



Department  
for Education

# Free school application form 2014

**Mainstream and 16 to 19** (updated March 2014)

**The Atam Academy**

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# Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

**Section I** is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

**Sections A to H**, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application

deadline) to: [mainstream.fsapplications@education.gsi.gov.uk](mailto:mainstream.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

**Section I**, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

#### **Data Protection**

Personal data is collected on the Word and Excel templates 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

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> by 5pm on Friday 4 April?	√	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	√	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	√	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	√	<input type="checkbox"/>
<b>Section C:</b> Education vision	√	<input type="checkbox"/>
<b>Section D:</b> Education plan	√	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	√	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	√	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	√	<input type="checkbox"/>
<b>Section H:</b> Premises	√	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	√	<input type="checkbox"/>
5. Have you fully completed the budget plans?	√	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>9.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> within the window below?</p> <ul style="list-style-type: none"> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul>	√	<input type="checkbox"/>
<p><b>10.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	√	<input type="checkbox"/>

*\*Independent schools include existing alternative provision and special school institutions that are privately run*

*\*\* If your application is larger than 9MB please split the documents and send two emails*

<b>Section I of your application</b>		
<p><b>11.</b> Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	√	<input type="checkbox"/>

## Declaration

**\*\*This must be signed by a company member on behalf of the company / trust\*\***

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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:** [REDACTED]

**Position:** Chair of company

**Print name:** [REDACTED]

**Date:** 8<sup>th</sup> May 2014

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

## Executive Summary

The Slough Sikh Education Trust have been involved with the Department of Education for over 13 years and were responsible for setting up and running the Slough Khalsa Primary School, a voluntary-aided Sikh Faith School. This two-form entry school opened in September 2007. After fourteen months the school was recognised as a 'Good school with some Outstanding features' by Ofsted and after three years achieved 'Outstanding' status by Ofsted.

*'Khalsa Primary is an outstanding school. Excellent care, guidance and support coupled with a highly effective curriculum are having a remarkable impact on pupils' personal development which is excellent. The pupils are a great credit to the school and behave exceptionally well, demonstrating levels of self-discipline and maturity well beyond their years'. Ofsted Report Nov 2011*

In September 2013, the Trust opened the Khalsa Secondary Academy as a new Free School for students aged 11 – 19. In both schools we have between 15-20% non-Sikh students, all of whom love their school. We are pleased to have teachers from many faiths within each school, which enriches the ethos and learning environment. Given the growing reputation of the schools within the local and wider community, we are expecting an increase in non-Sikh children. Parents and members of the local and wider community are very pleased with how the children have excelled in their learning and this is verified through the waiting list.

The new schools are improving local educational opportunities by providing new high-achieving non selective schools in Slough and South Buckinghamshire for all the community. An extract from the DFE Monitoring report for Khalsa Secondary Academy two months after it opened its doors concluded that:

*"The School has made an impressive start in an attractive building which the School has adapted well to create a positive learning environment. Students share the high aspirations and vision for the School and are already demonstrating great strides in their learning. Literacy support is impressive. Students' behaviour in and out of lessons is impeccable and they feel safe. Safeguarding is a great strength and security on the site is high and visible. Particularly impressive are the systems to support teaching and learning which are being applied consistently across the School and already teaching is consistently good or better.*

*Particularly impressive is the empowerment and distributive leadership with all full time teaching staff taking on whole school responsibilities".*

The Sikh population is growing steadily in England and rapidly in some localities. The Census 2011 records a total of declared Sikhs is 423,158 although some estimates of the current Sikh population of England and Wales suggest the real figure is around 625,000 (based on estimates of non-declarations). The Sikh population is concentrated in a small number of centres with around two thirds in Inner and Outer London, Birmingham, and Wolverhampton. There is a projected shortage of school places at both primary and secondary stages across East London and specifically in the area that we wish to open The Atam Academy.

The Sikh community within the United Kingdom has a long tradition of integrating and enhancing the communities in which they live. Our values are based on brotherhood, honest living, social responsibility and helping those in need. These values within a nurtured environment will



strengthen the characters of young Sikh and non-Sikh students and mould them into a future generation that we can all be proud of.

The Slough Sikh Education Trust want to apply our knowledge and experience of opening schools by supporting local groups of parents and community members who wish to open Sikh faith schools in areas of demand. Our first group is based in East London and have been working on a proposal for Secondary School project for over 12 months. If this bid is successful, then we will form a Multi-Academy Trust.

This **Route One** application details our proposals for The Atam Academy, a 4-19 all through School located in the London of Redbridge, at a preferred site highlighted by the local authority. It will be based on the principles of the Sikh faith and which will build on the success of Khalsa Primary School and Secondary School. Our bid is supported by the main Sikh community and the local Gurdwaras as well as significant demand from the non-Sikh community. The strong demand shows that the school will be oversubscribed in both the Primary and Secondary phases. We believe this demand is derived from the fact that there is no current choice for parents who wish to send their children to a state funded Sikh faith school. We have laid out clearly our educational plan and how our school will be financially stable and sustainable.

