<u>Science/ Theme</u> application theme
					Assembly or Reflection time
1500 LP4 45 mins	<u>Mathematics</u> including application to theme	<u>Theme</u> focused around personal project	<u>Theme</u> focused around literacy	<u>Theme</u> focused around Engineering project	Golden time/ personal time

Taking into the consideration the different ethnic groups in the BD2/BD3 area we have allocated the reflection space for all children, which will be available on a Friday afternoon for pupils to reflect or meditate. At the same time there will be an assembly where we will celebrate the children's achievement. The assembly will be open to parents who would like to come in and take part in their child's achievement

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

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

Subject area	Time delivered @ KS1	Time delivered @ KS2
English / literacy	27%	23%
Mathematics / numeracy	20%	23%
Science	12%	14%
PE	7%	6%
Foundation subject as themes	27%	28%
Engineering	7%	6%

A personal project, an element of the International Baccalaureate approach, will support increasingly independent learning for children, and also provides time in the week for those who need intensive additional support to catch up in their core learning of English, Mathematics to ensure that we meet our targets. As with the rest of the curriculum, this project will be rooted in literacy, numeracy and our engineering specialism to ensure security of core learning and speedy progression.

As outlined in Section C, the IB PYP is not an approach that can be adopted from the outset by a new school. We are therefore aiming to put into place an approach which is sympathetic to this, leaving the decision as to whether to convert to the IB PYP approach to Governors and the Executive Head teacher and Deputy Head Teacher once the school has been firmly established.

3) The EYFS Framework

Overview of EYFS Teaching and Learning

A new Framework for Nursery and Reception classes was introduced in September 2012. The Academy will use these guidelines as the basis for teaching and learning in the Reception class. However, as practitioners begin to adapt and refine these guidelines prior to September 2013, the Executive Headteacher may wish to make changes as Early Years Foundation Stage provision evolves.

Our Foundation Stage provision will reflect the overall vision and ethos of KEA. The structure of the EYFS curriculum will use four of the themes from the International Baccalaureate Programme:

- a) Who we are**
- b) Where we are in place and time**
- c) How we express ourselves**
- d) How the world works**

We will work closely with parents, who we recognise are the prime educators and influencers in children's learning and development, beginning with our home visits described in D6. Regular parenting and other workshops will help to include parents in the life and learning of their children.

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

Throughout the different year groups literacy and numeracy will have a high priority. In the Reception class particular emphasis will be given to a systematic synthetic phonics approach which will continue into Year 1. We will follow government guidance that suggests that systematic teaching of synthetic phonics and using 100% decodable reading books supports children in learning to read by aged six. We would anticipate that using this approach will enable all our children to reach the required levels in the phonic check at the end of Year 1. We want all our

children reading by the age of six as we believe this is a fundamental prerequisite to success in their academic studies and achieving the target outcomes we are anticipating.

The STEM teacher will have responsibility for developing simple engineering activities within the EYFS curriculum supporting the pupils understanding of the World. In particular this will involve creating activities to support practical inquiry.

The Seven Areas Of Learning And Development

The seven areas of learning comprise **three prime areas** and **four specific areas**.

The Prime Areas which are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive are:

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

The Specific Areas through which the prime areas are strengthened and applied are:

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

The EYFS Curriculum (Early Learning Goals)

The EYFS Curriculum contains the early learning goals, which summarise the knowledge, skills and understanding for each of the seven areas.

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Early Years Curriculum

Planning the Early Years Foundation Stage will carefully balance the focus of introducing literacy, numeracy and engineering with the other areas of learning, using play-based learning approaches such as role play areas, drama, song and art to embed literacy and game-based numeracy learning, focusing on child-initiated activities in each of the 6 EYFS areas.

Strategy relating to English / Literacy:

We will use a range of other books with to support the children as they learn to read, these will include graded schemes and 'real books' to ensure children have the best possible access to and support for learning to read.

We believe that children need to be able to speak fluently and confidently in order to fully develop their literacy skills and access the full curriculum. As a high proportion of our children will have English as another language we will place great emphasis on speaking and listening from the Early Years and though out all year groups. This commitment will be expressed across our curriculum.

We will explore good practice to access training on helping to develop vocabulary and inspire confidence in children to communicate effectively, given the number of EAL learners in the school, as well as those pupils who develop language fluency later on in their school life.

We expect that within the detailed planning process, time spent on aspects of literacy and numeracy to meet our high expectations are woven into the curriculum, such that from Year R to Year 6, we expect that at least 20% of curriculum time will be spent focusing on aspects of communication and literacy as appropriate for the Key Stage – and that there is a good balance between speaking, listening, reading and writing. This aspect of Early Years and Key Stage 1 learning is critical for our pupils as we expect that many will experience barriers to becoming effective communicators through their experience of English as a second language, and / or having special educational needs. We discuss our strategy in these areas further on.

A key role for the Head of School will be to support and develop our excellent Literacy learning approach, working closely with our partner school Guru Nanak Academy, providing a range of

approaches to learning, opportunities for all class teachers to break their class into smaller groups, and introducing co-operative learning approaches to encourage speedy progression.

Strategy relating to Mathematics / Numeracy:

Our strategy for success in Mathematics is to introduce a wide variety of approaches to learning Mathematics in Year 1, with at least 20% of the curriculum focused on either discrete learning of Mathematics, or it being applied in everyday contexts and through the themes and topics planned by staff. Recent reviews of studies⁹ show that the most successful mathematics programmes focus on changing daily teaching practices, particularly the use of co-operative learning methods, classroom management, and motivation programmes. In particular, the most successful mathematics programmes encourage pupil interaction, and are underpinned by continuing professional development.

Strategy relating to Science:

A discrete lesson each week will be delivered in Science by our specialist STEM Teacher, who we plan will join the school from its inception to embed this strategic approach.

Scientific skills including analysis, observation, critical questioning, comparing and predicting will be emphasised where appropriate, in all planning of work, as will the use of information technologies to facilitate these skills. The STEM specialist will support these planning approaches so that they are embedded from Reception onwards.

Staff will focus on planning these skills in a variety of interesting contexts which scientific topics provide, involve discussion, communication and presentation, which all in turn emphasise literacy skills which we have identified as being critical for our pupils.

Strategy relating to Engineering:

A lesson each week will be delivered in Engineering by our STEM specialist teacher; we anticipate that this teacher will join the school from its inception to embed this strategic approach.

Engineering skills (planning, investigation, explaining, exploring, analysis and evaluation) will be used cross curricular when students are completing a task or project. Comparing and predicting will be emphasised where appropriate, in all planning of work, as will the use of information technologies to facilitate these skills. The STEM specialist will support these planning approaches so that they are embedded from Reception onwards.

Staff will focus on planning these skills in a variety of interesting contexts which engineering topics provide, involve discussion, communication and presentation, which all in turn emphasise literacy skills which we have identified as being critical for our pupils.

Engineering as a theme will be integrated into all subjects. Each class base will have their own project corner or role play area, with interesting experiment stations both inside and outside.

⁹ ‘What works in teaching maths? Report summary’ Nov 2009; University of York

Our specialist STEM teacher will also support individual staff planning both in providing information, activities and schemes of work on different topics for staff, and in spending time identifying additional ways in which the engineering method, enquiry-based, investigative, data-driven and discursive, can be integrated into other areas of learning.

We have already made contact with Bradford University, and its specialist STEM Department and we are closely working with them to take advantage of the outreach engineering programme they offer, (including Weebot demonstration and workshop, which would be held in the school) to provide some stimulus for our pupils in terms of understanding the opportunities that exist for Engineering students at a higher education level. Our STEM specialist will work with our partner school, Khalsa Science Academy (KSA) as well as working with Guru Nanak School in Hayes to share good practice and discuss approaches to learning Engineering.

The EYFS Classroom

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

Key Areas Of Learning

The Reception Classroom will be made up of a number of key learning areas which will change throughout the academic year. A number of small areas will be designed to encourage communication and personal, social and emotional development as children are encouraged to be aware of the needs of others in sharing and using the space available safely. These areas will include:

- **A Role Play Area** set up to support learning in communication, understanding of the world, creative development (e.g. a space station, train station or house).
- **A Writing Area** to support early writing containing a range of mark making materials, writing frames and word banks (e.g. different papers, chalks, whiteboards, magnetic letters, decorative pens).
- **A Book Corner** containing a range of books, reference materials and other reading materials (e.g. the children will make their own books to put in this area).
- **A Mathematical development Area** containing number lines, pattern activities, size comparison activities, simple number problems (e.g. compare bears to learn about size comparison, sorting, counting).
- **An Investigation Area** containing magnifying glasses, magnets, man-made and natural materials, mirrors (e.g. a mini beast hunt using a magnifying glass).
- **A Small World Area** containing models of animals, cars, people to encourage fine motor skills and developing imaginative play (e.g. a farm containing different animals).
- **Water and Sand Play** to encourage practical understanding of measurement (e.g. using a water wheel, as a simple engineering project).
- **A Technology Area** containing computers, software and programmable toys (e.g. the

computer programme “Simple City”).

- **A Variety of Creative Opportunities**, painting, clay modeling, and junk modeling (e.g. creating pictures of themselves or their families).
- **Spaces for Climbing and Running**, equipped with bikes, cars, scooters, skipping ropes, balls to support physical development.
- **A Snack Area** to develop understanding of a Healthy Lifestyle.
- **Displays** to support investigative learning (e.g. pictures of the pupils as babies, with their dates of birth and weights to encourage mathematical language and sensitive comparisons of how they have grown and developed over time).

Effective EYFS practice

The individual needs, interests and stage of development will be considered in planning a safe, challenging and enjoyable experience for each child in all the areas of learning and development. Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience, ‘have a go’;
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Each child will be assigned a **Key Worker** who will ensure that the learning and care is tailored to meet their individual needs. Parents/carers will be told who their child’s Key Worker is and what their role will be. The Key Worker will also take the lead in engaging and supporting parents/carers in guiding their child’s development at home. If appropriate, they will help families engage with more specialist support.

For children whose home language is not English, the Academy will provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. However it is vital that pupils reach a good standard in English language during the EYFS so that they are ready to benefit from the opportunities available to them when they begin Year 1.

Synthetic Phonics

We will follow a government approved synthetic phonics scheme such as “Read, Write, Inc” to provide systematic instruction for whole class and individual activities in phonics, supported by a full range of decodable readers, lesson plans and teacher notes. We will introduce a whole-school approach to synthetic phonics to ensure consistency throughout the school. Our staff will be fully trained in synthetic phonics as a pedagogical approach and in the use of the particular resources

we use, so that we obtain the best possible results for our children. We will engage parents in the approach so that they are able to further support their children's learning.

We will engage parents in the approach so that they are able to further support their children's learning. This will be done as part of the series of workshops/training sessions arranged to help parents and carers support their child through education.

EYFS Assessment Arrangements

At any stage of education, assessment plays an important part in recognising children's progress, understanding their needs, and to planning activities and support. In the Reception class, ongoing assessment (formative assessment) is an integral part of the learning and development process. Academy staff will observe each child to understand their level of achievement, interests and learning styles, and to then shape learning experiences reflecting those observations.

The Early Years Foundation Stage Profile (EYFSP)

In the final term of the Reception year an EYFS Profile (summative assessment) will be completed for each child against the early learning goals. This will indicate whether children are **meeting** expected levels of development, or if they are **exceeding** expected levels, or not yet reaching expected levels ('**emerging**').

The Profile will provide parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile will reflect: ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The EYFS Profile will be shared with parents/carers and used in planning the teaching and learning activities in Year 1. The EYFSP results will also be reported to the local authority who may wish to undertake monitoring activities with the Academy staff.

Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. Sometimes we may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

4) The Academy Timetable and Calendar

Our principal school organisation approach for learning will be in class groups of 30. Within each class group of 30, we intend to create sub-groups for learning as appropriate. These sub-groups will be selected on the basis of a wide range of baseline tests on entry to ascertain with a high degree of accuracy the student's present capacity and future potential in literacy and numeracy. It is also at this stage that we hope to identify students with learning difficulties, and thus ensure the earliest possible intervention and support. At times, especially in literacy and numeracy groups, we expect to group by progress and level, and individual groups will on occasion be taught separately

to enhance their progress, withdrawn from class using senior and specialist staff – this is supported by our Financial Plan in section G.

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

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

House competitions relating to a range of school activities, from sports and drama to fund raising and volunteering, the gaining of merits and other academic awards, will all count towards House points. Houses will be led by pupils in Year 6, with 6 pupils in each form belonging to one of the 5 Houses. This will provide a vertical ‘family’ structure with 42 pupils in each, creating an intimate and personal support structure where older pupils will be able to lead and support younger ones. This is an area where the Sikh ethos will manifest itself; a concern for the welfare of others, the resolution of conflict by peaceful means, an honest dialogue about such sensitive issues such as bullying, and putting oneself before others, will all be carried out by Peer Mediators who have received training and guidance from adults in the school community. We believe that is not only possible, but inherently desirable, to instill the values of peace, respect, and care for others as early as possible in the life of the young person. Tomorrow’s peacemakers are to be found in today’s playgrounds.

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

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

Below we show our proposed daily timetable for the academy:

Time	Activity	Note	Friday changes
7.30am	Before school – Breakfast Club provided in the hall.	An extra- curricular service, provided to parents for a good start to the learning day.	
8.30am	School day begins : Welcome/assembly	Pupil come into their class, welcomed by their teacher and settled and focused for	

		the day.	
8.50am	Learning Period 1	These learning periods are longer sessions to provide great opportunities for the 6 principles to take place successfully (planning, exploring, investigating, explaining, analysis and evaluation). Also a long sports/ PE session which can be broken up into sub periods with appropriate planning.	
10.20am	Break time	An opportunity to play outside and have a snack.	
10.40am	Learning Period 2		
12.10pm	Lunch time	The school intends to provide all pupils a choice of hot or cold vegetarian lunch.	
1.10pm	Learning Period 3		1.10-1.30pm – Assembly or Reflection time
			1.30-2.40 – Learning Period 3
2.40pm – Year R - 2	Reflection/ assessment/ assembly		Reflection/ assessment
3pm – Year R – 2	Core school day ends. Extra – curricular activities, after school clubs and societies, begin for these pupils.	Pupils are available for collection by parents.	
2.40pm – Year 3-6	Break time	Play, snack	
3pm – Year 3- 6	Learning Period 4		Golden Time
3.45pm – Year 3-6	Reflection/ assessment/ assembly		
4pm	Core school day ends. Extra – curricular	Pupils are available for collection by parents.	

	activities, after school clubs and societies, begin for those Pupils who have opted to do them.		
6-10pm	School closes for pupil activities – now available for community learning and leisure activities.		

The timings of the day

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

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

With respect to sub-groups, as stated elsewhere, the school will be a data-rich environment. The composition of any group of pupils in any lesson will depend on the learning objectives of the lesson concerned, regardless of subject, and the abilities of the students. It is highly likely that given the length of the periods, the composition of sub-groups will vary during the course of the lesson on more than one occasion. In the early years the school would adopt a mixed-ability approach, as this is important for the development of essential social and inter-personal skills, but later on, in the event of a more than one form entry, the setting of students by ability in both literacy and numeracy would be established.

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

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

The academy's day ends at 4pm for Years 3 upwards, and parents can collect their children from that time. Again, a range of extra-curricular activities, clubs and societies is available from that time for parents who wish to pick up their child later in the day. These activities are optional, and will be delivered by a combination of teaching and non-teaching staff, and also approved adults from the Community.

Time spent in the school day

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

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

Assemblies / assessment / circle time / reflection time: 30% of the school week is devoted to various assemblies, assessment, reflection and circle time – key in developing the whole child and meeting our qualitative targets, as well as providing time and space for each child and their teacher to reflect upon and assess their learning. Students will be able to self-assess in this time and be able to create personal targets. This will help students to become independent learners and use the transferrable skills appropriately.

The term 'Golden Time' will take on a new significance at our school. Traditionally it is used in primary schools as an opportunity for pupils to select from a range of fun activities, and learn from an early age the skills of negotiation and compromise. This will still happen, but in addition we want our students to engage on a regular basis in spiritual activities that will allow them time to reflect on what they learned during the day, both in terms of knowledge but also self-awareness. It is at this time that, in a quiet environment, the pupils with their teacher can reflect on the sheer beauty and scale of what is around us, the infinite nature of knowledge, and the possibilities that simply being alive present us with. These are the moments when the 'awe and wonder' on our endless search for knowledge can be fully appreciated.

Similarly, with 'Personal Time' or 'Reflection Time', students may wish to ask for help in the resolution of more private and personal issues, or possibly engage in activities to resolve conflict. This is also an occasion when simply to sit in quiet reflection and/or meditation is appropriate; we aim to equip our young people to be emotionally resilient and able to cope with the stresses and strains of the adult world that surely await them.

The school Terms and Year

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

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

<u>Term One</u>		
Monday 9 th September	Friday 25 th October	35 Days
Monday 4 th November	Thursday 19 th December	34 Days
<u>Term Two</u>		
Tuesday 7 th January	Friday 21 st February	34 Days
Monday 3 rd March	Friday 11 th April	30 Days
<u>Term Three</u>		
Monday 28 th April	Friday 23 rd May	19 Days
Monday 2 nd June	Wednesday 23 rd July	38 Days
<u>Training Days</u>		
Thursday 5 th September, Friday 6 th September, Monday 1 st November		
Friday 20 th December, Monday 6 th January		
<u>Bank Holiday</u> - Monday 5 th May		

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

5) Extra-Curricular and Enrichment Activities

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

We intend to offer Punjabi and Spanish as the two languages for pupils to study, with Spanish providing a direct pathway to our school's closest secondary school, Hanson Academy. This will in turn provide a head start to our pupils as they move into secondary education, and improve their ability to access the English Baccalaureate.

Enrichment activities will be open to our school pupils and their parents / carers and families. They will be provided free of charge to children who wish to participate, and will take place after school. They are optional.

Support for literacy and numeracy, and enhancement activities for Gifted and Talented children, will also take place in enrichment time. In discussion with parents and carers, we may require that some children attend these to support their progress, and as such will be compulsory.

Extra-curricular activities, clubs and societies will be provided for our children and the wider local community. Depending upon the nature of these, we may ask for a voluntary contribution to cover the costs of these activities. These are optional.

We have provided an example timetable of enrichment and extra-curricular activities which may

be offered by the Academy:

Example timetable of enrichment and extra- curricular activities

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

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

Additional support in languages provides pupils with a head start at secondary school, as do additional programmes in cultural and historical understanding which support the Humanities element of the English Baccalaureate, a benchmark of increasing importance at KS4. They also provide a sense of belonging and heritage which raise self-esteem and confidence.

D3- Show how your staffing structure will deliver the planned curriculum.