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

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

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

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

We have prepared a robust financial plan that is consistent with the plans set out within the proposal and we hope this demonstrates that the school would be financially sustainable in the short and long term. We have a track record of solid financial management of schools since 2007.

A preferred site has been identified during discussions with the local authority.

Finally, we have committed and experienced educational professionals who have been school leaders including a Principle Designate, as well as a breadth of professional experience, in the proposed governing body, which includes financial, HR and project management expertise. A Board of Directors will be appointed in the Multi Academy Trust which will include some members of the existing Slough Sikh School Trust, a member of the local Governing Body as well as new high profile educational experts. The central team will support the local Governing body in providing support to execute the educational vision and encourage the sharing of knowledge, good practice

and resources. In addition, it will support the school to get to an outstanding status through regular monitoring visits and data analysis and providing operational support services to the school.

Our previous track record should demonstrate our capability and commitment of time and energy to this project. We have appointed Cocentra, one of the DfE Framework approved consultants, to support us with this proposal.

In summary, the following represents our summary for the rationale for establishing the Atam Academy within the London Borough of Redbridge.

### **Addressing basic need**

The London Borough of Redbridge and the London Borough of Newham were considered by the DfE in 2013 to be among those (national) local authorities that would have a projected shortfall of school places greater than 5% for the period 2014 – 2015. We are therefore addressing a basic need for additional educational places.

### **Offering higher standards than local schools**

Our school will cater for the communities of southern wards of the Borough of Redbridge which represent deprived areas. The average performance of schools closest to the preferred site and within the area of parental demand show primary performance averaging at 71% of pupils attaining a level 4b standard. Our target is to achieve a level of 90%.

Similarly, the current level of performance at secondary schools is an average of 71% at 5 GCSEs including English and Maths compared with our target of 90%. We believe our unique approach to education and our curriculum will ensure that we can achieve the target performance. Our track record of having established a “Good” Primary school within 18 months of opening and 4 years to an “Outstanding” school demonstrates our commitment and passion for raising academic attainment.

### **Parental Choice and Diversity**

There is no state funded Sikh faith school within the whole of East London and yet this is one of the most populated areas for Sikh families. Therefore there is no parental choice for Sikhs to send their children to a faith school. There are Christian, Jewish, Hindu and Muslim faith schools within the area.

### **Parental demand**

There has been a very strong response from parents to date with new commitments continuing to grow week by week. To date the parents of 518 children have stated that they would select Atam Academy as their first preference for a primary and secondary school place. We expect that continued marketing will ensure that we are oversubscribed in the first year. A total of 119 non-Sikh children have also indicated that they would select Atam Academy as their first preference.

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

## Section A: Applicant details

Please complete the Excel application form.

## Section B: Outline of the school

Please complete the Excel application form.

## Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section C1

#### **A credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

##### **Our Proposal**

Our proposal is to open the Atam Academy in the London Borough of Redbridge in response to **strong demand** from parents. A **preferred site** has been identified during discussions with the local authority. The school will also cater for parents and pupils of the London Boroughs of Newham and Barking and Dagenham).

There is no state funded Sikh faith school within the whole area of East London and therefore there is **no parental choice** for Sikhs to send their children to a faith school. There is choice for parents of others faiths, because there are Christian, Jewish, Hindu and Muslim schools in the area. We have the full support of the local authority for this school who have also pointed out a suitable site (previously a recreation ground) and currently available.

The population across the East of London has grown over recent years and this growth is forecast to continue. Educational provision is evidently not sufficient to meet the growing demand for primary school and secondary school places either in terms of the number of places or the quality of education provided. Therefore there is a basic need for additional school places.

Across the three London Boroughs (of Redbridge, Newham and Barking and Dagenham) the highest declared Sikh population is in the Seven Kings ward (within the London Borough of Redbridge). The second highest declared Sikh population is in the Goodmayes ward (within the London Borough of Redbridge).

It is very likely that the increase in live births and planned housing developments will also result in a growth in the demand, over the next decade, for primary school and secondary school places in

the London Borough of Redbridge, the London Borough of Newham and the London Borough of Barking and Dagenham.

The London Borough of Redbridge and the London Borough of Newham were considered by the DfE in 2013 to be among those (national) local authorities that would have a projected shortfall of school places greater than 5% for the period 2014 – 2015.

In 2012 – 2013 the London Borough of Redbridge hosted 24 primary schools that were full, or that had one or more pupils in excess of the schools capacity.

We have strong and verifiable demand for this school where 516 pupils have stated their preference for this school. They are largely from the London Borough of Redbridge and specifically the deprived areas of Loxford, Valentines and Clementswood. The preferred site is in the Valentines ward.

Redbridge's rank of average deprivation score has improved slightly from the 133<sup>rd</sup> most deprived in England in 2007, to 134<sup>th</sup> in 2010. In Redbridge the main areas ranking high on the Index of Multiple Deprivation (IMD) remain in the south of the borough.