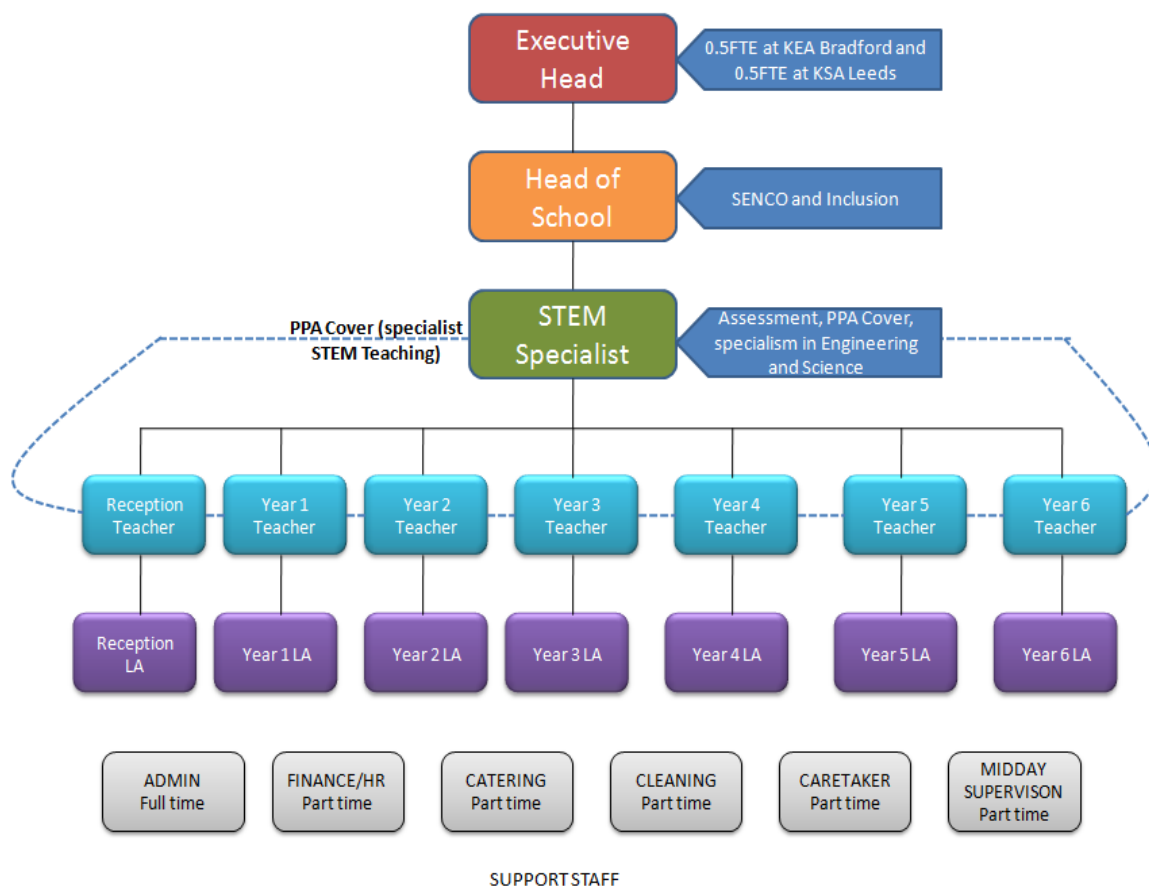
The diagram below clearly shows the final planned staffing structure of the school.

Khalsa Engineering Academy Bradford (KEA) Staffing Structure

In the last twelve months the growth in Academies and Free Schools has been part of a radical shift in educational practice. Two revised Ofsted frameworks, the introduction of new Teachers Standards and a decline in the quantity and range of local services are all having an impact on schools, teachers and children and young people. By the time the KEA in Bradford is planned to open there will be a revised Code of Practice for Special Educational Needs (including legislative changes), a Children and Families Bill, a revised National Curriculum, a new assessment and examination system, a radical reform of how schools are funded and increased Pupil Premium for disadvantaged pupils. Given this rapid pace of change the staffing structure of KEA must be

robust and flexible to adapt to this evolving educational landscape. Each role within the staffing structure is designed to achieve this.

As the structure below shows, the staffing structure is similar to the majority of one form entry Primary Schools. The main differences lie in the roles of the Executive Headteacher, although this is increasingly common, and particularly in the appointment of a STEM specialist teacher. This fits the overall ethos of the Khalsa Educational Trust (KET) of a traditional structure supporting innovative practice in the content and delivery of teaching and learning.



ROLE	MAIN RESPONSIBILITIES
<p>EXECUTIVE HEAD TEACHER (EHT)</p>	<p>This role involves taking the overall leadership and strategic role for both KEA Bradford and KSA Leeds. It is expected that this will involve equal time at each Academy.</p> <p>Working in conjunction with the KET, the EHT will take overall responsibility for delivery of the KET vision by:</p> <ul style="list-style-type: none"> • Taking responsibility for the KEA curriculum (ensuring that engineering is central to the learning), teaching and learning policy, development plans, staff roles and responsibilities, resources, staff handbook and key policies. • Overall responsibility for School Improvement using the new Ofsted Framework to monitor teaching and learning, analysis

	<p>of progress and attainment data and target setting. Ensuring that national and local initiatives are taken into account. Reporting to the KET Board and helping the KEA GB to set targets and monitor overall performance.</p> <ul style="list-style-type: none"> • Inspiring and motivating the whole school staff through CPD, acting as overall team leader for performance management and ensuring that the standards set by the DFE for teachers and other staff are met. • Creating effective links with KSA in Leeds to ensure that good practice is shared, identifying gaps in the skills and experience of the two schools, and providing a brokerage role to find outside support to fill these gaps.
<p>HEAD OF SCHOOL (HT)</p>	<p>Working under the direction of the EHT and in conjunction with the KEA Governing Body (GB) the HT will take day-to-day responsibility for the delivery of the school's outcomes by:</p> <ul style="list-style-type: none"> • Taking responsibility for the day-to-day leadership and management for the teaching and learning, school curriculum, pupil care, staffing and resources following the overall school development plan, staff handbook policies and practices as laid down by the KET and the EHT. Reporting to the KEA Governing Body. • Supporting staff with responsibilities to allow them to carry out these tasks. The HT will oversee the daily curriculum, standards and whole staff deployment The HT will not have a class responsibility allowing the post holder to discharge his/her responsibilities effectively. • Initially taking on the roles of SENCO, Inclusion Coordinator, Head of Learning and Pupil Welfare Officer. To enable this, this role will not have a class responsibility. As the staff numbers increase the HT will relinquish these roles and will take more of an overall leadership role monitoring and supporting the academy. However the HT will retain the role of overseeing the school ethos by line managing the other Academy Leaders. • Leading interventions across the academy supporting class teachers and Learning Assistants in taking smaller groups for accelerated learning opportunities especially in literacy and numeracy, supporting pupils with additional needs and to support aspects of the Gifted and Talented B Programme.
<p>STEM SPECIALIST TEACHER</p>	<p>This role involves taking the overall strategic role for STEM for both KEA Bradford (engineering) and KSA Leeds (science). It is expected that this will involve equal</p>

<p>(STEM)</p>	<p>time at each Academy.</p> <p>This teacher will plan and deliver discrete engineering lessons across the school, support teachers in planning lessons which are enquiry-based by:</p> <ul style="list-style-type: none"> • Delivering discrete Engineering lessons throughout the academy and ensure that a planned programme of STEM enquiry based learning is central to the overall school curriculum. • Providing Planning, Preparation and Assessment (PPA) cover for the classteachers. • Taking responsibility for daily assessment practices, identifying and delivering specific aspects of the curriculum to allow a continual monitoring and assessment of the attainment and progress of the pupils.
<p>SENCO Special Educational Needs Coordinator (a role not a person)</p>	<p>The SEN Coordinator (SENCO), in collaboration with the HT, will play a key role in determining the strategic development of SEN policy and provision in order to raise the achievement of children with SEN by:</p> <ul style="list-style-type: none"> • Taking day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for pupils with statements of Special Educational Needs, those at School Action and School Action plus SEN. • Taking responsibility for managing the overall effectiveness of the teaching assistants, and overseeing the planning and delivery of Individual Education Plans (IEPs) for children with Special Educational Needs. • Working closely with staff, parents and carers, and other agencies. • Providing professional guidance to colleagues to secure high quality teaching for all children with SEN to overcome barriers to learning, monitoring the standards of pupils' achievements and setting targets for improvement. • This role will be taken on initially by the HT.
<p>INCLUSION LEADER (a role not a person)</p>	<p>Working closely with the SENCO and the HT, the Inclusion role manages all aspects of inclusion other than SEN by:</p> <ul style="list-style-type: none"> • Taking responsibility for the overall effectiveness of the learning assistants, and the learning for children with English is an additional language (EAL). • Ensuring colleagues take a multisensory approach involving a range of learning styles, classroom organisation,

	<p>resources, display, use of ICT and support that is appropriate for all pupils (dyslexia / autism friendly etc).</p> <ul style="list-style-type: none"> • Managing the pastoral organisation of the school, parents, carers and community liaison, attendance and behavior policy and procedures. • This role will be taken on initially by the HT.
<p>ASSESSMENT LEADER (a role not a person)</p>	<p>Working closely with the HT and colleagues to oversee rigorous, robust and effective assessment of pupil progress by:</p> <ul style="list-style-type: none"> • Ensuring that statutory procedures are in place; policies are up to date; procedures are clear, are followed and are used consistently. • Overseeing the effective process of self- and peer-assessment undertaken by the pupils, including their e-portfolios. • Supporting colleagues in identifying assessment opportunities and in using assessment data. Providing CPD to inform staff of new developments. Providing data in a timely, easily comprehensible and accessible form to a variety of audiences (SLT, GB, Staff, and parents/carers) taking advantage of new technologies and resources. • This role will be taken on initially by the STEM specialist.
<p>TEACHING AND LEARNING LEADER (a role not a person)</p>	<p>Working closely with the HT and colleagues to oversee rigorous, robust and effective planning and monitoring of the curriculum by:</p> <ul style="list-style-type: none"> • Ensuring that statutory requirements are in place; that appropriate learning activities take place and that staff are aware of the expected outcomes. • Acting as a Team Leader for Performance Management by having a current, and deep working knowledge of the Ofsted framework with respect to the quality of teaching, and providing the EHT, HT and SLT with accurate information about the quality of teaching in their area of responsibility. • Carrying out an audit of the subject expertise of staff in respect of the major components and the National Curriculum programmes of study and of the school's curriculum priorities including STEM. • Developing existing subject expertise using CPD appropriately. Encouraging staff with expertise to support colleagues through advice or joint activities. • Liaising with the SENCO and the Inclusion Coordinator to

	<p>ensure that all pupils' needs are met and that appropriate interventions are in place. Ensure robust transition planning to the next phase of education.</p> <ul style="list-style-type: none"> This role will be taken on initially by the HT.
LEARNING ASSISTANTS	<p>Another key element of our Curriculum Plan is the ability to group and break up classes into smaller groups. This is effectively facilitated by good Learning Assistants (LAs) effectively managed by class teachers, and we propose to have one linked to each class across the school, regardless of whether or not additional support then arrives with a child with a Statement of Special Educational Need. LA's will also takeout students into small groups for intervention and they be allocated to a form as a link tutor.</p>
OFFICE MANAGER PA	<p>This key role oversees attendance, reporting, the school's efficient organisation, and manages all non-teaching staff except the Bursar / finance role, which is managed by the Head teacher. This person will also be PA to the Executive Head teacher and Head of School.</p>
ADMIN	<p>Responsible for all aspects of administrative support to the teaching staff and assistants, ensuring the smooth running of the school, and allowing the meeting of the workforce reform agreement.</p>
MIDDAY SUPERVISION	<p>Responsible for the monitoring and enhancing of lunch times by overseeing, playing with, monitoring and supporting the children in their break, and supporting the ethos of the school by appropriate intervention in the playground.</p>
BUSINESS MANAGER	<p>A part-time role supporting the Head teacher in managing the budget, keeping staff information in order, and supporting recruitment.</p>
SITE MANAGER	<p>Responsible for security, maintenance and the cleaning of the school and grounds, administering the recycling policy, and bin management.</p>
CLEANING	<p>Responsible for the cleaning of the inside of the school, including toilets, recycling, but not the kitchen.</p>
CATERING	<p>Responsible for the timely delivery of nutritious meals and snacks to pupils for Breakfast Club, break times, lunchtimes, and the cleanliness of the kitchen.</p>

Building up to a full staffing model

We believe that the phased build up of the model is in line with the requirements of classes arriving year on year, however it is important for the school to respond to the demand within the community and the implementation may be accelerated should this be deemed necessary.

Executive Headteacher

The decision to appoint an Executive Headteacher is to give an overall strategic direction to the Trust as a whole and ensure that there is a clear emphasis on School Improvement, Effectiveness Monitoring and Development Planning. This should also allow KEA to learn from the experience of KSA which will have been established for twelve months. The postholder will usually spend half the time in KSA Leeds and half the time in KEA Bradford, however it is expected that they will prioritise KEA in its first term since KSA will already be established.

Head of School / Principal

This role will be key to the initial success of the KEA by ensuring that day-to-day procedures are established and monitored for effectiveness. This role will be full time and will not have a class responsibility to allow the post holder to carry out all the other functions and responsibilities as laid down above. In the first two years, we consider that the Head of School will be responsible for putting in place the procedures for Teaching and Learning, Special Educational Needs and Inclusion.

STEM Specialist

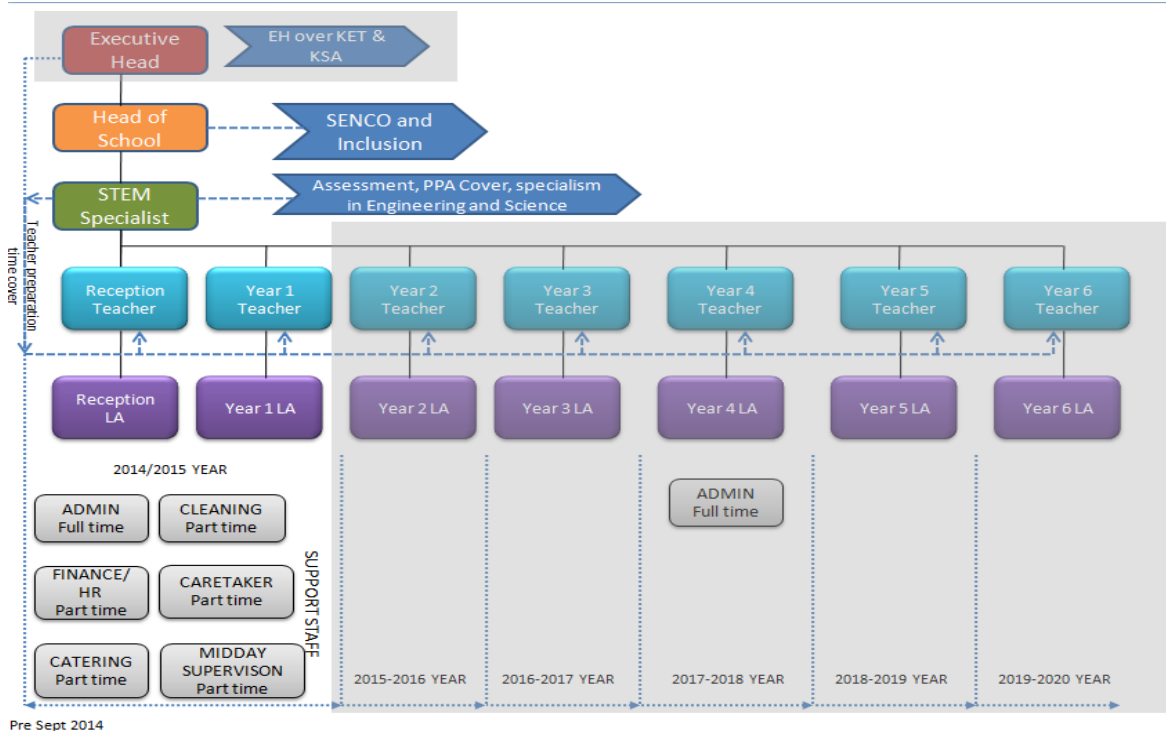
The decision to appoint a STEM specialist for the opening of the school is to ensure that the Head of School is supported in the specialist nature of the curriculum and assessment for KEA. This reinforces and underlines our commitment to a superb engineering-based learning experience from the outset. During the first two years, we consider that it will be more important to start the school with the STEM specialist in post to deliver discrete Engineering lessons and to play an integral role in setting up the initial schemes of work, linking engineering into subjects and the approach to learning which is described in detail in Section D. The STEM specialist will have additional assessment responsibilities and will provide PPA cover. The postholder will spend half the time in KSA Leeds and half the time in KEA Bradford. This will involve whole days (i.e. three days one week and two days the next) to cut down on travelling time.

Teaching and Learning Leaders

As a one form entry school, rather than Coordinators for every subject, we have identified the need for overall Key Stage Coordination. As the academy staff increases there will be three separate leaders for the Early Years Foundation Stage (EYFS), Key Stage 1 and key Stage 2. There will then be separate leaders for Literacy and Numeracy. The EYFS Leader will teach in reception, the Key Stage 1 in Year 1 or 2 and the Key Stage 2 Leader in a KS2 class.

Phased Introduction Of Leadership Roles

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



Excellence Through High Expectations, Creative Approaches

To achieve our vision, we recognise that the excellence and commitment of our staff is paramount. Committed staff working in teams, focused on assessing progress, moderating and agreeing each other's judgements, with a clear and single goal to work towards, will support rising standards of achievement and outcomes.

We have explained in other sections of D how we expect staff to plan, prepare and assess to achieve the pupil outcomes we aim for. Our staffing model provides appropriate time for staff to plan, prepare and assess pupil work to the level of detail that we have identified, by using the STEM specialist teacher.

Each teaching staff member is paired with a Learning Assistant.

All staff will be confident with the routine use of information technology and new technologies to inform and enhance learning.

Staff will also be facilitated to work in pairs and threes at regular and frequent intervals through the use of the Head of School, to moderate, provide continuing dialogue about progression and transition by individual children, and assess overall progress against targets. Staff with additional responsibilities will have additional time to meet these responsibilities.

To support the development of our staff, we will use one of our partner schools, Khalsa Science Academy and Guru Nanak School in Hayes, which is a training school, as a source for staff professional development, both through virtual training and staff visits and exchanges. The reciprocal arrangement between KSA Leeds and KEA Bradford will extend to joint projects and visits by the pupils.

We intend that, as a rule, training will be held as 'twilights' or at most half days during the term time, to minimise difficulties and disruption to parents. We will expect staff to attend whole-school

training days outside term time to maximise the use of their role as full time paid employees, and will provide appropriate contracts to clarify this.

Leadership Roles

The process of recruitment of an Executive Head teacher to lead our Academy is discussed in Section F. As the driver of the school's vision and ethos, this role is critical to the success of the school.

Once the school has a class teacher in each year group there will be the following Leadership roles:

<u>LEADERSHIP RESPONSIBILITIES</u>
Head of School (HT)
SENCO (Initially HT)
Inclusion (Initially HT)
Assessment (Initially STEM Specialist)
Teaching and Learning for EYFS, KS1 & KS2 (Initially HT)

In Year 2 a third class teacher is appointed who could, if appropriately qualified, take on one of the responsibilities of inclusion or Key Stage 1 Leadership. The Deputy Head teacher would then relinquish one of these if appropriate. However, this may not be appropriate, and the Deputy Head teacher may continue both.

In Year 3 a fourth class teacher is appointed. The fourth class teacher represents the school moving into Key Stage 2, and the addition of this teaching and learning responsibility supports the effective planning of this position from the outset. Subsequent appointments can fill the remaining responsibilities, allowing the Head of School or the STEM specialist to intensify the monitoring and supporting of progress.

In line with the flexible approach that the KEA will need to take reflecting the needs of its pupils, these Leadership roles will be subject to an annual review by the KET, the EHT and the KEA Governing Body.

Leadership Teams

The Senior Leadership Team (SLT) will initially be made up of the EHT, the HT and the School Business Manager (purely for finance and staffing). As the school grows in size it is likely that the Teaching and Leadership Potholders for each Key Stage will also join the SLT. It is anticipated that the DHT will retain the SENCO role but should it be decided that they relinquish this to another member of staff, the SENCO would also be a member of the SLT.

The Middle Leadership Team will comprise the potholders of the other Leadership roles (Inclusion, Literacy, Numeracy and Assessment). If the STEM teacher relinquishes the

assessment role they will remain a member of the MLT.

D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

Special Educational Needs

To begin with it is important to be aware of the national context for children with Special Educational Needs and Disabilities (SEND).

- 19.8% of all pupils are identified with SEND
- Of which 2.8% have Statements of Special Educational Needs, 17% do not
- 53.7% (of the 19.8%) of pupils with SEND are in maintained mainstream schools and 39% are in maintained special schools

Of all the pupils with SEND

- 19.8% of statements are for ASD
- 24.6% of those in special school with SLD
- 21.8% primary & 22.6% secondary with MLD
- 29.1% Primary pupils SLCN
- Boys are 2.5 times more likely to have SEND at Primary School
- Pupils with SEND are more likely to be eligible for Free School Meals (FSM)
- Looked after pupils are ten times more likely to have a Statement of SEN

School Stages of Special Education Needs

Analysis of local schools in the BD2 and BD3 area shows that there are pupils with special needs from all of the main categories. Therefore the Academy will need to be able to support pupils in all the key areas of SEND.

At the KEA, the curriculum, range of learning styles and interventions should be able to cope with most pupils with mild SEND. In some cases a targeted teaching approach may be used by the classteacher. However the school will also need to provide support for pupils at School Action (SA), School Action Plus (SA+) and with a Statement of Special Educational Needs. The test for whether there is a need for a child to move to SA, to SA+ and to request a Statement is whether the child is making adequate progress. This is defined by the child's starting point and the expectations of that child using the SENCO and the teacher's professional judgment.

School Action (SA) will be used when there is evidence that a child is not making appropriate progress at school and there is a need for action to be taken to meet their learning difficulties. At the SA stage the child's teacher will be looking for ways to support them in class and will work with the SENCO to assess their needs and find ways to support the pupil's learning. This can include the involvement of learning assistants, use of an additional teacher time and may also require the use of different learning materials, special equipment or a different teaching strategy. Parents must be informed that their child is considered to have SEN and has been placed at SA and will receive copies of the schools plans. Progress should be reviewed at least twice a year. In addition, an IEP should be written to assist the child.

School Action Plus (SA+) will be used where SA has not been able to help the child make adequate progress. At SA+ the school will seek external advice from outside expertise such as a Speech and Language Therapist, an Occupational Therapist or Specialist Advisory Services dealing with Autism, Behavioural Needs etc. SA+ may also include one-to-one support and the involvement of an Educational Psychologist. As well as the use of external services, SA+ requires more detailed planning of interventions for children whose progress has been limited. A child's progress at SA+ stage should be reviewed regularly (i.e. at least twice a year) and an IEP should also be written to assist the child.

A Statement of Special Educational Needs may be used where a child is still not making adequate progress at the SA+ stage. The school or the child's parents can request a **Statutory Assessment** which may lead to the pupil receiving a Statement of SEN. Pupils requiring a Statement will usually have Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Complex Learning Difficulties (CLDD) or severe Emotional and Behavioural Difficulties (SEBD).

It is important that pupils are assessed as early as possible in their school life. The quicker that additional support can be put in place, the more likely it is to be effective. Pupils with difficulties that act as a barrier to learning can sometimes be high attainers in other areas. Accurate record keeping is also very important together with regular assessments of progress.

The SENCO is the key officer responsible for Special Educational Needs and the Head of School (HT) is likely to retain the role of SENCO for the foreseeable future. This is partly to ensure that SEND has a high priority within the school, because the DHT does not have a class responsibility this will allow a quick response to pupil need and the high level of authority will ensure that additional learning activities take priority.

Types of Special Educational Needs

Pupils with SEND fall into three broad areas:

Behaviour, Emotional and Social Development Needs

Sensory and/or Physical Needs

Cognition and Learning needs

Behaviour, Emotional and Social Development Needs (BESD)

Children with mild BESD will be supported by the classteacher using the normal school Behaviour and Discipline Policy together with personalised rewards for good behaviour (such as stickers or certificates) and consequences for poor behaviour.

Pupils with BESD may have high general ability or be less able. However, children with BESD will often not progress as well as they should with their learning because the BESD is a barrier to their learning. In this case the child will need to move to SA or SA+ and the SENCO will need to be involved. Most children with BESD will not require a statement. However, a small number will demonstrate severe and complex needs over a period of time which have not responded to

support from professionals. In these cases the SENCO may decide to request a statutory assessment.

BESD covers a wide range of difficulties. Some pupils may be withdrawn or isolated or have emotional disorders such as depression. Others may lack concentration or behave in ways which disrupt the class. Some may lack the social skills they need in order to learn alongside other children. All staff will receive training in assessing their pupils for behavioural concerns and a range of strategies will be available including one-to-one support in a nurture environment and self-reflection exercises.

Sensory and/or Physical Needs

A child with Sensory or Physical Needs will often have been identified before school age. Children with severe impairment are likely to require support and equipment to access school and the curriculum. A significant visual impairment can hinder progress with learning. Sometimes adaptations to the classroom are needed. The school should consider whether it has made appropriate reasonable adjustments under the Equality Act 2010. The main types of Sensory and Physical Need are:

Visual Impairment (VI)

Hearing Impairment (HI)

Multi Sensory Impairment (MSI)

Physical Disability (PD)

Cognition and Learning Needs

i) Moderate Learning Difficulties (MLD)

Pupils with moderate learning difficulties will learn at a slower pace than other children. This means they will not achieve the expected levels for their age in all or most areas of the curriculum, even with appropriate support. Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Pupils with MLD will usually be at SA or SA+. In these cases small intervention groups will be supported by training learning assistants. There are a range of SEN programmes that are available depending on the pupils specific needs. In some cases learning support will simply repeat learning activities so that pupils accessing new skills at a slower pace can catch up with their peers.

ii) Severe Learning Difficulties (SLD)

Pupils with SLD will need support in all areas of the curriculum. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

Pupils with SLD are likely to need a statement to access specialist provision. The Academy will need to bring in expertise.

iii) Profound and Multiple Learning Difficulties (PMLD)

Most children with PMLP will have been identified before school age and have their needs met within a Special School setting. Pupils with PMLD have severe and complex learning needs in addition to other significant difficulties, such as physical disabilities or a sensory impairment.

iv) Specific Learning Difficulties (SpLD)

SpLD is an umbrella term which indicates that pupils have particular difficulty with one or more aspects of learning, but not all of them. These children may quickly gain skills in some subjects not in others. Every school is expected to build and maintain their capacity to meet the needs of pupils with SpLD. The term covers problems with:

- a) dyslexia (reading and writing)
- b) dyscalculia (maths)
- c) dyspraxia (co-ordination)
- d) dysgraphia (writing).

The SEND Friendly Classroom

The majority of children with SEND will have a range of specific learning needs, BESD and minor physical needs which can be catered for by teaching in a SEND Friendly manner. At KEA all staff will be trained in providing a SEND Friendly Classroom using the following guidance below:

Multisensory Teaching

Auditory	Visual	Oral	Tactile	Kinaesthetic
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- Use a combination of auditory and visual 'channels' for giving information.
- Ensure planning is differentiated, backtracking to previous year group objectives where appropriate.
- All tasks planned should be achievable.
- Begin each lesson by stating clear objectives, make desired outcomes clear and finish with a plenary, recapping on what has been taught.
- Ensure all adults in the class are aware of children's strengths, weaknesses and current targets.

When seating pupils, try to ensure that pupils with Learning Difficulties are:

- At the front, facing the board
- Near to the class teacher or learning assistant where possible
- Seated to minimise disruption and maximise concentration
- Sitting with good posture, footrest/writing slope/seat wedge if posture is poor
- Seated in well lit areas

Have readily available:

- Triangular pens/pencils or pencil 'grips'
- Line trackers, bookmarks, overlays as appropriate
- Resources to support multi-sensory teaching
- Spelling aids: dictionaries, word cards, personal spelling logs, electronic spelling checkers, hints cards/booklet
- Alphabet strips/arcs, with vowels shown in red
- Cue cards re; spelling rules currently taught

- Laminated memo cards (for date, key words, reminders...)
- Most frequently needed equipment (pencil, pen, ruler, workbook)
- Most frequently needed numeracy equipment (number line, 100 square...)

Classroom Routines

- State clear purpose for each lesson
- Display class timetable, provide visual timetables for pupils to use
- Organise equipment effectively, label with visual/colour cues where possible
- Have an agreed location for finished work to be placed

Language

- Avoid sarcasm and rhetorical questions
- Speak slowly and clearly, using short sentences – repeat key words
- Vary tone of voice
- Pre-teach subject specific vocabulary

Giving Instructions

- Give verbal instructions clearly and one at a time – ask pupil to repeat back to check understanding
- Stress key words
- Back up instructions visually – written/visual reminders displayed on class board or own memo card
- Check homework instructions are written legibly/clearly – be prepared to scribe sometimes

Display

- Display most commonly needed information
- Key word lists: high frequency words, word ‘families’, topic vocabulary
- Times table charts
- Number/hundred square
- Useful lists: days of the week, months of the year

Writing On and Copying From The Board

- Read aloud as you write;
- Use coloured pens, vary colours used for lines/sections (to ease tracking difficulties);
- Try to avoid pupils copying from the board where possible
- Allow plenty of time to complete;
- Give pupils a copy of what is on the board – copying/reading is easier.
- Give typed photocopies – pupils can highlight key words/facts rather than copying.

Worksheets

- Use bold headings and clear print – well spaced, not too small!
- Make sure they are at an appropriate reading level (differentiate!!)
- Use less writing, more diagrams and/or pictures;
- Cut out unnecessary detail;
- Consider use of coloured paper to ease visual stress (i.e. pale blue, cream etc).

Writing

- Consider alternative means of recording (a scribe, paired/collaborative work, tape recorder/dictaphone, video, laptop, illustrated diagrams/charts);
- Provide framework/scaffold for writing, with headings, sentence beginnings
- Encourage pupil to record ideas initially, without worrying about spelling;

- Attach lists of useful words to exercise books;
- Encourage use of own spelling log/word cards;
- Develop use of mnemonics for 'tricky' words;
- Have key words displayed in classroom;
- Allow more time and expect less in terms of quantity

Reading

- Check suitability of texts – may need to simplify;
- Do not ask pupil to read aloud (unless she/he wants to);
- Read instructions to the pupil where appropriate;
- Encourage paired reading.

ICT

- Encourage the use of word processing, with built in spell checker
- Provide a large mouse or tracker ball for pupils with severe motor difficulties;
- Encourage own portable, electronic spell checkers, talking calculator etc.
- Dictaphones have a range of uses: recording own stories, homework etc
- Alternatives of recording in literacy tasks

Marking work

- Mark pupils work with him/her wherever possible
- Mark work as soon as possible
- Written comments should be clearly printed and legible
- Avoid excessive use of ink
- Balance positive comments with points for development;
- Be specific about focus of marking
- Do not correct ALL spelling errors – target specific errors
- Judge content separately from presentation;
- Try to judge oral responses to some tasks (rather than written ones)

Additional Adult Support

- Should NOT be a substitute for well-differentiated tasks;
- Establish clear procedures for pupils to access help
- Beware of 'learned helplessness' – relying too heavily on support
- Try to timetable regular slots for additional, target teaching – pupil should be aware of time/location

Key Steps to Excellence

- Create an uncritical atmosphere
- Give opportunities to succeed.
- Praise success and give rewards frequently
- Remember, children with specific learning difficulties have to put far more effort into completing tasks – be mindful of this when assessing
- Match tasks to concentration span – allow breaks/time out

The Role of the SEN Coordinator (SENCO)

The SENCO takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEN, working closely with staff, parents and carers,

and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.

The SENCO seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement. The SENCO should collaborate with Teaching and Learning Leaders so that the learning for all children is given equal priority, and available resources are used to maximum effect.

At KEA the key responsibilities of the SENCO will include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing Learning Assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

The Role of the Inclusion Leader

The main roles of the Inclusion Leader in supporting pupils with additional needs are:

To work with staff to develop inclusive practices such as classrooms that are autism friendly, dyslexia friendly etc

To work with pupils for whom English is an additional language (EAL). Although EAL is not to be classed as a Special Educational Need, the school actions are often similar with child's teacher will be looking for ways to support them in class and will work with the SENCO to assess their needs and find ways to support the pupil's learning. This can include the involvement of learning assistants, use of an additional teacher time and may also require the use of different learning materials, special equipment or a different teaching strategy.

The Inclusion Leader will be the named person responsible for the monitoring of progress of any Looked After Children [LAC] at KEA. S/he will oversee the efficient and effective liaison between all the parties involved in the welfare of the child, which will include the LA, the parents/carers, and other relevant agencies. KET are acutely aware of the depressing fact nationally LAC often fail to achieve their potential due to the sheer weight of factors that impede their progress in school. LAC students at KEA will receive even closer monitoring with respect to both their school work, welfare, and attendance, and their parents/carers are likely to be even more frequent visitors to the school than most other parents/carers. It is our deeply-held dream that the sense of community and loving care that the school will provide will play a key role in nurturing a sense of belonging that many LAC students both need and deserve.

To oversee the school's behaviour management policy and practices.

D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

Pupil Achievement

In Section C, we set out our core measurable academic targets which we intend to achieve. Our overall aim is to achieve a minimum of 90% L4+ for English and Mathematics, with a view of having a large number of pupils achieving Level 5. Having high expectations for the pupils supports the ethos of the school. Sikhism includes the concept of 'Kirat Karni' to earn an honest living by the sweat of one's brow. It is the combination of the specialism and the ethos that will ensure we meet these ambitious targets; it is anticipated that the school will be in a position to celebrate a number of milestones en route to the end of key stage achievements, where we will know that we are on target'. In communities where educational underachievement has become embedded, pupils lack self-belief, and do not expect to secure certain grades and go to certain universities. We will break this cycle; with a detailed examination of pupil data we will as a school community celebrate each stage of the journey, thus instilling confidence and self-belief in the individual pupil.

We recognise that we have set challenging targets. Many of our pupils may come to school with a range of recognised barriers to learning, such as English as an Additional Language, Special Educational Needs, or be from socially deprived backgrounds which can be indicators of lower educational outcomes. Nevertheless, we are inspired by many examples of outstanding schools which are delivering the high standards we aim for with similar cohorts of children⁵, such as Guru Nanak School in Hayes¹⁰, which has a multicultural demographic where significant numbers of pupils speak English as a Second Language, and Durant Primary Academy in Stockwell¹¹, which has a majority of pupils from socio-economically deprived backgrounds, high numbers of children with Special Educational Needs, and a multicultural demographic where many speak English as a Second Language. We refuse to be defined by lower targets which may be considered to be acceptable through such measures as 'Contextual Value Added' which we believe downgrade expectations of young people due to socio-economic background, gender or ethnicity.

The community the KEA pupils will come from is likely to contain a high percentage of pupils from the vulnerable groups often at risk of attainment below the national average. Therefore using the Ofsted Grade Descriptors for Outstanding Achievement as a starting point, the targets for Pupil Achievement are as follows:

¹⁰ Durant Primary Academy cohort described by Ofsted as follows: „Well over three quarters of the pupils are from Black African and Caribbean heritages and others are from a wide range of ethnic backgrounds...many speak English as an additional language... The proportion known to be eligible for free school meals is much higher than average, as is the proportion identified as having learning difficulties and/or disabilities. The pupils' attainment on starting school is generally lower than that of a typical three-year-old.“

¹¹ Guru Nanak School cohort described by Ofsted as follows: „Guru Nanak Singh Primary is ... serving a mixed socio-economic location in Hayes in the London Borough of Hillingdon. The vast majority of pupils are from an Indian heritage, almost all speaking Panjabi at home. Over 50% of pupils enter the Nursery with no words of English, some being very recent arrivals in the country from Afghanistan.“

- Taking account of their starting points, the proportion of pupils making and exceeding expected progress at each stage of their education (EYFS, Key Stage 1 and Key Stage 2) is very high compared with national figures. Where the attainment of particular groups is below national averages, the gap is narrowing rapidly.
- Pupils make rapid and sustained progress across many subjects, including English, mathematics, and learn exceptionally well.
- Pupils at all stages of their education acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum. Pupils develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education.
- The learning, quality of work and progress of groups of pupils, particularly those from vulnerable groups, show that they achieve exceptionally well.

Targets For Achievement

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

- A. Academic Outcomes**
 - B. Personal Development and Effectiveness:**
 - C. Moving on – Next Steps:**
-

A. Academic Outcomes

We intend to deliver the very highest levels of outcomes for each child through our approach to learning and assessment, which is personalised, vibrant and effective.

Early Years Foundation Stage Pupil Assessment – tracking through KPIs

The new EYFS Assessment Profile will be used as the Baseline for future progress and identify the needs of individual pupils to inform future learning activities. Given the priority given to phonics in the school curriculum, it is expected that all children will achieve the Expected Levels in the Year 1 Phonics Test.

Key Stage 1

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

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

End of Key Stage 1 Assessments

Currently pupils in the BD2 & BD3 postcodes achieve an average Key Stage 1 Points Score of 13.3 which is significantly below the Bradford average of 14.4 and the National average of 15.5. In order to ensure that pupils leave the school well above the National average, progress in Key Stage 1 will need to ensure that pupils attainment is close to) the expected level nationally.

Therefore the target for average Key Stage 1 attainment in all subjects will be an APS of 17.0 This would put the school performance significantly above the average locally, the average for Bradford as a whole and the national average.

APS Targets for each subject:	Reading	17.5 (National average 16.0).
	Writing	16.5 (National average 14.7).
	English Overall	17.0 (National average 15.3)
	Mathematics	17.0 (National average 15.9).