Seven of 21 wards contain Lower layer Super Output Areas (LSOAs) in the 20% most deprived in England. All LSOAs in Loxford and Clementswood are ranked within the 40% most deprived areas in England. See map.

In Redbridge there are now more LSOAs ranking in the highest 20% deprived areas on the Rank of Education and Skills, Crime, Living Environment, and the subdomains of IDACI and IDAOPI.

Source – London Borough of Redbridge – Deprivation in Redbridge report 2010

## **Eastern London Boroughs of Redbridge, Newham and Barking and Dagenham**

The London Borough of Redbridge is situated in north-east London. It is home to a diverse (ethnically) and vibrant population of more than 250,000. However, there is an evident north-south divide; the south of the borough, including Ilford, has a very high non-British population, whereas the north has an opposite (mainly White British demography). The Asian Indian community is the largest ethnic minority in the borough and this community is particularly represented in the wards of Seven Kings, Goodmayes and Clementswood.

The London Borough of Newham has the youngest overall population and one of the lowest White British populations in the country, according to the 2011 Census. The borough has the second highest percentage of those of Muslim faith in Britain at 32%. The largest non-White British ethnic groups are Asian Indian (14%), Black African (12%), Asian Bangladeshi (12%) and Asian Pakistani (10%). Essentially, the London Borough of Newham has traditionally accounted for a large Asian Indian community. However, the largest minority ethnic population increase since 1991 has been witnessed within the borough's Bangladeshi community.



The London Borough of Barking and Dagenham is located within the London Riverside section of the Thames Gateway: an area designated as a national priority for urban regeneration. The 2011 National census stated that the borough had a population of 187,000, the majority of which are resident within the Becontree estate. At the time of the 2011 census, the population of non-UK born residents had increased by 205%.

### Population Statistics and Trends

Estimates indicate that there are approximately 20 million Sikhs worldwide. The 2011 UK ONS Census indicated that there are approximately 425,000 Sikhs resident in the UK.

**Table 1 – Population of Sikhs resident in the UK (2011 ONS Census)**

Year	Overall Population	Declared Sikhs	% increase in Sikh Population since 2001
2011	56.1 million	423,158	0.8%

The Sikh population is growing steadily in England (as a whole) and rapidly in some specific localities – particularly in the London Borough of Redbridge. The 2011 Census recorded that the declared Sikh population of England and Wales was 423,158 – although some estimates suggest the figure is around 625,000 (based on estimates of non-declarations).

The Sikh population of England is concentrated in a number of specific localities, with around two thirds resident in Inner and Outer London and the West and East Midlands.

Table 2 (overleaf) presents the numbers of *declared* Sikhs in the borough's comprising the East of London vicinity.

**Table 2 – Sikh population in (North of Thames) East London boroughs (ONS Census 2011)**

Distribution of Sikh Population by London Borough	Number Declared	% in the borough	Number all Pupils taking up Free School Meals (GLA 2010)

England and Wales	423,158	n/a	n/a
London	126,134	1.5%	225,490
LB of Redbridge	17,377	6.2%	6,267
LB of Newham	6,421	2.1%	18,137
LB of Barking and Dagenham	2,952	1.6%	7,121

The percentage of Free School Meals pupils varies by each area/borough depending on deprivation and other factors. For primary schools the percentage of children in five East London Boroughs who were receiving free school meals in 2010 was as follows:

1. London Borough of Redbridge = 13.9%
2. London Borough of Newham = 37.7%
3. London Borough of Barking and Dagenham = 20.7%
4. London Borough of Waltham Forest = 20.8%

For secondary schools the percentage of children in five East London Boroughs who were receiving free school meals in 2010 was as follows:

1. London Borough of Redbridge = 12.1%
2. London Borough of Newham = 31.6%
3. London Borough of Barking and Dagenham = 22.3%
4. London Borough of Waltham Forest = 20.2%

Essentially, residents of wards in the London Borough's of Newham, Redbridge and Barking and Dagenham have variable access to high quality *primary schools* and *secondary schools*. *There is no choice for residents who wish to send their children to a state Sikh faith school either at Primary or Secondary level.*

## Population Trends

During the period 2014 – 2024 the overall population of 0 – 19 year olds is forecast to increase in each of the three London Boroughs: [of] Redbridge, Newham and Barking and Dagenham.

Therefore it is very likely that the demand for primary school and secondary school places from Sikh families, resident in East London, will also increase.