The expected level of attainment is equivalent to a Level 2A which is the above the expected level for Year 2 pupils. The Targets for the percentage of pupils at each level is as follows:

Reading	Percentage of pupils at each level	2A+ 76% / 3+ 38%
Writing	Percentage of pupils at each level	2A+ 64% / 3+ 32%
Maths	Percentage of pupils at each level	2A+ 76% / 3+ 38%
Science	Percentage of pupils at each level	2A+ 76% / 3+ 38%

Key Stage 2

Expected progress nationally is 3 APS points each year in Key Stage 2. Therefore, in order to ensure that progress is above expected levels, a target of 3.5 points per pupil will be set for each pupil. This would ensure that attainment of pupils at the end of Key Stage 2 would be above the national average and the expected levels.

Therefore the expected attainment at the end of Key Stage 2 would be 31.0 which is well above the expected attainment of 27.0 or a 4B and the national average of 28.8. This would put the average pupil at a Level 5C.

Targets for each subject:	Reading	31.5 (National average 28.8).
	Writing	30.5 (National average 27.3).
	English	31.0 (National average 28.1)
	Mathematics	31.0 (National average 28.4).

We have set a target for 90% of pupils to achieve L4+ in both English and maths with 45% achieving L5.

Due to the specialist teaching in engineering we have set a target of 100% achieving L4+ and 60% L5+ in science due to the focus on scientific thinking.

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

Other Academic Targets

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

Assessment of this criterion will be against critical and independent thinking measures. Results will be a helpful indicator, but other key performance indicators will include the range of high level

evaluative skills shown through assessment; the number of pupils who are considered to have gifts or talents; and the rounded outcomes of our pupils as demonstrated by their broad range of interests and involvement in their local community.

Evidence

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

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

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

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

Evidence

Test results; subjects studied by students at secondary school.

We selected this measure of success to support our ability to hold our engineering specialism to account.

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

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

Evidence

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

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

B Personal Development

The personal development of our children is key to creating lifelong learners who are happy, successful and able to continually develop and change as they grow. Children from our school will be happy and have excellent reputations in the community and with other local schools. They will be known for their trustworthiness, their honesty, their compassion, and their service to others.

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

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

Evidence

The merit system will be a useful indicator of pupils' self-motivation in the class, and we would expect all our pupils to meet the „average“ expectations shown in the Rewards policy. Pupils may also use celebrations in assembly, and their ability to promote others for awards, as evidence of their own self-discipline and motivation.

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

This measure helps us to check that our qualitative approaches to learning deliver pupils whose positive and independent approach to learning is embedded in all that they do while, and after, they leave us. Pupils' ability to motivate themselves and demonstrate self-discipline will be supported through our mentoring system. To motivate current pupils, past alumni will be encouraged to return to our school to share their success and experiences.

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

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

Evidence

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

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

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

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

Evidence

We shall seek evidence for these personal qualities firstly through the community response to our school. We shall also assess the way in which our pupils relate to their peers, family, teachers and community by their involvement in community initiatives and their approaches to helping each other.

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

C. Next Steps – Moving On Successfully From Our School

It is important that our children move on to their next stage of learning at secondary school in an excellent position to take full advantage of all that there is on offer. We want to set our pupils up so that they begin their secondary school life successfully, setting out on a positive life journey where they are good citizens for our community. We aim to measure this in two ways, detailed below.

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

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

Evidence

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

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

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

We will have supported the success of each individual when we can see what they go on to achieve when they move on to from our school. We intend to continue our pastoral oversight by inviting our pupils back to school to share their experiences, and offering any support that may be required as they move on to secondary school. We intend to offer scholarships to assist our alumni in pursuing their post 16 education and we will keep a record of all our pupil outcomes and any follow-up activities we may have to undertake in order to assist our pupils.

Evidence

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

In the longer term, we expect to see all our pupils achieve at least 5 good GCSE results, given the academic levels of attainment which we intend that they leave us with. We will measure the onward journeys of all our pupils and expect to see all our pupils continue on to education, employment or training post-16. This overarching measure helps us to determine our success in embedding a desire to learn, to strive and to succeed in life-long learning.

At KET, we understand the importance of breaking down barriers and inspiring generations. We will be discussing how employers value conscientious workers, team players and employees who are good at problem-solving, which highlight the potential for our pupils at KET. In October of this year, research from the education charity the Sutton Trust showed that only 55% of 15- and 16-year-olds received formal careers advice in 2010. The former schools secretary, Ed Balls, said: "We know it is often too late for children to start thinking about this at 14, when they are influenced from when they are seven, eight and nine." Therefore, in Year 6, we will also be offering offering careers advice as we believe all our pupils will develop and consolidate the key skills to a successful future.

Assessment and Use of APP

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

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

cohort. This will help us to identify children who are not making expected progress and plan for early interventions, or identify issues with groups or cohorts of pupils.

- At KEA, we will set targets in Mathematics and English each year for all our children, during each academic year. We discuss individual targets with the pupils, as well as communicating them to parents and carers. The progress of pupils in English and mathematics will be reviewed on a half termly basis and these targets will then be revised where necessary.
- Targets will be established which address each of the 9 areas described above, as appropriate.
- The Assessing Pupil Progress (APP) model will be followed, using the processes designed and developed by Guru Nanak School in Hayes, one of our partner schools, rated 'Outstanding' by Ofsted, where their Continual Assessment methodology provides a clear focus for planning for teachers (See Section D2).
- The APP model will track individual pupil progress, and each teacher or, if appropriate, teaching assistant, will spend time each day assessing progress being made by a pupil and recording progress as appropriate.
- ICT will be used to provide interesting and engaging forms of self- and peer- assessment opportunities. It will also provide a place to store pupils' E-portfolios, a collection of key pieces of work that pupils will use to show evidence of their progress against the criteria we have identified above.

The staffing model we have proposed facilitates this strategy. All teachers will be trained to use these successful techniques and apply the assessment of pupils' learning to their planning in a continuous cycle of improvement.

Pupil Self-assessment will form a central part of our approach to the curriculum, with regular opportunities for children to understand what they know, what they need to do to progress, and whether they are progressing, being created through planning. The school day also facilitates this strategy.

Pupils will own their own record of progress, successes and achievements, from a Reading Diary in the EYFS (initially recorded by parents / carers / staff) to an e-portfolio and Learning Diary which plots progress against Learning Ladders in Key Stage 2.

Impact on outcomes

Studies¹² show that the introduction of APP helps to strengthen assessment practice in all schools, and is particularly effective when it forms part of a strongly led, clear, whole-school vision which promotes high expectations as it develops consistency. In turn, it plays an important factor in pupils' rising achievement, particularly in English and mathematics.

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

Monitoring, Reviewing and Reporting

¹² The Impact of the „Assessing Pupils' Progress initiative, Ofsted April 2011

Recording

Pupil achievement will be evidenced through Formative Assessment in the classroom to raise pupil achievement and Summative Assessment judging pupils' performance against national standards.

Teachers will record the progress of each child against the learning objectives and annotate their planning to show those children who have failed to meet the learning objective or those who have achieved more than what was planned, so that they can take the needs of these pupils into account when planning for the next lesson. Each teacher can then make an ongoing judgement about the work of each child in relation to the National Curriculum level of attainment. The teacher can then use this information as a Formative Assessment tool with the use of APP for each individual pupil, and also assess using optional SATS/NFER material to make a Summative judgement. This data will then be passed on to the teacher at the end of each year.

Pupil Tracking

All pupils attainment and progress will be measured regularly by the teachers as detailed elsewhere in Section D2. KEA will import their pupil performance data into the school's Pupil Achievement Tracker. This will allow the Academy to identify pupils making above or below the expected progress and adjust their programme of learning accordingly. It will also allow leaders to compare our pupils with national performance data through the RAISE Online website.

Although the school management information system has not been identified yet, it will meet our requirements to enable staff and teachers to input assessment results directly and produce a range of data to support our interrogations of individual pupil, group and school progress and achievements in a range of areas.

It is likely that our MIS will be an online system that will allow our trained and designated staff access to the system from anywhere in the academy and away from the academy at any time. This will support teachers planning and effective management of the school overall.

The processes of assessment and tracking pupils described above will generate significant amounts of data. These will be used daily by class teachers in planning and adjusting plans for learning, as assessment will inform progress and thus the appropriate learning opportunities to be applied.

Tracking pupil progress will allow staff to determine the need for early intervention where a child shows that their progress is stalling, and allows the school to work closely with parents to understand their assessment of the situation and agree a recovery process. The staffing strategy supports the flexible creation of smaller groups and breaking groups into smaller sets by ability as appropriate to focus on barriers to learning as they present themselves, by using a non-teaching Head of School to provide this staffing addition. The Science specialist teacher provides the opportunity for planning, preparation and assessment time for each member of staff.

Reporting to Parents and Carers

Each term, we will offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we will review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we will evaluate their child's progress as measured against the targets. At the third meeting of the year, we will review their child's written report and the targets identified for the next school year.

In reports for pupils in Year 2 and Year 6, we will also provide details of the levels achieved in the National Curriculum tests. In Year 1 we will provide a pass judgement for the Phonics test, and in the EYFS Reception class we will offer parents/carers the opportunity to discuss their child's Learning Profile with the teacher.

Moderation of Standards

All subject leaders will study examples of children's work within their subject area. Subject leaders will use the national exemplification materials to make judgements about the levels of the children's work. All our teachers will discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we will ensure that we make consistent judgements about standards in the school.

Monitoring and Review

Our Assessment Coordinator will monitor pupils' overall progress on a regular basis so that potential under and over achievement can be identified and addressed as soon as possible. A member of the SLT/Assessment Coordinator and the class teacher will plan a pupil progress meeting in the summer term to set targets for the next year. On a half term basis the class teacher and the Assessment Coordinator will monitor pupil attainment and achievement. The Head Teacher will take into consideration the success of pupil achievement in Teacher Performance Meetings.

The senior management team will report to governors and will share results and progress with staff through the school. For progress and excellence to be consistent we believe an open, honest and team approach to the use and sharing assessments, progress, tracking, reporting and data is essential.

Senior Leadership will review school progress toward targets on a termly basis, and half termly for those with specific literacy issues.

A senior member of the leadership team will take the lead and be responsible for assessment and the use of data to inform school improvement.

Attendance

The targets for School Attendance will be:

To ensure that overall attendance is above the national average for that year (currently around 95.0%) and the average for the area as a whole.

To ensure that the percentage of pupils absent for more than 15% of sessions in a year is below the median for the school's FSM level as defined in the Raise Online document.

Transition

Primary to secondary transition will be different at KEA, as we will ensure that the intended secondary destinations of our students have a clearer and more accurate picture than is often the case of our pupils' true capabilities; our transition package will provide a detailed and holistic view of the young person which will include photographs of their work, statements from the pupil and their teachers, as well as their expectations of moving up to their new school. The KEA approach to transition can be explained as follows; effective transition is best served by a continuous dialogue between all of the parties, not a brief conversation starting just after Christmas of Y6. We

will be inviting our local secondary schools on a regular basis to see us at work so that they can understand not just our ethos but also our students, and the knowledge, skills, and attitudes that they will be bringing with them. This will be especially true for those students at KEA who have learning difficulties, and we expect the SENCOs at our local secondary schools, as well as their team of staff, to be even more regular visitors during the course of Y6. We are acutely aware that for some students at secondary school Y7 can be a year when they 'plateau' in terms of their attainment. We will ensure that any student leaving KEA will be placed not only in a school, but in teaching groups that are the most appropriate for them; we will continue to see them as KEA students long after they have left our building.

D6: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

Our fully inclusive, welcoming school is illustrated by our admissions policy, detailed below. We welcome all children to our school, regardless of faith, ethnicity, or learning needs. Khalsa Engineering Academy's admissions policy will apply to all admissions from 1st September 2014, including in-year admissions. We intend to work with Bradford City Council to mesh with their single admissions process to ease the application for parents. No additional forms or tests are required as part of Khalsa Engineering Academy's admissions process.

The Khalsa Engineering Academy is committed to following the School Admissions Code, the School Admission Appeals Code, and admissions laws are applied to maintained schools.

Admission Criteria

Khalsa Engineering Academy is the admission authority for the Academy. The admission arrangements are determined by the Trustees and Governors of the Academy, [note re statutory consultations]. The published admission number (PAN) for Khalsa Engineering Academy for 2014-2015 is 30 in Reception and 30 in Year 1, in line with a one form entry school.

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

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

Academy and live nearest to the Academy, as measured in a straight line from the point set by Ordnance Survey at the child's home address to the main entrance to the Academy.

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

Siblings

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

Permanent Residence

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

Distance measurement

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

Multiple births

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

Pupils with statements of special educational needs

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

Waiting list

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

- Each time a child is added to, or removed from, the waiting list.
- When a child's changed circumstances will affect their priority.
- At the end of each school year, when parents with a child on the waiting list will be contacted and asked if they wish to remain on the list for the following school year.

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

Deferred entry to Year R

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

Transition to Year R

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

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

Processes, including Appeals

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

offer advice, appoint the panel and manage the process in accordance with the Code.

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

D7: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Behaviour Strategy

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

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

A Strategy Underpinned By Good/Outstanding Teaching

It is impossible to separate good teaching from good behaviour; the teacher's capacity to engage, motivate, inspire, and plan lessons that bring out the best from their students will ensure in the great majority of cases that poor behaviour is the exception rather than the rule. In addition, students who find the classroom a stimulating and safe environment are more likely to continue to attend on a regular basis. The pleasure and satisfaction gained from acquiring new knowledge and skills and, crucially, the joy of knowing that you are making good progress and can celebrate your achievements with your parents/carers, will keep the great majority of young minds focused on learning rather than misbehaving.

The priority in terms of staff training in this area will be the themes of consistency and fairness, and in this way we exemplify the school's Sikhi ethos. We will communicate via our website and parent consultation evenings the school's approach to behaviour management, and, if the need were to arise, organize parental support programmes for those families who are struggling in this area.

In terms of outcomes, the attainment of our challenging targets will only be achieved by a high degree of proficiency in this area. To consistently deliver either 'Good' or 'Outstanding' lessons, *pace* current Ofsted criteria, the attitude to learning from the pupils and their respect of other people's right to learn both need to be of the highest order. Moreover, the three hour lesson delivering a thematic curriculum model will present a particular set of challenges to the teacher, the training for which will be provided by experienced practitioners.

Positive Role Models

Above all else it is essential that young children have appropriate behaviours and attitudes modelled for them. All our staff will provide these positive role models. Staff will treat each other

and the children with respect and kindness. They will work cooperatively and in service to each other and the community. Staff will promote the universal values and ethos that our academy stands for. Young children do not always recognise the behaviours of kindness, helpfulness, diligence, tolerance, responsibility and respect. Staff will label the behaviours they see so that children understand the relationships between the words and the actions.

Golden Rules

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

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

We intend to use the following rewards:

- Verbal and written praise;
- Stickers and points – which are personal within the classroom;
- Merits and House points – which count towards the House competition;
- Positive letters home from the Stage Leader;
- Certificates presented in assemblies;
- Celebration assemblies where great work is shared with the school;
- Letter or telephone call home from the Head teacher or Deputy Head teacher.

Rewards

Reception

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

Years 1-6

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

The school will reward the attitudes and behaviours that it wishes to see from the students, and the teacher will be tasked with making explicit to the pupil the reason for the reward. For example, a student who has demonstrated kindness or compassion to a classmate could receive a merit, as could the student who made a special effort to complete a challenging piece of work. Letters home, or a telephone call from the headteacher would result from either an exceptional demonstration of the school's values – the reporting of a fellow student who was a victim of bullying for example – or outstanding effort or academic achievement. The completion of a project demanding substantial independent research, or a contribution to a school assembly would be further examples of the system in action.

Consequences

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

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

Early Years:

- When the children join Reception they are very young and are gradually introduced to the Golden Rules as they acclimatise to school life. Expectations for appropriate behaviour are made clear through verbal explanations. As children mature and the academic year progresses the sanctions which apply to the rest of the school will become applicable to those children in Reception.

Key Stages 1 and 2:

- Verbal warning;
- Name on the board – acting as a visual reminder and a deterrent to the others;
- Time out – in class. The child is asked to sit quietly and calm down in a designated and calm area of the classroom. This is not a 'naughty corner'. It is a 'calm corner' or 'golden space' where a child has the opportunity to reflect for a few minutes and rejoin the class when ready. No fuss is made, the emphasis is on being calm and reintegrating with the class with dignity so that learning in the class is not disrupted. Inappropriate behaviour is not ignored. The teacher will have a quiet word with the child a short time, emphasising the right choice and providing the opportunity for the child to make amends with an apology.
- Time out – this is as above but if a child is unable to calm down in the classroom with his or her classmates as an audience, he or she is sent to a different class for 10 minutes to gather

themselves and calm down. Egg timers will be used to show the child when the time is up. If they feel that they are ready to return to class and work without disruption, they may. In the rare occasions where a child is very agitated and is unable to calm down on their own they will go with an adult to a quiet space elsewhere in the academy until they have calmed sufficiently to talk about the problem, resolve it and return to class.

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

Promoting Pupil Wellbeing

We take our role in ensuring Every Child Matters very seriously and believe that our ethos and our

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

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

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

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

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

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

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

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

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

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

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

pupils.

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

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

Reflection Room

Taking into account the different ethnicity groups there are within the BD2 and BD3 areas we have allocated a Reflection room which will be available to all children at the KEA who wish to reflect and meditate on a Friday afternoon. At the same time there will be a provision made for an assembly where children will celebrate their achievement through the week. This will also be open to parents as they can share and promote their child's success.

Bullying

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

In the first instance, if a child believes that they are being bullied, or a member of staff considers that a child is being treated in a way which may make them feel bullied, discussion between children and staff as appropriate takes place. A child may feel confident to tell a teacher.

Our mentoring system will provide older House mentors who can be approached by younger pupils to provide support and raise concerns. We shall also develop peer support processes as appropriate should a bullied child need support, such as befriending or circles.

In dealing with bullying incidents, we will observe five key points.

- a) We will not ignore bullying.
 - b) Staff should not make premature assumptions.
 - c) All accounts of the incidents should be listened to fairly.
 - d) We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
 - e) We will follow up to check bullying has not resumed.
- In class, approaches to being bullied, how you can tell when someone may be being bullied, and what to do, will be discussed and raised through curriculum opportunities, assemblies, class circle time, and reflection.
 - Parents will be made aware of the signs that may indicate a child is being bullied and encouraged to talk to their child and/or the school if they have any cause for concern. We emphasise a partnership approach at all times in matters of behaviour and well-being.
 - Bullying behaviour will be discussed with the child or children, noted in the School Incident Log, and the Behaviour Policy followed. We may also instigate restorative justice approaches as appropriate.

- The identification of possible victims of bullying will come from two sources, the adults involved in the school, and the students themselves. Staff will be trained to recognize the signs – a disruption to school attendance, being isolated in social areas, etc... - and the students, by means of assemblies and the profile given to the issue in form time, will have confidence in a system that encourages openness and is skilled in mediation. Both staff and students will be clear that the issue is complex and is rarely resolved at the first attempt. The school will avoid the labelling of pupils as ‘bullies’, given the connotations, and ensure that any ongoing cases are monitored with extreme vigilance. The school will adopt best practice in terms of working closely with parents/carers at each stage; a child enduring any kind of distress at school is a difficult time for any family.