## Pupil Forecasts

The DfE *Statistical First Release SCAP 2013* states that for each of the three boroughs:

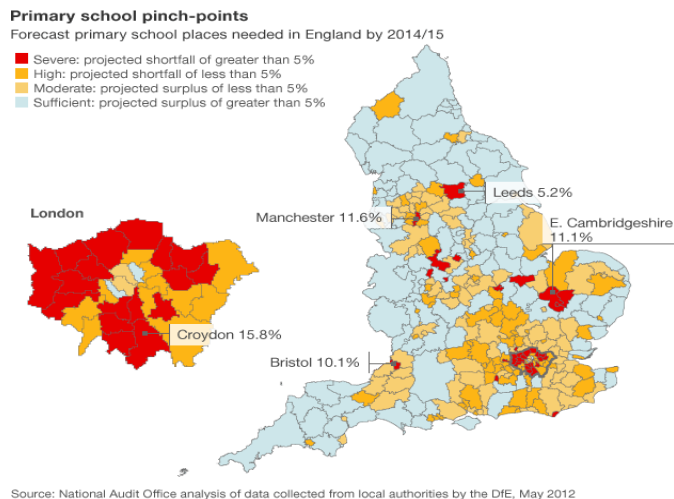
- The number of **primary school pupils** is set to increase between 2014 and 2017.
- At **secondary school level** (i.e. 11 years – 19 years), the overall number of secondary pupils attending state-funded secondary schools will increase between 2014 and 2019.

This is evidenced in Section E1 which shows that:

- For the London Borough of Redbridge there will be a 16% increase in pupil roll numbers for Reception class through to school Year 12.
- For the London Borough of Newham there will be a 20% increase in pupil roll numbers for Reception class through to school Year 12.
- For the London Borough of Barking and Dagenham there will be a 23% increase in pupil roll numbers for Reception class through to school Year 12.

**Primary School ‘pinch points’ as published by the DfE in 2013**

The diagram below highlighted how the London Borough of Redbridge and the London Borough of Newham were considered to be among those local authorities that would have a projected shortfall of school places greater than 5% for the period 2014 – 2015.



**Educational Attainment and Quality**

The % of pupils achieving 5+ A\* – C grades including English and Mathematics is below the England average in the:

- London Borough of Redbridge- Southern wards
- London Borough of Newham
- London Borough of Barking and Dagenham

Essentially, there is very little access to schools rated as outstanding and too many schools requiring improvement in one or more critical areas.

In comparison to England, children attending Redbridge schools have average educational achievement; however this overall statistic masks the deprived areas in the Southern wards where national trends indicate levels of achievement are lower among some groups including:

- Pupils with Special Education Need
- Pupils from Black backgrounds
- Pupils eligible for free school meals
- Pupils living in wards of higher deprivation

The performance of the closet 10 schools nearest the preferred site are summarised below and it can be seen that the average achievement of 5+ A\*-C grades including Maths and English is close to the average of England and Wales and below in certain schools. Two of the nearest secondary schools are in the Requires Improvement category.

**Table 3 – Educational performance of schools nearest the preferred site**

Top four Secondary Schools nearest the	Most recent Ofsted	% with 5 plus A*- C grades	% with 5 plus A*- C grades	% with 5 plus A*- C grades including	% with 5 plus A*- C grades including
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<b>preferred site</b>	<b>Outcome and Date</b>	<b>including English and Maths 2010</b>	<b>including English and Maths 2011</b>	<b>English and Maths 2012</b>	<b>English and Maths 2013</b>
Beal High School	03/2012 Outstanding	79%	71%	79%	80%
Caterham High School	12/2012 Requires Improvement	57%	53%	55%	64%
Valentines High School	10/2006 Outstanding	72%	76%	82%	71%
Wanstead High School	04/2013 Requires Improvement	68%	59%	62%	69%
<b>Top four Primary Schools nearest the preferred site</b>	<b>Most recent Ofsted Outcome and Date</b>	<b>% achieving Levels 4 or above in reading, writing or Maths 2012</b>		<b>% achieving Levels 4 or above in reading, writing or Maths 2013</b>	
Cranbrook Primary School	02/2012 Good	81%		64%	
Manford Primary School	06/2012 Good	56%		73%	
Wanstead Church School	01/2012 Good	86%		73%	
Winston Way Primary School	05/2012 Good	51%		63%	

Table 16 in Section E1 indicates that circa 2012 the London Borough of Redbridge hosted 14 secondary schools that were full, or that had one or more pupils in excess of the schools capacity.

### **Key Summary**

The following represents our summary for the rationale for establishing the Atam Academy within the London Borough of Redbridge.

### **Addressing basic need**

The London Borough of Redbridge and the London Borough of Newham were considered by the DfE in 2013 to be among those (national) local authorities that would have a projected shortfall of school places greater than 5% for the period 2014 – 2015. We are therefore addressing a basic need for additional educational places.

### **Offering higher standards than local schools**



Our school will cater for the communities of southern wards of the Borough of Redbridge which represent deprived areas. The average performance of schools closest to the preferred site and within the area of parental demand show primary performance averaging at 71% of pupils attaining a level 4b standard. Our target is to achieve a level of 90%.

Similarly, the current level of performance at secondary schools is an average of 71% at 5 GCSEs including English and Maths compared with our target of 90%. We believe our unique approach to education and our curriculum will ensure that we can achieve the target performance. Our track record of having established a “Good” Primary school within 18 months of opening and 4 years to an “Outstanding” school demonstrates our commitment and passion for raising academic attainment.