Attendance Strategy

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

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

As part of our Rewards approach (described below) we will:

- encourage 100% attendance through certificates in assemblies, merits and letters home.
- We shall make the start and finish times of the school day very clear to parents to make sure that attending on time is fully understood.
- The provision of a Breakfast Club and After School Club will, we hope, facilitate full attendance by supporting busy parents.

Our attendance target is 97%, and we intend to make that clear to all parents and children and help them to help us to achieve it by showing our community progress towards that goal through a visual display in the entrance to the school and periodically in classrooms.

This target is ambitious for the following reasons; attendance is a habit that needs to be acquired at an early age. Projecting to the end of KS4 the evidence is clear; it is highly unlikely that a student obtains 5+ A*-C [E+M] *with an attendance of less than 97%*. At the point of transition we will pass on to our colleagues in secondary schools a young person who is on time, every day.

- We shall provide a clear procedure on authorising absences, including holiday absences, through supporting Bradford City Council’s Attendance Strategy.
- We shall put into place a clear course of action for first-day contact between parent and school whenever a child is absent – whether by text, by phone or in person.
- We shall put into place a comprehensive and detailed procedure for taking formal action where a child’s attendance is unsatisfactory, which will include working closely with parents / carers and where appropriate, the involvement of external agencies. In brief:
- Unexplained absence or lateness will in the first instance be followed up with a phone call home by the administrative staff.
- This will be repeated if no explanation is forthcoming, and the Deputy Head teacher will be alerted.
- A letter will be sent home if unexplained absence appears to be becoming persistent,

requiring a written explanation. The letter will also invite the parent to come into the academy for a meeting.

- If absence is persistent, and a meeting cannot be secured at the academy, the Deputy Head teacher will work with appropriate agencies as required, and make a home visit.
- The attendance strategy will be the responsibility of the Deputy Head teacher in the first instance. The school administration staff will track attendance through the academy's Management Information System. The administrative staff will notify the Deputy Head teacher of regular or persistence absence or where there is an absence that gives cause concern for any reason. The
- Head of School will follow up accordingly with the parents/carers or the appropriate agencies if necessary.

Safeguarding

The school will ensure the very highest standards with respect to safeguarding and child protection. Staff will receive training appropriate to their position in the school, namely –

- All staff, teaching and non-teaching, including the Governing Body, will receive CP Awareness Training.
- All members of the school's SLT, including the lead member of the non-teaching staff cf. Human Resources, will gain a certificate in Safer Recruitment.
- The school will have in post, prior to the start of the first term, a named, trained adult who is the lead in CP, named as the Child Protection Officer. This person will work and liaise closely with all the relevant local agencies.
- The school will adopt all necessary procedures to ensure that all adults who visit the school on a regular basis have CRB clearance. In addition the school will have a comprehensive system of signage ensuring that areas that are out of bounds to any adult visitor are clearly designated.
- As with bullying, it is the pervading culture of care and diligence, and the refreshing of systems and awareness on a regular basis, that will ensure that our students receive the highest possible care.

Impact on outcomes

The provision of an exciting, vibrant, multi-cultural learning environment with a variety of activities both inside and outside school will support the delivery of the qualitative targets we have set ourselves and our children. We expect that a holistic approach to learning will enhance both academic and personal progress. Our learning environment will encourage children to see school as a 'home-from-home', which they trust and where they attend, make strong friendships which support positive attitudes to learning and to school, and develop positive learners for life.

D8: If you are applying to set up a faith ethos Free School, a school designated as having a religious character, or one with a particularly distinctive educational philosophy and worldview, show how the needs of all children are fully provided for within the education plan.

Our local community is ethnically diverse and includes white British, Eastern European and Asian residents, as well as the local Sikh Temples will be our community base.

The principles within the Sikhi ethos are universal and therefore they are not to contradict any other religious practice but they propose to welcome students of other faiths and none. Noting that there will be students of other faiths we have allocated a Reflection room that will be open on a Friday afternoon for personal reflection. Hand in hand there will be a Celebration Assembly to celebrate student's achievement which parents will be welcome to take part in their child's achievement.

In examining local schools within BD2 and BD3 areas combined we see that there is an average of 54% of pupils with English as an additional language. Our community has some resources at its disposal, including a few public libraries, Secondary schools and Universities such as Bradford University but places for community theatre, meetings, clubs and societies are limited. This information has driven our response to the role that our Academy has to play in its community. We are passionate about ensuring that our academy is fully inclusive and meets the needs of all those in our community.

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

Children with English as a second language: we have illustrated the possibility of perhaps 58% of our pupils having English as a second language. To address this, we have provided the following:

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

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

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

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

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

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

- an internationally focused curriculum, using the themes of the International Baccalaureate Primary Years Programme;
- a wide variety of extra-curricular and enrichment activities which celebrate the rich heritage of our pupils;
- a range of learning activities for adults after school hours with some examples is shown above. This will be added through our consultation process
- STEM presentations of classwork to which parents are invited on a regular basis. These presentations will be recorded and uploaded to our learning platform to ensure that parents who cannot attend can remain involved.
- Use of our building for community meetings and for community groups (we are currently consulting with community groups over how we might share resources and intend to develop a plan for managing this sharing)
- Promoting our school as a venue for presentations and displays particularly in respect of Engineering (STEM)
- Promoting and supporting an annual Engineering fair with links to Bradford University
- To develop links with secondary schools to share information and to prepare our students for progressing. We are creating links with local secondary schools.

Sikhi ethos and Curriculum

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

Parents

To promote an inclusive, community-focused learning environment, engaging parents will form a key part of our strategy. As well as being welcomed into the school, we shall run a range of learning sessions both in school time and outside school time to respond to parental concerns ('how can I support my child in their homework?') and to meet parallel parent learning

requirements (for example, adult classes to teach English).

We shall hold regular surveys and question-and-answer sessions at school to identify parent and community issues, needs and concerns, so that we are continually meeting our community's needs as a hub for learning.

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

Faith

We have underpinned our school with the ethos of the Sikh faith, but show throughout section D, and reinforce again that this does not spill over into explicit (and thus potentially excluding) focus on Sikhism in the curriculum, in assembly or elsewhere at the school.

All the major world faiths will be explored and celebrated in KET, and we intend to bring religious local leaders of each faith into school to discuss and teach children about each religion.

Partnerships

Community partnerships - with other schools, with other education • providers, with outside agencies, with Bradford City Council education partnerships – are all welcomed and will be actively sought by the school as key strategic approaches to achieve our goals. We hope to grow into a school which can be an active partner to others in turn.

We are currently growing a relationship with Bradford University who are supporting our Engineering specialism, to develop our curriculum as well as having workshops at the University and at the Academy.

We are going to have strong links with KSA to share good practice and teaching.

Impact on outcomes

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

Conclusion

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

Section E: Evidence of demand – part 1

We have consulted with parents within our community who have shown support for Khalsa Engineering Academy, as summarised in the table below.

The table refers to the response from parents of children of relevant ages living within reasonable distance of the school, **where Khalsa Engineering Academy is a first choice for parents.**

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	30	33		110%	30	31		103%
Year 1	30	35		117%				
Year 2								
Totals	60	68		113%	30	31		103%

Our application does not include a provision for Boarding.

We presented parents with a clear statement of our ethos and intentions, which is shown below in the Parental Support Survey for KEA. We made reference to:

- What do we mean by a free school?
- What age groups?
- What do we mean by Sikhi Ethos?
- Why an Engineering Academy?
- Why focus on STEM?
- Where will Khalsa Engineering Academy be Located?
- What is International Baccalaureate (IB) Programme?

Furthermore, in our pursuit in engagements with the public, we have produced A5 8 page welcome pack booklets, artwork copies of which can be referenced in the annex. Once this application is submitted to the DfE for due consideration, we will seek to review our lessons and compare these with our colleagues from our sister school KSA, with the aim of extending our reach beyond our existing pupil base.

Majority of the demand and interest for the school thus far has come from the Sikh Community, we hope that our events in the New Year will allow us to resolve this imbalance and attract a wider cross section of the community. For example we intend to hold an event at Sure Start Children's Centre, which provides educational, health and care support for families with a child less than 5 years of age. This council run facility will give us access to some of the most deprived families in the area

Khalsa Engineering Academy, Bradford

Website: www.khalsaengineeringacademy.org

Email: khalsaengineeringacademy@gmail.com

Parental Support Survey

We are currently collecting surveys to measure support for a new primary school in our area to open in September 2014.

Our aim is to open a new primary phase free school in Bradford, teaching the national curriculum (whilst applying for the International Baccalaureate Programme) with an emphasis on engineering from Reception to Key Stage 1 and 2, with the instillation of good social values as promoted within the Sikh faith. Our school will be free and non-selective in terms of entrance criteria. We are passionate in our belief that such a school is in the best interests of our community and our children.

We would greatly appreciate if you could fill out the following survey, to assist us in assessing the demand for our school.

We may share this information with the Department of Education as part of our application for a new school.

Do you support the vision and ethos of Khalsa Engineering Academy? (Please tick as appropriate)

Yes

No

Would you be interested in sending your child(ren) to Khalsa Engineering Academy?
(Please tick as appropriate)

Yes, I would choose Khalsa Engineering Academy as my first choice.

Yes, I would choose Khalsa Engineering Academy as one of my choices.

Perhaps, I would require more information.

No, I am satisfied with our local education provision.

How many children do you have?.....

What are their birth dates (month and year)?
.....

This will allow us to determine which academic year your child(ren) would attend Khalsa Engineering Academy.

What is your postcode?.....

(Postcodes are helpful in mapping out potential schools based on need and community interest)

Would you like to be updated on our progress?

Yes

No

Please provide contact details on the method that you would like us to contact you.

Email address

Telephone number.....

Postal address

Additional Comments.....
.....

[Your comments might include why you think that your family/community needs a new school]

Ethnicity origin (or Race): Please specify your ethnicity:

White / Black - Caribbean / Black - African / Black - Other / Indian - Other / Pakistani / Chinese
/ Any Other Ethnic Group

Khalsa Engineering Academy, Bradford

Fact Sheet

What do we mean by a free school?

Free Schools are state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community.

What age groups?

The school will cater for children aged between 4 -11 years old. The school will teach the National Curriculum (whilst applying for International Baccalaureate Programme) with an emphasis on engineering, from Reception to Key Stage 1 and 2 pupils.

What do we mean by Sikhi Ethos?

The Sikhi ethos takes us back to Guru Nanak Dev Ji's core messages of:

- Respecting creation (caring for the world and all within it)
- Live and work honestly
- Serve and share with others

We hope to 'instil and promote excellent behaviour and self-discipline in young people', hence creating positive young role models.

Why an Engineering Academy?

Girls and Boys from a very early age will aspire to become designers, makers and engineers of the future. The Academy will focus on STEM subjects (Science, Technology, Engineering and Mathematics) which encourages a curriculum that is driven by problem-solving, discovery, exploratory learning, and require students to actively engage a situation in order to find its solution.

Why focus on STEM?

72% of all UK businesses rely on people with STEM skills (source: Ready to Grow, CBI Education and Skills Survey). People with STEM skills can make a big contribution to many of the big challenges facing society today. STEM will give primary school pupils a solid foundation to build on which will help them transfer these skills on to secondary and develop life long learning.

Where will Khalsa Engineering Academy be Located?

Location will be Bradford; the specific whereabouts is still to be assessed.

What is International Baccalaureate (IB) Programme?

The IB Primary Years Programme, for students aged 4 to 11, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

International Baccalaureate reinforces the STEM focus as well as the personalised and thematic approach. Characteristic of International Baccalaureate learners are: Open minded, principled (integrity and honesty), reflective, balanced, caring, inquirers, communicators and thinkers.

If parents are interested in supporting the project then please contact:

Khalsaengineeringacademy@gmail.com or contact 07795 106612

We have a copy of the Demand Survey Form on our website to gather parental support

We also have a page for parents to register their details and their child.

The screenshot shows the 'Register your Child Step 2 (Parental Support Survey)' page. The header includes navigation links: Home, Vision, Events, Register your Child, and Contact Us. The main banner features the Khalsa Engineering Academy logo and the text 'Khalsa Engineering Academy' written in orange on a chalkboard background. The Khalsa Education Trust logo is also present.

Register your Child Step 2 (Parental Support Survey)

WE ARE CURRENTLY COLLECTING SURVEYS TO MEASURE SUPPORT FOR A NEW PRIMARY SCHOOL IN OUR AREA TO OPEN IN SEPTEMBER 2014. OUR AIM IS TO OPEN A NEW PRIMARY PHASE FREE SCHOOL IN BRADFORD, TEACHING THE NATIONAL CURRICULUM (WHILST APPLYING FOR THE INTERNATIONAL BACCALAUREATE PROGRAMME) WITH AN EMPHASIS ON ENGINEERING FROM RECEPTION TO KEY STAGE 1 AND 2, WITH THE INSTALLATION OF GOOD SOCIAL VALUES AS PROMOTED WITHIN THE SIKH FAITH. OUR SCHOOL WILL BE FREE AND NON-SELECTIVE IN TERMS OF ENTRANCE CRITERIA. WE ARE PASSIONATE IN OUR BELIEF THAT SUCH A SCHOOL IS IN THE BEST INTERESTS OF OUR COMMUNITY AND OUR CHILDREN. WE WOULD GREATLY APPRECIATE IF YOU COULD FILL OUT THE FOLLOWING SURVEY, TO ASSIST US IN ASSESSING THE DEMAND FOR OUR SCHOOL. WE MAY SHARE THIS INFORMATION WITH THE DEPARTMENT OF EDUCATION AS PART OF OUR APPLICATION FOR A NEW SCHOOL.

DO YOU SUPPORT THE VISION AND ETHOS OF KHALSA ENGINEERING ACADEMY ? *

WOULD YOU BE INTERESTED IN SENDING YOUR CHILD(REN) TO KHALSA ENGINEERING ACADEMY ? *

HOW MANY CHILDREN DO YOU HAVE ? *

WHAT ARE THEIR BIRTH DATES (MONTH AND YEAR) ? *

THIS WILL ALLOW US TO DETERMINE WHICH ACADEMIC YEAR YOUR CHILD(REN) WOULD ATTEND KHALSA ENGINEERING ACADEMY

WHAT IS YOUR POSTCODE ?*

(POSTCODES ARE HELPFUL IN MAPPING OUT POTENTIAL SCHOOLS BASED ON NEED AND COMMUNITY INTEREST)

WOULD YOU LIKE TO BE UPDATED ON OUR PROGRESS ? *

PLEASE PROVIDE CONTACT DETAILS ON THE METHOD THAT YOU WOULD LIKE US TO CONTACT YOU.

EMAIL ADDRESS

TELEPHONE NUMBER

POSTAL ADDRESS

ADDITIONAL COMMENTS

YOUR COMMENTS MIGHT INCLUDE WHY YOU THINK THAT YOUR FAMILY/COMMUNITY NEEDS A NEW SCHOOL

ETHNICITY ORIGIN (OR RACE): PLEASE SPECIFY YOUR ETHNICITY: *

Send Form

Home | Vision | Register your Child | Contact Us |

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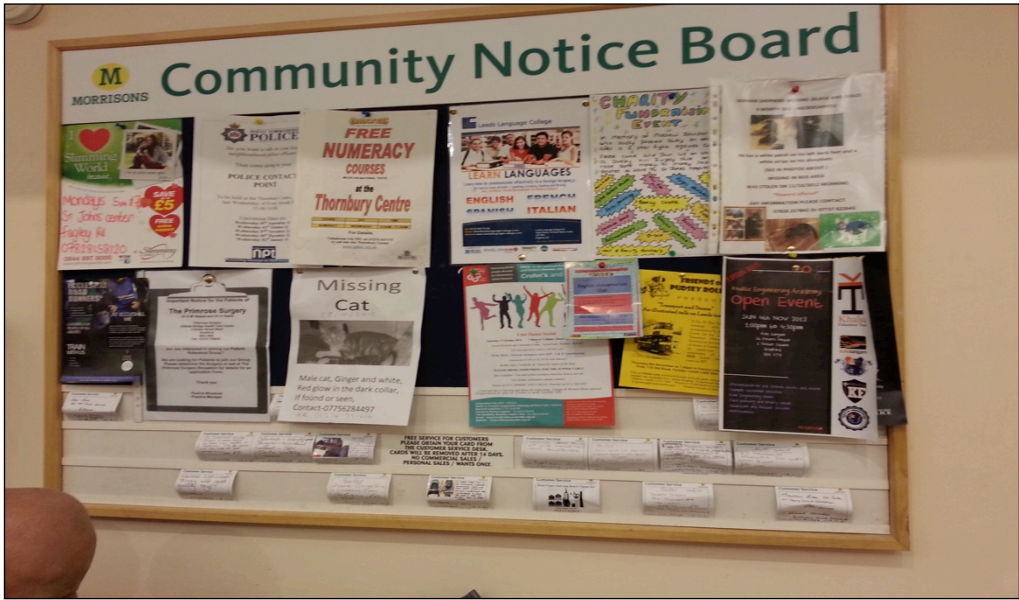
The diagram below shows where our school intake will come for 2014 & 2015. While we have made and continued to make every effort to welcome pupils from all ethnicities, faiths and backgrounds as shown in later in this section, we recognise that our pupils will initially come from the Sikh community of Bradford. Those parents who live outside the vicinity of BD2 & BD3 have expressed their commitment to transport their children to KEA and have told us that there is no comparable school in their areas.



Our intention is to open in 2014 with one reception class and one Year 1 class and then to grow at 1 class per year as our cohort progresses.

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

To this end, we have publicised Khalsa Engineering Academy through a number of methods as listed in our marketing strategy. In November & December we held a series of open days in our Sikh Temples and on 4th of November we held an open public consultation (refer to the following flier). Despite road repairs outside the event, this was well attended and the majority spoke positively about the excellent education initiative, but also expressed a considerable interest in site development and planning process.



The events held at the 5 Sikh Temples within Bradford was focused on engaging the whole Sikh community to support the School and more specifically to update potential parents on our progress with the application and the pre-opening of KSA in Leeds.

The events at the Sikh Temples involves a presentation from the chairman of Khalsa Education Trust in the main Sikh pray hall highlighting why the need for a new school, what Free Schools are about, our Vision & Ethos what we need from the community, how to contact us and if parents / individuals want to join the project team.

These events are supported by the KEA team holding a stall in the main entrance outside the main pray hall where parental survey demand are collected. The events also involve open consultation sessions where parents can ask question regarding the school.

The events were regularly promoted at each Sikh Temple in October & November (prior to the Presentation events in November & December), as well promoted on the local radio station 'Sub Rang Radio Bradford' and the Sangat TV (Sky channel 847).

The open consultation event at Kala Sangam on the 04th November 2012 was promoted in as similar manner to the events at the Sikh Temple, with the exception that our target was parents from other faiths. In order to meet this objective the Khalsa Engineering Academy team targeted crèche and supermarkets in the Bradford BD2 & BD3 postcode using leaflets, posters and small crèche presentations in front of potential parents.

Posters were placed at the local supermarket in BD3 and at Morrisons Head Office BD3 where 2500 people are employed. See previous page.

The Kala Sangam event had multiple purposes:

- One to engage with other faith parents.
- Understand the reason for the school and its vision & ethos.
- Show live classroom Demonstrations (total of 3) involving Engineering and how Engineering fits into the curriculum.
- Show the schools affiliations and how these will be utilised in the school i.e. Bradford University STEM team.
- Meet the KET Directors and the KEA Team.
- Chance for parents to ask questions.
- Chance for KEA team to meet the children it will be serving.

Our marketing plan saw us work with Bradford Metropolitan Food Bank, a charitable organisation which distributes food parcels to vulnerable people in the community. We helped to donate food from the Sikh Community, local business and directors of Khalsa Education Trust. In each food parcel we circulated literate about the new school (KEA) and advertised our open consultation event (see Annex 5 – letter from Bradford Metropolitan Food Bank).

We will continue to collate demand and seek to engage with parents within Bradford BD2 and BD3 area's, whilst our application is being considered by the DfE.

Section E: Evidence of demand – part 2

Marketing strategy for Khalsa Engineering Academy is driven by the needs of our community; our marketing approach would allow us to demonstrate the benefits of our proposed school and express our vision, ethos and aim and explain how these are translated into our curriculum to ensure that the learning needs of our children are met. Publicity for the school thus far has and will continue to include:

- An interview on local radio where members of our Trust explained our proposals.
- Meetings with prospective parents, interested members of our community, and community groups. In addition to our parental support forms we have collected a number of responses from community groups and individuals expressing support for the school. We have used, and will continue to use these forms to identify people and groups with whom we can form partnerships to benefit our school and the community.
- Community meetings in both the Sikh Temple and in other community centres such as Kala Sangam & Ventnor Hall
- Our website www.khalsaengineeringacademy.org
- Our Twitter: KEA2014
- Our Facebook: Khalsa-Engineering-Academy
- Our brochure (see Annex 1) & A5 Welcome Pack
- Open consultation event at Kala Sangam was televised on Sangat TV (Sky Channel 847)

We are continuing to market the school and to engage with the community of Bradford; throughout the application process and this will intensify once the application is approved. In order to engage with the full community (different faith backgrounds), key aspects of our consultation will be:

- Our knowledge of the area indicates that up to 60% of pupils from our local community will not speak English as a first language. We recognise that consultations with families will need to be specific to address the challenges associated with communicating effectively with people who speak different languages from English, Punjabi and Urdu. We will liaise with community leaders from different ethnic groups with Bradford and agree with them the most effective way of engaging with members of their community. This will also better our understanding of cultural behaviours and prevent the team from offending any of our communities. Depending upon the outcomes of these meetings a combination of the following will be undertaken:
 - Update our website to include information in different languages
 - Provide written information such as brochures, prospectus etc in different languages
 - Provide translation service at community meetings and assistance in filling forms such as Parental Support Survey.

Our intention is to continue to hold additional community meetings at a variety of venues including Libraries, Pre-schools, Mosques, churches and community centres such as

Sure Start Children Centre to explain our school and its intentions this will help to target the wider community. As stated above in section E1 our initial demand has come from the Sikh Community and we will be hold further events whilst this application is being considered to attract a cross section of the community.

The community of Bradford is ranked 26th in 326 districts for Multiple Deprivation, therefore we will arrange meeting at different times to allow parents and people who undertake shift work (cleaners, machine operators etc) the opportunity to attend the sessions.

We hope to issue press releases in conjunction with the local newspaper; Telegraph & Argus to detail our progress and to announce public consultation events.

Expand our website so it includes a news feed such as progress on application, new events, recruitment vacancies etc.

If approved, we will consult statutory consultations in line with Section 10 of Academies Act 2010 and in the agreement with the DfE as well as with the support of Khalsa Science Academy to ensure compliance and effectiveness of the process.

The purpose of the consultation will be to inform parents, careers and the member of the local community of our plans to open Khalsa Engineering Academy to highlight the benefits of engineering enriched Curriculum underpinned with Sikhi ethos. In addition to ensure these audience groups are able to ask questions and voice their opinions.

The consultation plan will be structured over 6 week period, to ensure parents, careers and member of the community have the maximum opportunity to engage with us regarding the school. Our aim will be to establish a dialogue between company directors and all potential stakeholders in Bradford and the surrounding areas to spread the message via varied forms of media therefore making accessibility easy.

Our consultations will be targeted at:

- Existing Parent engaged during the application stage.
- New Parents not previously engaged
- Local Sport groups
- Bradford City Council and LEA
- Neighbouring Secondary Schools in BD2 and BD3 post code
- SENCO and other neighbouring agencies such as North West SILC (special needs agency specific to Leeds)
- Attracting a cross section of the community

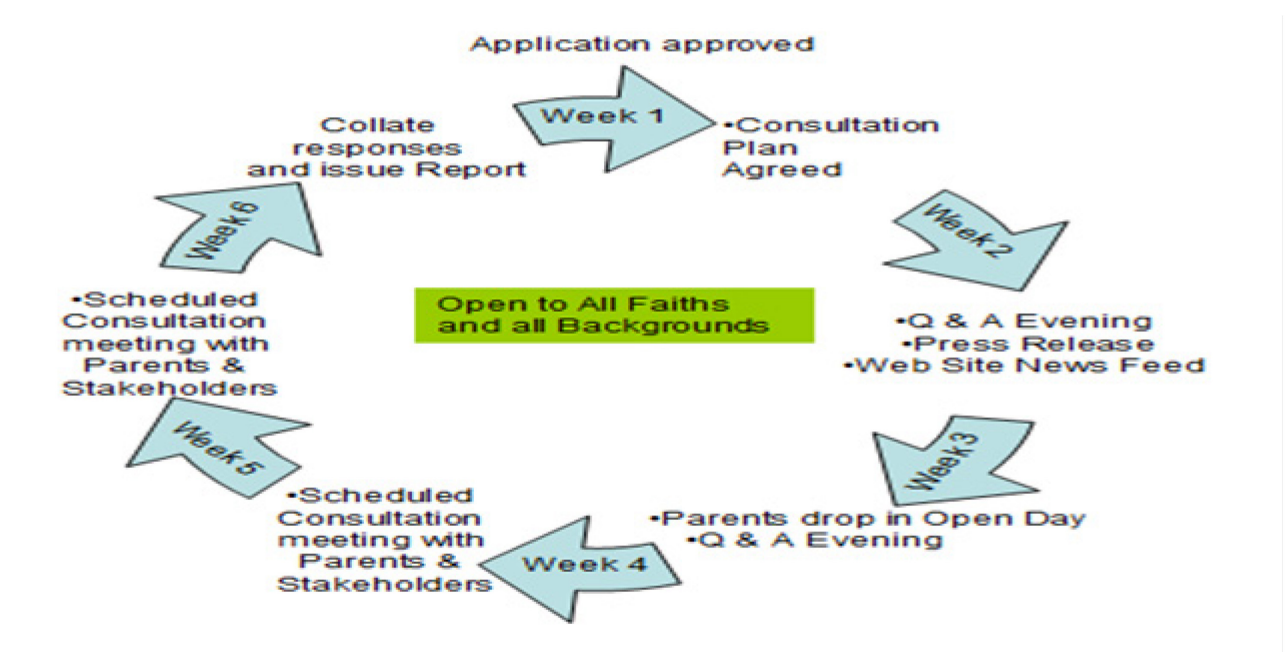
Our key message during the consultation will be:

- Explain the ethos of Khalsa Engineering Academy
- Our curriculum and particular focus on how we will enrich the curriculum with engineering
- The way in which we aim to improve the life chances of our young people

- Our plans to work with Partnership schools (such as Khalsa Science Academy & Brodetsky Primary School) and Universities (Bradford University) so we can work together to share the best teaching practices and resources.
- How to improve the outcome for our pupils and how to ensure they have solid foundations for Secondary school and beyond. Primary to Secondary transition will involve KEA liaising with the pupil's Secondary school and providing detailed and holistic view of the young person, which includes photographs of their work; statement from the pupil and their teachers, as well as their expectations for the future. More detail can be found in Section D.

We will consult via the following medium:

- Direct Personal Consultation
- Website
- Telephone and email
- Mail shots and door-to-door surveys / local media i.e. free newspapers
- Informal presentations and Q&A sessions help in public venues – ensure easy access for all
- Drop in centres such as local supermarkets, libraries and leisure centres.



Consultation Process and timescales:

Access for All

Khalsa Engineering Academy aims to serve the needs of all children in our community and therefore have put in the place the following measures:

- Breakfast Club – ensuring all children regardless of economic or social circumstances get the best start to their day.
- Homework Club – ensuring that those students who for a variety of reasons are unable to work at home can complete their work, therefore ensuring they are properly prepared for lessons.
- An inclusive learning environment that embraces people of all faiths and backgrounds. In order to share the school vision and ethos we made the conscious decision not to open the school as a faith school.
- We are confident that the performance achieved by our pupils will make the school a popular choice for parents in the community.
- Promotion of our curriculum approach by focusing on:
 - Engineering specialism including trips to the museum and other institutions
 - Our personalised approach to learning and supporting high achievers through to low achievers.
 - Presence of a highly effective SENCO staff(s) to help less able children and those with special needs.
 - A commitment to ongoing training staff to ensure the best practice is maintained in teaching students.

Parental and community Involvement

We propose the following measures to serve our children, their families and the wider community:

- A range of learning activities for adults after school hours
- Engineering presentations of class work to parents. These presentations will be recorded and uploaded to our learning platform to ensure parents who cannot attend remain involved.
- Use of our buildings for community events and meetings.
- Provision of Breakfast clubs and homework clubs to accommodate needs of children, parents and carers. This is targeted at parents from a deprived background.
- Promoting annual engineering fair for Bradford Students
- Forging links with primary and secondary schools to share information and resource so we can all progress our pupils. These links are discussed in Section D, where we talk about Primary to Secondary Transition process.

Need for Additional School Places

It is recognised that there is considerable pressure on primary school in the BD2 and BD3 post codes to accommodate children in their own neighbourhoods as places in these two areas are oversubscribed.

Data from Bradford LEA website showed that in 2010, postcode BD2 & BD3 were oversubscribed by 208 pupils. Bradford Council have commented that they are reviewing Primary School capacity for the future as there is an expanding population of children and young people in the district (see Annex 4 – Press cutting from Telegraph & Argus)

Many schools in the BD2 and BD3 schools are underperforming well below the Bradford and National average for KS1 and KS2 (achieving L4 in both English and Maths).

Data from Department for Education website site showed poor performance results in 2010, KS1 results for postcode BD2 & BD3 were 13.3 points compared to National Average of 15.2 point and KS2 of 65% in English & Mathematics compared to National Average of 74%.

Khalsa Engineering Academy will also provide children, parents and carers with greater choice for high quality education whilst relieving application pressure of neighbouring schools.

Sikhi Ethos

Our school will not be a faith school but will be underpinned by a Sikh Ethos. As mentioned in the previous section of this application we will not select our intake of pupils on faith, gender, creed or colour.

Our view is that Sikh ethos of living a truthful life; having consideration for your fellow human and living creatures as well the environment sets our school apart from others in the BD2 and BD3 post code.

Our focus will be on being a high quality education provider. Within RE we will learn about all faiths on an equal basis and we will also celebrate religious events on an equal basis where religious leaders from all faiths will be asked to engage with our children.

Section F: Capacity and capability

F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

Khalsa Engineering Academy will operate as part of the Khalsa Education Trust (KET) and will initially operate alongside Khalsa Science Academy (KSA) that opens in September 2013. We recognise that the governance arrangements of KSA will be operating for that school alone initially before we move to the model outlined here. This section outlines the structure and roles of the relevant bodies and the senior teaching staff, with subsequent sections providing more detail.

The Khalsa Education Trust will assume final responsibility for all matters relating to the schools. Its primary role is to ensure that the disbursement of public funds is undertaken appropriately to meet the vision and ethos of the school. The company members are the Academy's legal owners and retain the ultimate responsibility for the business of the organisation. The Trust is responsible to the Secretary of State through the Articles of Association and Funding Agreements.

The company members will:

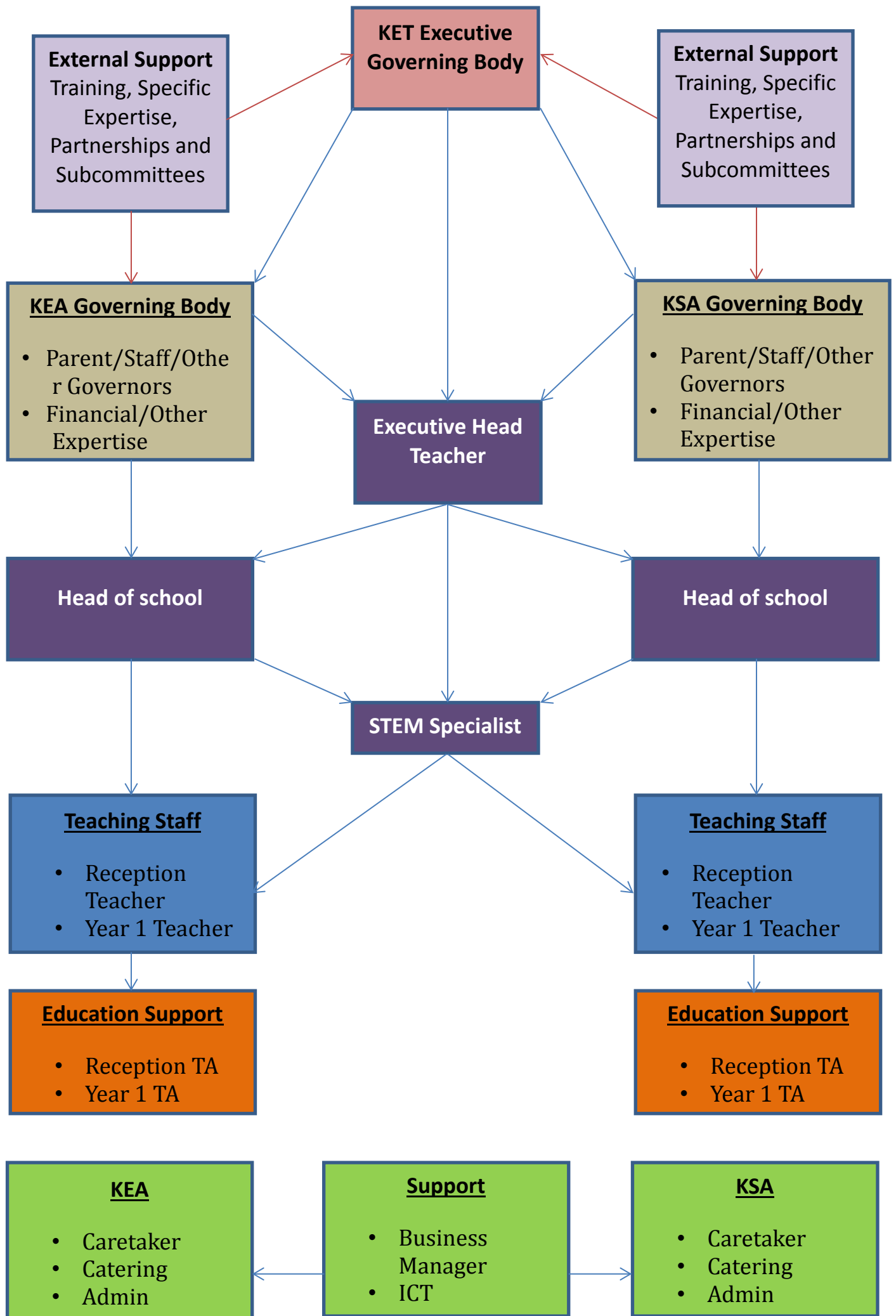
- Ensure compliance with statutory and legal requirements of the company
- Monitor financial performance over time to ensure solvency
- Hold the Executive Governing Body accountable for the performance and operation of the schools.

The Khalsa Education Trust will exercise control by having the power to both appoint and remove the majority of Governors to both the Executive Governing Body and the Individual School Governing Bodies of the respective schools. The criteria used when selecting our governors will include:

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

The Trust will receive an annual report and accounts of from the Executive Governing Body at their Annual General Meeting and will have the power to hold additional General Meetings if deemed necessary.

The governance and senior staffing structure for our proposed multi academy model is shown in the diagram below.



KET proposes to establish an Executive Governing Body (EGB), which will report to and be accountable to the Trust for running all KET schools. This body will be populated by members of the Trust, plus the Executive Headteacher (EHT) and an independent education expert, sourced from the open market, as well as anybody else the Trust feels needs to be present at a meeting. Each school will have its own governing body (an Individual School Governing Body (IGB)) responsible for the effective and efficient running of the respective school and ultimately accountable to the EGB. Further details are provided below, explaining where responsibilities sit within the overall structure, as well as, describing their inter-related relationships within these structures, specifically in terms of their makeup, discrete accountabilities and responsibilities.

Overall the structure is designed to provide benefits on several different levels, for example:

- 1) Deliver the optimum value for money in education, by centralising roles that can be shared across the schools.
- 2) The EGB will seek and implement proven best practice across the KET schools, in delivering education and support services.
- 3) Our collective purchasing powers are expected to bring us savings too.

KET Executive Governing Body (EGB)

We recognise that large governing bodies can be unwieldy and bureaucratic and actually inhibit the effective and efficient running of a school. We do however value our links with the communities we serve and want to have stakeholder representation in our governance. This will be secured by having a smaller Executive Governing Body at a strategic level with a wider more representative Individual Governing Body at an individual school level.

The Executive Governing Body will:

- Be accountable to the Khalsa Education Trust (KET)
- Oversee the performance and operation of both schools on behalf of the KET
- Appoint the Executive Principal and undertake their performance management
- Approve education plans for each individual school
- Establish suitable arrangements for joint working between the two schools including the sharing of staff and resources, joint service provision and the level of charges to be attributed to each individual school for shared provision.
- Appoint one governor to serve on the Individual Governing Body of each school

The membership of the Executive Governing Body will be:

- Five members appointed by the Khalsa Education Trust (to include people from the local school communities)
- The Executive Principal/Headteacher

- One Governor nominated by Khalsa Science Academy Governing Body
- One Governor nominated by Khalsa Engineering Academy
- The Headteachers of the individual schools (non voting capacity)
- External Educational Consultant (non voting capacity) - to provide a critical eye and quality assurance to the EGB and serve as a challenging force, in independently assessing school results and output.
- Legal/Finance experts
- Member of LEA

The Executive Governing Body will have the power to appoint additional nonvoting governors to any additional expertise deemed necessary.

The EGB will meet at least termly and receive reports from the Executive Principal/Headteacher and Individual School Governing Body on progress and any other matters identified.