### **Parental Choice and Diversity**

There is no state funded Sikh faith school within the whole of East London and yet this is one of the most populated area for Sikh families. Therefore there is no parental choice for Sikhs to send their children to a faith school. There are Christian, Jewish, Hindu and Muslim faith schools within the area.

### **Parental demand**

There has been a very strong response from parents to date with new commitments continuing to grow week by week. To date the parents of 518 children have stated that they would select Atam Academy as their first preference for a primary and secondary school place. We expect that continued marketing will ensure that we are oversubscribed in the first year. A total of 119 non-Sikh children have also indicated that they would select Atam Academy as their first preference.

### **Our Vision and ethos**

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

The 2014 non-Sikh admissions at the Khalsa Secondary Academy in South Bucks currently stand at approximately 24%, an increase from 11% from 2013 and our expectations that this will increase to 30% during 2015.

Our vision is based around Sikh principles:

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

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

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

The Atam Academy will foster all aspects of personal development and encourage students to take a life-long journey of self-discovery. The principles of the Sikh faith will support students in undertaking this journey towards purity of spirit by self-reflection and meditation.

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

The Atam Academy will inspire students to share their future skills, knowledge and income with those in need, in love and charity and without discrimination.

The Atam Academy will be an all-through school catering for pupils aged 4-19 years of age. Our proposal is to establish a 2FE primary school with a 4FE secondary school. We wish to open the school with Reception, Year 1 and Year 2 pupils in September 2015 followed by Year 7 in the following year. We would however wish to discuss this with the DFE to ensure that this is acceptable.

We have demonstrated that there is a strong level of demand for the proposed opening age range.

Education has been the foundation of the Sikh faith, as the literal translation of the word 'Sikh' is a life-long learner. The founders of the Sikh faith made clear that the spiritual and secular life should coexist. Sikhs believe that education not only prepares students for work and life in society but also supports spiritual growth. Education should raise aspirations and personal standards, encourage self-awareness and humility, and inspire us to seek a greater purpose in life.

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

TAA pupils will be organised in small classes, in a small friendly school. Staff will know pupils well and track their progress closely, set appropriate targets and monitor outcomes in a supportive environment. Pupils will follow an engaging international, creative, thematic curriculum based on the National Curriculum, which will be personalised to their learning needs. The curriculum will be broad and balanced with English, Mathematics, Science, Technology and Business at its core. Through Quality First Teaching, well targeted support and timely intervention supported by our multi-agency team of educational psychologist, speech therapist, teaching assistants, learning mentors and family workers. Pupils will be assessed using assessment tools, closely monitored and supported to prevent them falling behind their peers and losing confidence. TAA will narrow the gaps in achievement between groups of children and young people evident in existing provision.

Pupils will be offered curriculum pathways suitable to their ability and needs. Academic studies will be available to those who wish to pursue entrance to the top universities with a mixture of academic and vocational pathways (including young apprenticeships) will be available to others. Business, Enterprise and Community Service will under-pin all aspects of learning at TAA. Pupils will work closely with local businesses to develop the knowledge, skills and qualities required for them to be effective and productive in the workplace. We aim to develop entrepreneurial qualities from the start so that pupils leave school with a relevant portfolio of skills and the confidence to start their own business or contribute to existing organisations.

The Sikh ethos of TAA will encourage pupils to explore and value faith, hope and love. Pupils of all religions and none will be encouraged to value faith, hope and love in their own belief systems and celebrate their faith through the life and curriculum of the school. Our Sikh ethos will promote high standards of behaviour and underpin the pastoral system. The House system and enrichment activities will support the nurturing of pupils' personally, socially and academically to achieve their potential. Pupils will leave school with achievement levels that are above age related expectations in literacy, numeracy and information technology; with good self-confidence; well-developed characters; and employability skills appropriate to the employment needs of the local area.

Our vision, ethos, curriculum plan and outcomes are all linked together to ensure that the school becomes outstanding in all aspects, this is illustrated in the diagram in D1.

### **Our aspirations for The Atam Academy are based on the following:**

#### **Key performance objectives and outcomes:**

- The school achieves at least 'Good' in Ofsted inspections within the first Ofsted inspection and 'Outstanding' within a maximum of five years.
- Teaching is consistently rated good or excellent, as measured by senior staff on a termly basis.
- The students describe themselves as happy, safe, well known and cared for as measured by the school council, parents and students feedback and termly surveys
- The staff provide an excellent role model for students, demonstrating positive attitudes, values, personal reflection and learning as measured by annual performance appraisals.
- The school is recognised as an exemplary provider of faith-based education, including the provision of advice, resources and support to other schools and the wider community as measured by the S48 Religious Ofsted Inspection. Each student will be provided with a personal mentor who will oversee the student's progress and development.

### **Use of Academy Freedoms**

We will use the Academy Freedoms to:

- Provide a curriculum that meets the needs of all pupils and draws from best practice nationally and internationally. Our enrichment curriculum is unique and innovative and offers pupils opportunities that would not have previously existed.
- Organise educational provision using a school year, term and day better suited to effective learning. Our extended day provides pupils with an opportunity to use the additional time to support their needs and to excel beyond their expectations.
- Set out own remuneration, terms and conditions for staff where outstanding performance will be rewarded financially as well as through promotion opportunities.