Individual School Governing Body (IGB)

Whilst we recognise the need to ensure that governance structures are lean and fit for purpose we also acknowledge the value of stakeholder representation and believe this can be accommodated within the governance structure at this level. Each SGB will be required to oversee the school's vision and performance.

The individual school governing body will:

- Oversee the school's vision and performance
- Assume responsibility for ensuring that the school leadership team aligns the vision and ethos of the school to that which is outlined in the Education Plan
- Act in a position of 'Challenge and Support' to the school leadership team
- Work with the Leadership Team in setting annual targets and reviewing the successful implementation of whole school policies
- Be responsible for the approval of an annual budget and the establishment of levels of delegation and control
- Review the work of the Head of School annual progress targets
- Be responsible for the employment of staff within the school
- Ensure that the school operates in accordance with statutory requirements
- Be the body to which any disagreements with the school may be referred
- Act as arbiter in any disputes or appeals regarding the individual school
- Establish Committees and Working Groups to assist in the discharge of responsibilities and effective governance

The membership of the Individual School Governing Body will be comprised of:

- Seven members appointed by the Khalsa Education Trust (to include representatives from the local school community)
- The Executive Principal/Headteacher

- The Head of School
- One staff Governor
- Two parent Governors
- One Local Authority Governor

The Individual School Governing Bodies will meet at least termly and receive reports from the Executive Principal/Headteacher and Head of School.

Governing Body Committees

To perform their functions the Individual Governing Body will operate with two committees – Teaching & Learning and Business Management. We have worked with a consultant who has provided advice on governance for a number of schools operating as academies. It is our firm belief that whilst governors have to come together in meetings to perform various strategic and operational functions, effective accountability and strategic direction can only come about if they are provided with the capacity and opportunity to know the school by being in the school.

Given that the Committees will have specific operational areas, additional capacity will be provided as and when needed by the establishment of working groups for specific projects or tasks.

Other Support for Governance

The respective governing body may commission reports from external specialists. This will include statutory functions such as external audit but will also extend to areas such as whole school and subject evaluations based on the Ofsted framework, safeguarding and child protection checks. The governing body will also establish measures for collecting the views of stakeholders. We will request the use of an external school improvement officer from the LEA as we feel we will benefit from external challenge.

Clerk to Governors

The governance will be supported by the work of an externally appointed clerk to the Governors for the Trust who will report directly to the Executive Governing Body. In addition to supporting the effective administration of the governing body, the clerk will advise on procedural matters and have a responsibility to ensure that the governance structure complies with regulatory requirements including arrangements for disclosure of interests and procedures for withdrawal from meetings where conflicts of interest may occur.

Conduct of Governors

The respective Governing Bodies will adopt and follow the National Governors' Association Code of Practice for School Governors that includes the seven principles of public life. This will allow us to avoid any conflicts of interests; if any arise they will be taken up directly by the Trust. Any that may come about at Trust will be avoided through

open and transparent dialogue with the DfE. Our independent legal advisors will always be consulted in such matters.

Executive Principal/Headteacher

The Executive Principal/Headteacher is to be appointed by the Trust. He will report and be accountable to the EGB for ensuring educational standards are maintained and developed in line with strategic direction provided by the Trust. The Executive Principal/Headteacher will be a Governor on both the Executive Governing Body and each school's Individual Governing Body. Working in conjunction with the Executive Governing Body, the post holder will take overall responsibility of delivering the KET vision by:

- Taking overall strategic responsibility for the KEA curriculum (ensuring that Engineering is central to the learning), teaching and learning policy, development plans, staff roles and responsibilities, resources, staff handbook and key policies. Also planning the budget for each school to ensure cost effectiveness.
- Taking overall responsibility for School Improvement using the new Ofsted Framework to monitor teaching and learning, analysis of progress and attainment data and target setting. Ensuring that national and local initiatives are taken into account. Reporting to the KET Board and Executive Governing Body helping both bodies to set targets and monitor overall performance.
- Inspiring and motivating the whole school staff through CPD, acting as overall team leader for performance management and ensuring that the standards set by the DfE for teachers and other staff are met.
- Creating effective links with KSA in Leeds to ensure that good practice is shared, identifying gaps in the skills and experience of the two schools, and providing a brokerage role to find outside support to fill these gaps.
- Being accountable and responsible for all services shared between the two schools.

During the first couple of years, the Executive Principal/Headteacher will be assisted by a part-time expert (most likely to be a consultant) specialising in the role of business management within the educational sector. This individual will be able to assist with HR, Payroll and Procurement duties in ensuring value for money.

The Executive Principal/Headteacher will be further supported and assisted by a Head of School (HOS) assigned for each school and appointed by the EGB. The HOS will be responsible for running and addressing all day to day matters of the individual school it has been assigned.

Head of School

The Head of School / Deputy Headteacher will be a governor of their individual school and a non-voting governor on the Executive Governing Body. Working under the direction of the Executive Principal / Head-teacher and reporting to the KEA Governing Body, the post holder will take day-to-day responsibility for the delivery of the school's outcomes by:

- Ensuring the smooth functioning and efficiency of the school by taking responsibility for the day-to-day leadership and management for the teaching and learning, school curriculum, health and safety, pupil care, staffing and resources following the overall school development plan, targets, staff handbook, policies and practices as laid down by the KET Board.
- Initially taking on the roles of SENCO, Inclusion Coordinator, Head of Learning and Pupil Welfare Officer. To enable this, this role will not have a class responsibility. As the staff numbers increase the post holder will relinquish most of these roles and will take more of an overall leadership role monitoring and supporting the academy. However the post holder will retain the role of overseeing the school ethos by line managing the other KEA Leaders.
- Leading interventions across the academy supporting class teachers and Learning Assistants in taking smaller groups for accelerated learning opportunities especially in literacy and numeracy, supporting pupils with additional needs and to support aspects of the Gifted and Talented Programme. Supporting staff with responsibilities to allow them to carry out these tasks.

F2, 3 and 4: Expertise and Experience within the Group

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

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

F2 – access appropriate and sufficient educational expertise;

F3 – access appropriate and sufficient financial expertise to manage our budget;

F4 – access other relevant expertise to set up and then run our school.

In this section, we have first shown what expertise will be required to make up an effective Steering Group to set up the school. We then share our larger team with their experiences to show that they are capable of taking up these roles.

	Role	Experience
1	Chair of Governors	Senior role that brings together and focuses the Governing Body. Person with significant senior management experience required for this position, together with good people skills.
2	Project management	Significant experience of project management of large projects, this role will be critical in the run-up

		to the opening of the school in particular. The role can then be subsumed into others in the Governing Body, but will continue to be of great use as the school pursues large projects e.g. capital funding grants; other bidding opportunities set by government.
3	Education support	Once the school start-up is secured, there are a range of activities to be undertaken in relation to the detailed policies and procedures required, devising outline schemes of work, ordering resources and materials to support learning, and so forth. Detailed educational experience is required here, and once the Head teacher is appointed, he or she will take on the majority of this responsibility, supported by our education advisers.
4	Legal understanding and background	It is helpful for the person in the Academy Trust to sit on the Governing Body with this expertise.
5	Financial understanding and background	It is helpful for the person in the Academy Trust to sit on the Governing Body with this expertise.
6	ICT	A person with experience of information technology, networks, architecture, hardware and software, wireless systems, ICT integration with design, or similar, will be an extremely useful member of the team. The requirement to create an ICT strategy, identify hardware and software requirements, procure and then put together a rolling refresh programme which fits with the school's budget, and who may be in a position to scout for sponsorship, deals and pilots, would be a great asset to the setting up and running of a school.
7	Marketing	A person with strong knowledge and expertise of marketing products or services, particularly to the general public, will be a key asset in supporting the marketing and consultation plan once the school is opened. This person will also be able to advise and support the school in their ongoing determination to have open communications with parents, the local community and others, by getting stories placed in the local media, supporting the setting up and administering of

		periodic surveys and questionnaires, and so forth.
8	Local Authority Governor	Although not required by an Academy school, our good working relations with the Bradford LEA and a commitment to partnership with them will mean that we shall ask a Bradford LEA member to become part of the Governing Body. This member will be able to suggest services and approaches which the Bradford LEA may be able to provide, linking the Academy with the excellent aspects of education in Bradford.
9	Partners as Governors	We are keen to invite our partners, particularly our Khalsa Science Academy or our closest local secondary school, to act as Governor representing secondary transition, and STEM expertise, to improve links and opportunities between our school and theirs.
10	Human resources, recruitment	An experienced HR person will be an important asset to the Steering Group / Governing Body in supporting the recruiting the Head teacher. And then working with the Head teacher and Chair of Governors to recruit the remaining staff. In addition they will be able to suggest terms and conditions of employment; details of pensions, national insurance; other payroll issues; procuring payroll and employment issues linking to legal issues of employment law. These will all be vital experience for the Governing Body to draw upon.
11	Premises role	An individual who can bring experience of building and premises projects - running live sites, maintenance and cleaning contract with an engineering background which provides experience of overseeing and 'snagging' building projects. In addition identify premises issues and supporting their resolution.
12	Community Governors	<p>Individuals in the Steering Group from the Gurdwara who bring detailed knowledge and understanding of the community that the school serves, and who do not have another role in the Governing Body may be represent Community governors.</p> <p>We intend to invite other community representatives as links as our community grows – for example community leaders from the white community and /or the Muslim community.</p> <p>Community providers of education and leisure opportunities at the school will be invited to support the Governing Body, either as Governors</p>

		or as Associate Governors on sub-committees, for example local cub or brownie leaders; local football club leaders; local adult education / evening class leaders.
13	Parent Governors	Parent representation on the Governing Body will initially be taken from the Steering Group, to provide the vital perspective of parents as the school gets up and running. Parent elections for Governors will be held in the second year of the school's opening.
14	Head Teacher	The Head teacher of the school will work closely with the Chair of Governors to provide reports on the school's progress, suggest areas for improvement, recommend aspects of the school that Governors may wish to observe in more detail, and facilitate Governors' visits to the school.
15	Staff Governors	The Governing Body will include staff governors, usually at least one teaching staff governor and one non-teaching staff governor. This helpful role will be taken on once the school is open and running, probably in its second year.
16	Clerk to the Governors.	Clerk to the Governors.

Khalsa Engineering Academy (KEA) – Resource Planning

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

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



The following people have been identified in the Khalsa Engineering Academy Community Group as having the appropriate qualities and experience within each role as stated. CV's of key people is included in Annexes.

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

	Role	Name of Person	Experience & Expertise	Time Commitment (days per month)
1	Chair of Governors	<p>[Redacted]</p> <p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p>	<p>S = 4 to 8 T = 3 to 4 R = 1 to 2</p> <p>S = 4 to 8 T = 3 to 4 R = 1 to 2</p>

2	Project Manager	██████████	██████████	S = 4 to 8 T = 3 to 4 R = 1 to 2

				S = 4 to 8 T = 3 to 4 R = 1 to 2
3	Education Support & Understanding			S = 4 to 6 T = 2 to 3 R = 1 to 2

3	Education Support & Understanding			S = 4 to 6 T = 2 to 3 R = 1 to 2

4	Legal Understanding & Background	██████████	██████████	S = 4 to 6 T = 2 to 3 R = 1 to 2
5	Financial Understanding & Background	██████████ ██████████	██████████ ██████████	S = 4 to 6 T = 2 to 3 R = 1 to 2 S = 4 to 6 T = 2 to 3 R = 1 to 2

6	ICT	<p>██████████</p> <p>██████████</p>	<p>██████████</p> <p>██████████</p>	<p>S = 4 to 6 T = 2 to 3 R = 1 to 2</p> <p>S = 4 to 6 T = 2 to 3 R = 1 to 2</p>
7	Marketing	<p>██████████</p> <p>██████████</p> <p>██████████</p>	<p>██████████</p> <p>██████████</p> <p>██████████</p>	<p>S = 4 to 6 T = 2 to 3 R = 1 to 2</p> <p>S = 4 to 6 T = 2 to 3 R = 1 to 2</p> <p>██████████</p>

8	Human Resources Recruitment	<p>██████████</p> <p>██████████</p> <p>██████████</p>	<p>██████████</p> <p>██████████</p> <p>██████████</p>	<p>S = 4 to 6 T = 2 to 3 R = 1 to 2</p> <p>S = 4 to 6 T = 2 to 3 R = 1 to 2</p> <p>S = 4 to 6 T = 2 to 3 R = 1 to 2</p>
9	Premises Role & Consultancy	<p>██████████</p> <p>██████████</p>	<p>██████████</p> <p>██████████</p>	<p>S = 6 to 8 T = 3 to 4 R = 1 to 2</p> <p>S = 4 to 6 T = 2 to 3 R = 1 to 2</p>

10	Local Authority	Pending School Opening		
11	Partners as Governors	Pending Recruitment	Should this application be approved to the Pre-opening stage, we will openly advertise and recruit from the wider community..	
12	Community Governors	██████████	██████████	S = 4 to 6 T = 2 to 3 R = 1 to 2
13	Parents Governors	Pending School Opening		
14	Head Teacher	Pending Appointment		
15	Staff Governors	Pending Elections		

16	Clerk to the Governors	Pending Recruitment		
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F2. Show how you will access appropriate and sufficient educational expertise to deliver your vision.

As shown in the table above we have extensive education experience in our team. This ranges from senior teachers as well as a school improvement officer, trainee ofsted inspector and a STEM specialist. Between them we feel we can deliver our vision by opening a successful school. As stated later we have forged partnerships with successful schools which will also help in maintaining outstanding standards.

F3. Show how you will access appropriate and sufficient financial expertise to manage your school budget.

As described above, we have significant financial expertise within the team, although not specifically in running a school budget. We understand the levels of accountability and monitoring required for financial management and governance within the annual accounts.

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

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

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

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

Shared Business Manager

This post will work across the two schools to set up and maintain effective business management functions including:

- Financial Management and monitoring
- Procurement of supplies and services
- Ensuring the Trust has effective arrangements to secure specialist support and advice for legal services, health and safety, human resources matters and payroll.
- Management of the ICT manager

We acknowledge that whilst we have significant commercial financial expertise, our knowledge of school finances is limited. In setting up Khalsa Science Academy, our group is developing their knowledge. The consultants we have engaged (██████████) as project managers are working around colleagues from the Trust to develop the financial plans and, by the time the Engineering

Academy is approved, we know we will have significantly developed our knowledge. We do however have a contingency plan in place in that we have the support of School Business Management consultant who can be available to the Trust in both the pre and post opening phase and is lined up to provide mentoring to the Trust's own Business Manager of that is required after they are appointed. The consultant can supply up to 6 days per month in both the pre and post opening phases.

F4. Show how you will access other relevant expertise to manage the opening and operation of your school.

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

We consider that we have a wide range of skills relevant to the setting up of a school, as previously identified and are able to commit to the time required.

The table of individuals contributing to each role, shown above indicates that we have a good coverage of each role required in setting up the school.

However we accept that, despite the breadth and depth of expertise and experience in the team. Fortunately, we do actually have a person or group as part of Khalsa Science Academy who have been involved in setting up a school.

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

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

Similarly our team possesses the skills identified to run a school, as evidenced by the members who run businesses and other organisations, and some have previously or currently work in a school environment at middle leadership level.

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

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

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

1. Use the ongoing community consultations to discuss with individuals contribution to the school; contact individuals who indicate that they would be interested in helping directly.
2. Contact individual partners directly to identify a Governor – we have links into Khalsa Science Academy, Bradford University and the Local Authority, and feel confident that should we be taken

forward to the next stage, that these organisations would support us in a Governance role.

3. Identify and discuss with the current team and local parents the gaps in our team, with a view to individuals on the team recruiting other appropriate individuals to become involved.

4. Use the New Schools Network to support the process of filling the gaps in our team.

5. Appoint an experienced and capable Head Teacher with a history of financial responsibility within a school.

6. In some instances, it would be appropriate to buy in expertise, for example, human resource and recruitment support through another local school, one of our partners such as Khalsa Science Academy or Guru Nanak School.

7. Use consultants as required, including the expertise of suppliers from the DfE framework programme. [REDACTED], who are currently assisting with KSA, but as they are well aware whenever KET needs to source external help, we practice open and transparent processes in doing so, and contracts are awarded on merit alone. We have demonstrated this quality in changing suppliers, and if needs be releasing familiar parties should they be found wanting.

Partners supporting Educational and Other expertise

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

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

Khalsa Science Academy and Beyond

In our preparations in opening and launching KSA, the first of a family of West Yorkshire based Sikh Ethos schools. Driven by our unique and a most relevant vision, our team at Khalsa Education Trust (KET) is rapidly growing, providing us with access to several strong practising educationalists, as listed above. Inspired by parents and local employers, our KET team has chosen to develop a series of primary academies for Leeds (KSA Sept 2013) and Bradford (Khalsa Engineering Academy Sept 2014),

This demand has been particularly fuelled by recent inspired talks at our KSA/KEA Information Events, where our team of associates have delivered compelling talks to parent groups on the merits of introducing science and engineering thematic focused national curriculums at our primary schools. Also, noteworthy is the fact that at each of our schools, other than English, we are planning to teach two other languages, namely Panjabi as demanded by the Sikh community and Chinese (Mandarin) as dictated by the developing world wide economic landscape.

Furthermore, there is significant synergy between our STEM influenced education vision and the employment needs of the local and international economy. KET strongly believes in the need to directly support our local communities and those remaining businesses that we rely upon to provide the region with a healthier innovative business sector.

At KET we believe in sharing our expected success with our neighbouring schools. For instance, once established, we expect to allow our nearby primary schools to access and utilise our state of the art science labs and/or engineering workshops. Furthermore, we plan to lend out our high achieving teaching staff to these schools. Recognising an element of risk in terms of "staff poaching", we are prepared to address a degree of positive staff turnover. In this way, the senior management at KET will be encouraged to establish centres of "teaching excellence". In turn, this will allow us to attract and recruit high quality learning assistants, with a constant prospect of rapid progress, subject to meeting our high teaching standards. The rest is about hard work and effective teamwork.

In order to deliver our medium to long terms plans, we are in the process of putting together a very strong education team, and hence we believe, supported by suitable strategic partners from both the public and the private sectors, we are well placed to offer the families of our pupils an engaging and fruitful learning experience.

During the KSA journey, all KET people are benefiting and will continue to do, from our experiences in our preparations for Khalsa Science Academy in Leeds. Many of the people listed above are already involved, some more than others, nevertheless we are collectively growing in confidence and evolving to establish a strong team to work on this proposed school.

Guru Nanak Sikh Primary School (GNPS)

We have established a relationship with Guru Nanak School in Hayes who have pledged their support in assisting us with training and advice through both the implementation and running phase of Khalsa Engineering Academy.

This school is a very successful Sikh all through school and we consider that their expertise and advice will be invaluable in helping us to up skill and train our team as appropriate to ensure that we are able to manage and run our school effectively.

We are currently in the process of formalising our relationship with them (pending a successful application) but we have already met with this school on a number of occasions and they have made a commitment to us. Guru Nanak School are in the process of becoming a Training School and we will also be using their expertise to ensure that our teachers receive the training required in order to deliver the excellent standard of education that we are committed to.

Support from GNPS senior leadership to ours (i.e. shadowing a member of their leadership), has been agreed in principle. Our team, under the direction of our Chair of Governors, will devise a mentoring programme enabling us obtain best practices from corresponding senior staff from the GNPS. This programme will include visits to be made by senior staff and/or governors (once a half term) to help train our governors and staff thus to ensure good quality assurance and outstanding practice and systems at all levels. Furthermore, outstanding practitioners from GNPS are to deliver training to our staff, as and when required, in person and via internet/video conference facilities. Additionally, it has been agreed in principle to have access to the GNPS Business Development

Manager.

West Yorkshire STEM (WYS)

KET has already forged a relationship with WYS as they are supporting KSA in Leeds. We will utilise their ambassadors and resources to help us successfully deliver our Engineering vision.

Partnerships with other schools

Our partnerships with Brodetsky Primary and Leeds Jewish Free School as well as Roundhay School and Anand Primary will further enhance the quality of provision we will be able to provide our youngsters.

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

Recruiting High Quality Staff

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

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

1. Start in good time – have a clear process map for the procedure, beginning with factoring resignation periods of 1 term for Head teachers, and half a term for other staff, acknowledging the possibility that we shall have to have two attempts to recruit the staff we really want, and build a schedule from that.
2. Develop a clear and robust job description and person specification for each role in the school that fully reflects our vision and ethos. Where appropriate we shall be clear about the experience we require, what is essential to the role and what is desirable.
3. The application form, processes for long and short listing candidates, and
Please note KET are currently in the process of recruiting the Head-teacher for KSA at Leeds, please see the Annex for further details of our advert, and the candidates' briefing pack, the latter includes the supporting job description and person specification.

These developments at KSA, are providing the team with invaluable first-hand experience in such matters, which in turn with dialogue with our KSA DfE lead are contributing to KET establishing best practice in staff recruitment.

The steering group for KEA will draw on these experiences directly, as there will be some overlap of personal involved with KSA and KEA recruitment, as well as touching base and comparing notes with Guru Nanak in Hayes and other free schools we regularly communicate with, for instance, Anand Primary School in Wolverhampton and nearer home, continue dialogue with Leeds Roundhay Primary and Brodetsky Primary.

In appointing the Head teacher, we are aware that there is an apparent shortage of strong

candidates for primary phase Headships, and we shall be keen to use all our contacts and encourage interested parties whom we have met through consultation processes to apply. However, they will all go through a rigorous and transparent recruitment process to ensure fairness and the best possible start for the school.

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

Appointing the Headteacher

Our existing recruitment plans are expected to confirm the appointment of the KSA head-teacher by 15th February 2013. It is our intention, subject to the required criteria being met; this individual will be given the opportunity to establish him/herself as the Executive Headteacher for the schools, as documented earlier in this application. Hence, the further recruitment plans will need to focus on the finding of the Head of School (HOS) for KSA and then KEA.

However, it is partially expected that during the KSA Headteacher campaign, we are may well identify other strong candidates, other than the appointed Headteacher. If so, we may choose to discuss with them further opportunities within the earlier presented multi-academy staffing structures.

However, as a contingency, and in a worse-case scenario should we fail to find the suitable candidates, we will need to repeat the headteacher recruitment campaign, and hence, subject to lessons learnt, we will need to consider a potential start from scratch, and if so, we are likely to consider the following activities.

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

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

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

Tasks	Deadline	Comments
<p>1. Initial meeting with Trust / proposer group to agree the specification and requirements and to agree the timeline, e.g. recruitment should commence in July 13 for appointment in Jan'14 and start in Sep '14.</p>	<p>June 2013</p>	<p>In order to provide the Appointment Panel with sufficient time to recruit to the post and have more than one opportunity to advertise, this process will need to begin in July 2013. Therefore this meeting will need to take place in June 2013. This is likely to be before we know if our school has been approved by the DfE.</p>
<p>2. Preliminary work to support the proposer group in the recruitment process by:</p> <ul style="list-style-type: none"> • Producing a recruitment timeline and actions for the post. • Providing a draft advertisement and identifying publications and advertising costs. Providing draft person and job specifications against current market conditions. • To contribute to drafting material for candidates to go on the Providing an indicative salary for the post benchmarked against current advertisements for similar roles (currently allowed for L24 based on research of comparable positions) 	<p>July 2013</p>	<p>This is likely to be before we know if our school has been approved by the DfE.</p>
<p>3. Second meeting to talk through the draft</p>	<p>September 2013</p>	<p>There will also need to be subsequent</p>

<p>documents and provide advice. This should include:</p> <ul style="list-style-type: none"> • Finalising material for candidates and the draft advertisement. • Setting dates for the entire process and determining who will be involved at the shortlisting and selection/interview stages. • Determine when references will be requested and who will undertake this task. 		<p>meetings leading up to the interview day. The schedule will need to be agreed at this meeting.</p>
<p>4. Agree costs for advertisement, publications / online. Build a new section on the School's website to host the recruitment materials to hold:</p> <ul style="list-style-type: none"> • A letter from the Academy Trust about the role, context and some 'key messages' (to attract those we want and deter those we don't) • Person Specification • Job Specification • Further info on the vision and ethos • A copy of the advertisement • How to apply, e.g. An application form • Further information:! Hyperlinks to relevant pages of 	<p>July 2013</p>	<p>This is likely to be before we know if our school has been approved by the DfE.</p>

existing websites		
5. Refining the advertisement for final approval and dispatch of final advertisement copy to the selected publications. – Advised as the TES (Recruitment costs in TES can be up to ██████████, for a half page ad as well as a Gold Package presence online. This will vary depending how many weeks it needs to run.)	September 2013	
6. Responding to enquiries from interested candidates during the process. (The mobile number and email details of the main recruitment contact supporting the process should be available on the School website)	To be determined by the date of the interviews	To be agreed in June meeting of the Trust / proposer group.
7. Receiving completed applications/CVs.	To be determined by the date of the interviews	To be agreed in July meeting
8. Copy and distribute applications to the Selection Panel and Advisers and provide a shortlisting grid for Selection Panel and Advisers consistent with the agreed person specification.	To be determined by the date of the interviews	To be agreed in July meeting
9. Hold a meeting with the nominated Selection Panel and Advisers to shortlist applicants based on their analysis in the	To be determined by the date of the interviews	

shortlisting grid.		
10. Take up two references for each short listed candidate with references to be available for use on the second day of interviews.	To be determined by the date of the interviews	Administrative support as agreed at the July meeting.
11. Prepare a model for the two day process and draft interview questions/exercises for short listed candidates	To be determined by the date of the interviews	Education GB member(s) and education adviser will complete in line with agreements made at the September meeting
12. Interview candidates. (Two days)	To be determined by the date of the interviews	To be agreed at the meeting of the sponsors in June
13. Telephone feedback to unsuccessful short listed candidates	To be determined by the date of the interviews	To be advised by the Chair of the Appointments Panel.
Other tasks		
Booking / organising of rooms, venues, catering etc for the selection process.	On going from July meeting	Sikh temple administrative support
Booking / organising of accommodation, parking or other arrangements for candidates / GB members / advisers.	Ongoing from July meeting	Sikh temple administrative support
Psychometric or other tests.	Ongoing from July meeting	The meeting in July will identify if any are to be used.

Once the headteacher is appointed other high quality staff will be recruited in a similar way.

○ [REDACTED]

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Section H: Premises

How the two sites were selected?

In order to serve our local communities residing in and around BD2 and BD3, we believe we have conducted a reasonable search for available premises in our local area. Our search resources included one of our volunteers, currently employed with a local Architect firm. We also used information on suitable sites offered to us in the form of general community knowledge.

In line with our earlier stated vision, our focus and remit was to identify available sites, offering adequate land for our Primary School, supported by good road network for parents, potential for growth and outside play space.

Site One - [Redacted]

[Redacted] (Approx. Size: 70m/80m)

[Redacted]

Introduction

Currently an undeveloped site with possible development permission (Further investigation needed) with potential to comfortably accommodate the proposed school. The proposed site is well placed to serve the prime catchments areas of BD2 and BD3, offering reasonable transport links.

Reasons for choosing it

- Good site access all round – main access via [REDACTED].
- Safe environment for children.
- Comfortable accommodation for school
- Site well serviced by local transport links from/to BD2 and BD3, as well as Bradford city centre.
- Size: 80m x 70m (Approx), 1.38 Acres

Further investigation needed with regards to site boundary

Outline Current Use

Currently a Vacant Site with possible planning (may require change of use)

Details of freeholder: N/A

Details for tenure not available at present

Availability: Assumed site purchase

Suitability

- Good location for catchment
- Close proximity to local community facilities
- Site access would be excellent for 7am-10pm (As proposed) timings
- Adapting the site and making the best use of it by introducing flexible spaces if needed
- Good links to residential catchment area & Public Transport

Likely cost: Value for money

Building Construction

Recommended gross internal floor area for a 210 pupil, 1 form entry Primary school based on "Building Bulletin 99" is 1284m². Using guide construction cost of approx [REDACTED]

External Works Construction

Based on overall site area of 5600m² we anticipate the cost of external works to be approx= [REDACTED]

Fees

Total estimated design and legal fees at approx 15% of overall build cost for this site= [REDACTED]

Capital Investment

We have no source of funding available to support this site acquisition.

Duration of works

Overall 18 months timescale

- 6 months: Design and Planning
- 12 months: Construction and finish

Why the preferred site?

This site centrally located to service our local catchment areas of BD2 and BD3. Furthermore, Bradford's second largest Sikh (temple) Gurdwara, namely Singh Sabha Gurdwara, will potentially share a part of the site boundary. Although our volunteers represent all six Gurdwara's of the city, this Gurdwara has provided us with significant support in our endeavours and continues to do so.

Should it be necessary, they may also be able to accommodate our school on a temporary basis, whilst the permanent site is being developed.

Site Two - [REDACTED]

[REDACTED] (rough Size: 120m/230m)

Introduction

This particular site is a “green field site”, previously used for [REDACTED] which is now disused. The proposed site is well placed within the catchments of BD2, BD3 and BD18 and provides ample space for the school proposition.

Reasons for choosing it

- Reasonable access for both: catchment and site construction vehicles
- Ideal size for proposed school with prospects of expanding Safe environment for children [REDACTED] can serve the site resulting in minimal Highway impact on the busy [REDACTED].

Having an existing adjacent medical centre coupled with the school would establish a “community hub”.

Size: 120m x 230m (Approx) = 6.82 acres which shows potential for external play/ Sports areas and expansion

Outline Current Use

A disused area of land previously used as recreation space

Details of freeholder: [REDACTED]

Details for tenure not available at present

Availability: Assumed site purchase but leasing may be a possible option

Suitability

- Ideal location for expansion
- Potential Extended use e.g. Swimming pool and recreational Space (Football Pitch) for the school but also accessible after hours
- Possibly use the facilities (Swimming/Indoor recreational Space) in conjunction with medical centre
- Close Proximity to other complimentary community facilities i.e. medical centre
- Excellent links to residential catchment area & Public Transport
- Green field/ Undeveloped land with the assumption of no difficult/ costly ground issues

Likely cost: Value for money

Building Construction

Recommended gross internal floor area for a 210 pupil, 1 form entry Primary school based on “Building Bulletin 99” is 1284m². Using guide construction cost of approx [REDACTED]

External Works Construction

Based on overall site area of 27600m² we anticipate the cost of external works to be approx= [REDACTED]

Fees

Total estimated design and legal fees at approx 15% of overall build cost for this site= [REDACTED]

Capital Investment

We have no source of funding available to support this site acquisition.

Duration of works

Overall 18 months timescale

- 6 months: Design and Planning
- 12 months: Construction and finish

Why is this a suitable alternative site?

In line with our expressed Sikhi Ethos, KET wishes all its schools to be inclusive in offer and in its admissions. The preferred site is close to the city centre, and such inner city belts also tend to house a large majority of families from the various Ethnic Minorities. This fact may discourage families from other communities from joining the school. Hence, this site location is likely to appeal to the broader community and thus assist us in attracting a mixed cohort.

Annexes

Annex 1: Advertisement for Kala Sangam Event

Annex 2: Collage of Kala Sangam Event

Annex 3: Press Cutting from Telegraph & Argus

Annex 4: KET PD recruitment advert

Annex 5: Letter from Bradford Metropolitan Food Bank

Annex 6: Letter of support

Annex 1: Advertisement for Kala Sangam Event



A SPECIAL INVITE

Khalsa Engineering Academy
Open Event

SUN 4th NOV 2012
1:00pm to 4:30pm

Kala Sangam
St Peters House
1 Foster Square
Bradford
BD1 4TY

- Presentation on the schools ethos and vision
- Sample classroom sessions
- Live Engineering Demo
- Face-painting and bouncy castle
- Question and Answer session
- Refreshments

KEA2014

Logos on the right side of the advertisement include:
- Khalsa Education Trust logo (a stylized 'T' with an orange arrow above it)
- kalasangam logo (a colorful abstract design)
- Khalsa Engineering Academy logo (a crest with a gear and a book)
- Khalsa Engineering logo (a shield with 'KE' in the center)
- Khalsa Engineering logo (a circular seal with 'KHALSA ENGINEERING' around the perimeter)

Annex 2: Collage for Kala Sangam Event



Annex 3: Press Cutting from Telegraph & Argus

Telegraph & Argus

NEWS RSS FEED SEND YOUR NEWS, PICTURES & VIDEOS 1,000 pupils miss out on first-choice primary school

6:30am Wednesday 22nd April 2009 in News [By Ben Barnett](#)

Applications for places at some primary schools have exceeded the number available

One in seven parents has been denied the chance to send their children to their preferred primary school in Bradford, it was revealed today. Thousands of families were this week informed whether their children had landed places at their preferred schools. But there are more disappointed parents this time round compared to last year when 88.25 per cent got their number one school. This year, 87.12 per cent of applicants were successful. Disappointed applicants, who number almost 1,000, can appeal against decisions to the independent Schools Appeal Panel. So far 7,268 parents have applied for school places – leaving 132 spare places for the new school

year in September. Despite this disparity, several schools are understood to be heavily oversubscribed, including St Walburga's Catholic Primary, in Shipley, where 130 parents applied for 30 places, and Wilsden Primary School, which attracted 135 applicants for 60 available places. Wilsden head teacher Bob Quartermain said it was a compliment to have exceeded its full allocation, but he said he sympathised with parents whose children missed out on a place. "We do understand that this is a very difficult and anxious time for parents who live on the fringe of a catchment area," he said. But Councillor Ralph Berry, education spokesman for the Council's Labour group, called for the local authority to reassess the availability of places across the city. He said: "There has been a huge under-estimation of the number of places needed at primary school level. I believe we have not been adequately checking the way children arrive in Bradford. "The impact of this is that parents are having to send their children to a school way out of their path." Councillor David Ward, education spokesman for the Liberal Democrats, said: "The figures are an indication of the strains we're under because of a growing population and the inability to cope with the increasing numbers in certain parts of Bradford. "A number of them now have a three-form entry, taking up to 630 pupils. I think it would be unwise to have primary schools bigger than that but the only solution is additional schools which comes at a price and leaves us with the problem of where to locate them in inner city areas." Councillor Michael Kelly, the Council's executive member for services to children and young people, said: "We take pleasure in the fact that more than 80 per cent of parents got their first place school and this might alter after the appeals process. "We are planning an additional primary as part of the Rhodesway development and there is additional capacity coming into the system. "We will continually review what is required for primary school capacity in the future because we do know we have an expanding population of children and young people in the district."

Annex 4: KET PD recruitment advert

The proposed

Khalsa Science Academy

(Primary School)



Principal Designate

Salary: Highly competitive

An exciting leadership opportunity for a new Free School due to open in September 2013. Khalsa is a Science specialist Academy based on a Sikh ethos enabling children of all faiths to achieve their academic, creative and scientific potential and to allow them to realise their aspirations.

We are looking for a Principal who:

- Has a successful track record of primary school leadership
- Has experience of driving up standards
- Is able to promote equality and high expectations of all pupils
- Can create a stimulating and productive learning environment
- Can develop and deliver an innovative curriculum
- Has the ability to lead, coach and motivate staff
- Has strong interpersonal skills
- Shares the vision of Khalsa Science Academy
- Will work with the local community to develop opportunities
- Is interested in the possibility of leading multi-academies in the future.

If you feel you have the leadership experience then please get in touch with Harnek Singh (Chair of Trust) on **07795106612** or to make a direct application please download the application pack at: www.khalsascienceacademy.org/careers

Closing date: 25 January 2013



Annex 5: Letter from Bradford Metropolitan Food Bank



Registered Charity No. 1120018
www.bradfordfoodbank.com

Khalsa Engineering Academy
c/o [REDACTED]
Southlands, 46 Leeds Road
Rawdon
LS19 6JG

c/o Touchstone
32 Merton Road
Bradford
BD7 2RE
30th December 2012

Dear Khalsa Engineering Academy,

I am writing on behalf of Bradford Metropolitan Food Bank to very much indeed for the generous donation of [REDACTED] through [REDACTED] that you pledged to us recently. We are so grateful to receive your support. Each week we have to buy staple food items such as milk and cereal to put into the parcels as we never have sufficient food to keep up with the demand. We have to use any monetary donations that we receive to buy food every week and your generous donation will enable us to do this.

We are excited with the potential of developing a new partnership with Khalsa Engineering Academy, where pupils can help collect food donations and pack food parcels with us, to give back to the community of Bradford.

Over Christmas week, we are having a children's day at the food bank for young people aged 5-13 to come to learn about the food bank and the vital work it is doing across Bradford. We hope that this will help young people from an early age learn about community, poverty, volunteering and supporting their fellow citizens. Thankfully there is huge pile of food to be sorted by them, as citizens and work places and supermarkets have donated generously in the lead up to Christmas. If you would like for us to give a talk about our work, we would be only too happy to do so.

Thank you so much for your support – it is truly valued.
Yours Sincerely,

[REDACTED] Bradford Metropolitan Food Bank

Annex 6: Letter of support



HEMOCARE SERVICE

Care Unique Ltd

Sancorp House

836 Leeds Road

Bradford

BD3 9TX

Tel: 01274 660200

Fax: 01274 666855

www.careunique.co.uk

31st December 2012

RE: LETTER OF SUPPORT

Dear Sir/Madam,

Care Unique provides Home Care services to people needing support to live at home independently and improve their quality of life. Using our skills, experience and knowledge we would be proud to work with young people and children from the Khalsa Engineering Academy and provide them with skills and knowledge in order to become caring people whilst understanding dignity and respect.

We are also registered with Bradford Education as a company providing work experience to school children and have had many placements from various schools in Bradford. Care Unique would like to extend this offer of work experience to the pupils of the Khalsa Engineering Academy and help them to gain knowledge and skills of a working environment.

It is with great pride to support Khalsa Engineering Academy's application and look forward to developing a partnership for the future of the next generation.

Yours Sincerely



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