- Ensure fully accountable governance to support Governors and the senior staff.

**We are therefore, proposing to open The Atam Academy because:**

1. We believe that all children from the London Borough of Redbridge and specifically from the deprived areas of Loxford, Valentines and Clementswood, deserve the opportunity to attend a high performing **non-selective** school.
2. Our school will help to fill some of the predicted shortfall in school places in the London Borough of Redbridge.
3. Faith schools have a proven, high performing model and our track record with the Khalsa schools in Slough and South Bucks stands for itself.
4. There should be a choice available for parents of the Sikh faith to send their children to a Sikh faith school. There is no state funded Sikh faith school in East London.
5. Our parents, and many parents of other faiths and none, are fully supportive of our proposals. Based on the demand for this school, we expect it to be oversubscribed in the first year. There has been strong support for the proposed school. We have over 20% of non-Sikhs who have expressed a preference to send their child to the school.
6. Our school will **improve the life chances and opportunities** for young people in an area where there is **significant deprivation**. The universal nature of the Sikh faith and the Sikh ethos of equality, humility, social responsibility and community focus will have meaning to young people and families of all faiths and none and will enrich their learning.

We aim to create a high achieving, 4 – 19 non-selective school which will follow the principles and values of the Sikh faith. We will offer a comprehensive academic education to rival and exceed that provided by other local schools and Academies but open to all.

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

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

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

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

- Provide a broad and balanced active curriculum

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

## **Our Ethos**

Faith-based organisations, whatever faith is followed, have a significant role to play as part of the wider community; the heritage they draw upon illuminates some of the deeper quests for meaning and value in human life, to inspire a broader vision and greater responsibility in our endeavours. Sikh faith-inspired principles and values have a great deal in common with other faiths, as they are based on universally accepted values. However, values are not 'taught', but are awakened and strengthened in us when they are practised in front of us every day. At the school, we will all work to ensure both our educators and learners are instinctively exercising these values *in* every thought, decision and action.

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

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

We have managed successfully to motivate and inspire teachers and non-teaching staff to support and develop the children within the Khalsa Primary and Secondary Schools, which is a direct reflection on the outstanding achievement. We shall continue this into TAA.

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

## **Our Approach**

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

- Provides an exceptional academic education to all its students.

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

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

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

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

*'Khalsa Primary is an outstanding school. It gives the right balance of attention to your personal development and well-being, and to ensuring that you learn well. We were particularly impressed with your excellent behaviour which the school is rightly proud of.'*

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

*Preparation for the transition from Reception to Year 1 and from Year 6 to secondary school is very good. Very effective arrangements are made for students who require additional support in literacy and numeracy resulting in these students making consistently good progress.*

*'The curriculum makes a very impressive contribution to pupils' outstanding personal development. For example, personal, social and health education has been very successful in developing pupils' social and emotional skills as demonstrated by their outstanding behaviour. Pupils' learning experiences are further enriched as a result of the highly effective partnerships with local schools.'*

## **Section D: Education plan – part 1**

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 more than one school you will need to complete a separate table for each.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception		60	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60	60	60
Year 2		60	60	60	60	60	60	60	60
Year 3			60	60	60	60	60	60	60
Year 4				60	60	60	60	60	60
Year 5					60	60	60	60	60
Year 6						60	60	60	60
Year 7			120	120	120	120	120	120	120
Year 8				120	120	120	120	120	120
Year 9					120	120	120	120	120
Year 10						120	120	120	120
Year 11							120	120	120
Year 12								120	120
Year 13									120
<b>Totals</b>		<b>180</b>	<b>360</b>	<b>540</b>	<b>720</b>	<b>900</b>	<b>1020</b>	<b>1140</b>	<b>1260</b>

TAA plans to open as a 2FE Primary and 4FE Secondary entry all-through school. Class size will be approximately 30 pupils. The school will open with 180 pupils divided between each of the following year groups: Year R, Year 1, 2 in 2015 followed by 120 pupils for Year 7 in 2016. Full capacity of 1260 children will be reached in 2022. Parents with children in Years R, Y1 and Y2 have specifically asked that they be able to attend the same school so this will be a one off with admission points to Reception and Year 7 only in subsequent years. This will also mean that the school becomes financially viable faster

## Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

Subject/other activity (e.g. enrichment)	Hours per week		Mandatory/ Voluntary	Comments
	KS1	KS2		
English	5	5	M	20%
Mathematics	5	5	M	20%
Science	5	5	M	20%
Business Studies	2	2	M	8%
Humanities: History Geography	2	2	M	8%
Design & Technology, Computer Science	2	2	M	8%
MFL: Panjabi/Spanish	1	1	V	4%
PE <sup>1</sup>	1	1	M	4%
Creative Subjects: Music, Art & Design, Drama	1	1	M	4%
Religion & Ethics, PSHEE Citizenship	1	1	M	4%
<b>Total</b>	<b>25</b>	<b>25</b>		<b>100%</b>
Twilight Period	1	1	V	Sikh Studies & Panjabi Extra MFL, Enrichment groups, Extra support, mentoring
Enrichment	1	1	V	Clubs, Community work & Cricket, Martial Arts Horseriding, Archery. Other sports.

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<sup>1</sup> PE will be supplemented by the extensive sports enrichment curriculum



## D1 - An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

### Anticipated Intake

The London Borough of Redbridge has approximately 74,727 children and young people under the age of 19 years. This is 27% of the overall population. The 2011 Census showed that Redbridge had a higher proportion of children and young people under the age of 19 years compared to London (24.5%) and nationally (23.9%). The proportion entitled to free school meals is significantly above the national average. Children and young people from minority ethnic groups account for 66.3% of the total population under 19 years. The largest minority ethnic groups are Indian, 17.5%, Pakistani 15.1%, Other Asian 7.9%, Black African 7.9%, and Bangladeshi 5.7%. Given that 119 languages are spoken in the London Borough of Redbridge and that TAA's pupils will be drawn from areas where there is significant inward migration. The proportion of pupils with English as an additional language is significantly above the national figure. Post codes collected during public consultation indicate that many of the parents supportive of TAA reside in the three wards identified.

The proportion of pupils eligible for Free school meals, or having a Special Educational Need or a disability is higher in these three wards. TAA plans to give admission preference to those, who are adopted, looked after by the Local authority, at risk of exclusion and potential NEETS. The data published by the Local authority in Deprivation research provides some insight as to the pupil profile for TAA. The table below highlight the significant differences between SEN pupils within the three wards of demand compared to the average across the Local Authority area and it can be seen that TAA will have to ensure that significant resources and focus will be required to ensure pupil progress and attainment.

SEN Data 2013 - Redbridge							
Primary	Number on Roll	SEN without a statement - School Action		SEN without a statement - School Action +		SEN with a Statement	
			%		%		%
Valentines	989	151	15%	48	5%	0	-
Clementswood	1,574	72	5%	62	4%	20	1%
Loxford	2,145	187	9%	98	5%	29	1%
<b>Total Primary - Redbridge</b>	<b>28,391</b>	<b>2,064</b>	<b>7%</b>	<b>1,286</b>	<b>5%</b>	<b>380</b>	<b>1%</b>
Secondary	Number on Roll	SEN without a statement - School Action		SEN without a statement - School Action +		SEN with a Statement	
			%		%		%
Valentines	0	0	-	0	-	0	-
Clementswood	0	0	-	0	-	0	-
Loxford	1,862	652	35%	320	17%	25	1%
<b>Total Secondary - Redbridge</b>	<b>17,954</b>	<b>2,070</b>	<b>12%</b>	<b>884</b>	<b>5%</b>	<b>372</b>	<b>2%</b>

The local authority has identified 13% of primary and 13% of secondary schools as requiring additional support for SEN pupils.

## School Organisation

### The School Day

TAA will follow a 25 period week timetable. Lessons will be 60 minutes long in both the primary and secondary schools.

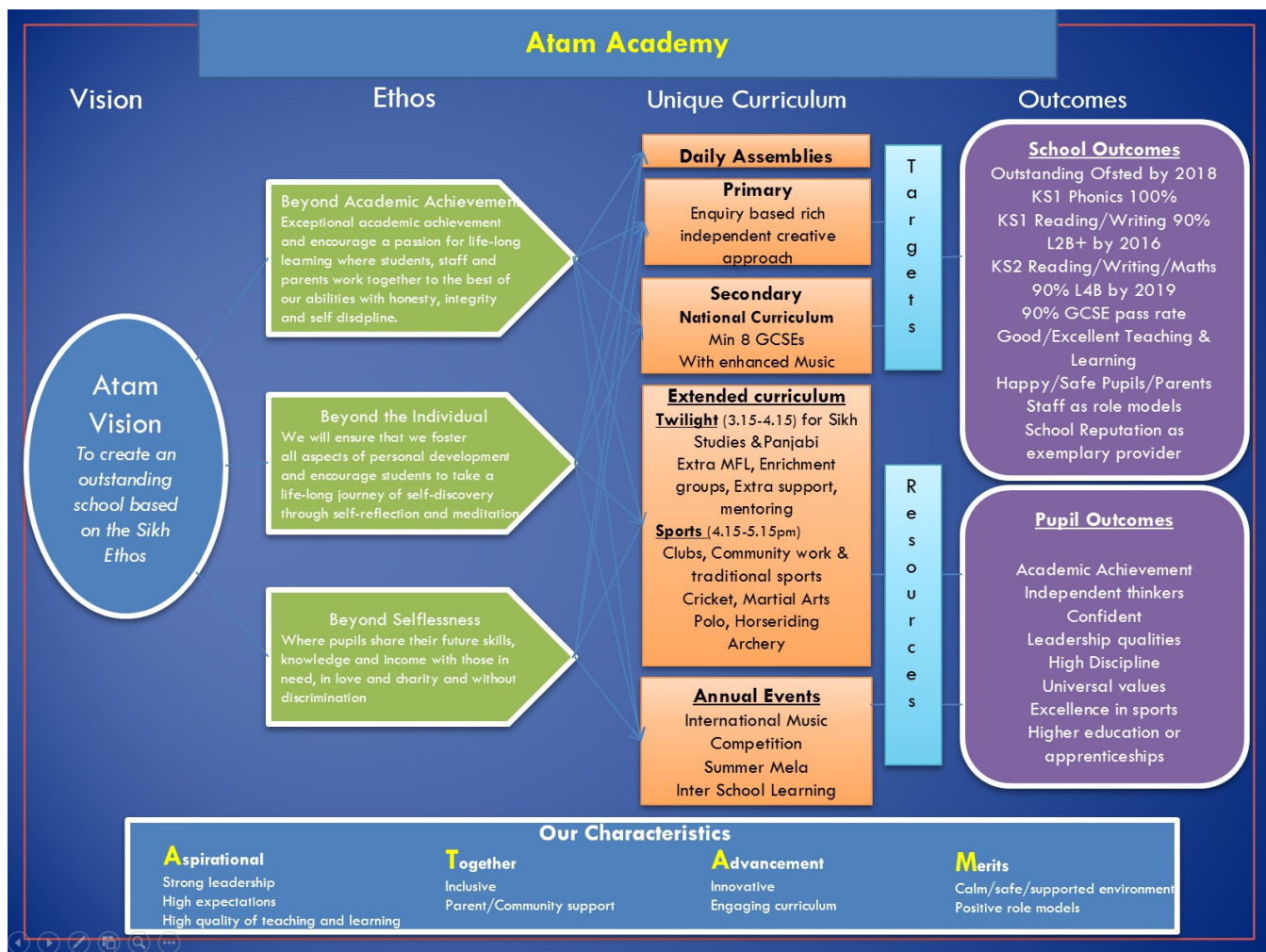
Reg/Assembly	8.20am		
Period 1	8.50am	Lunch	12.05pm
Period 2	9.50am	Reg/Reflection	13.00pm
Break	10.50am	Period 5	13.20pm
Period 3	11.05am	Period 6	14.20pm

Formal lessons will finish at 3.20pm. A twilight period between 3.20pm and 4.20pm will allow pupils to be offered a range of supporting activities as well as plan and complete homework which will be set daily for all pupils to match age and aptitude as well as a range of other activities including drama, extra MFL lessons, debates, community work. The school's enrichment programme will commence at 4.20pm and finish at 5.30pm. The expectation is that all pupils will participate in three extensive sporting and other enrichment activities per week.

The school will follow a calendar of 190 school days divided into six terms of roughly equal length.

### The Curriculum

The Curriculum will largely follow the existing curriculums delivered at the Khalsa Primary School and Secondary School in Slough but adjusted to meet local pupil and parental needs. The following diagram illustrates how our vision, ethos, curriculum and outcomes link to deliver an outstanding



school. We have provided more detail about the Primary Curriculum because the Secondary Curriculum will follow almost identically to that of the Khalsa Secondary Academy.

Atam Academy will offer an enhanced academic National Curriculum where *all* pupils will make good or outstanding progress. We will be offering and encourage all children to be confident, hard-working and ambitious, regardless of background.

We will use much of the national curriculum but will not follow it in total. Nonetheless we will have a rigorous, comprehensive curriculum with a social and academic approach to education. It will be designed to develop the character, mind and resilience of the whole child and will incorporate our core beliefs and values. At Atam we believe that a full and rich curriculum supported by high quality teaching will result in effective learning, good or better progress and high attainment by all pupils in line with their abilities and talents.

We will undertake Year 1 phonics tests and the national assessments at age 7 and 11 so that we can track the performance of the children and compare outcomes with other schools. See D2 for further details.

The curriculum will be designed to fully engage the children and promote high achievement, this coupled with the highest quality teaching and learning will ensure our goal of Outstanding is

reached as early as possible. *Teachers will use a wide variety of teaching methods, which are adapted according to the subject, age and ability of the individual pupil.*

Our teaching will be characterised by:

- Exceptionally high expectations and a relentless focus on social skills, literacy skills and the teaching of reading;
- Good learning relationships and a broad and engaging range of teaching styles and strategies;
- Strong subject knowledge with a clear emphasis on English, science and mathematics;
- Thinking 'outside the box' we want our staff to take on new ideas and try challenging things in the classroom.
- Fuel and ignite pupils passion for learning; the challenge, the wonder and the excitement.
- Regular assessment and excellent feedback with next steps to ensure that children make good or better progress.
- Personalised learning programmes which are designed to accelerate progress particularly for: children from deprived backgrounds; children who are gifted and talented; children with special needs and disabilities; children with English as an additional language; children in care and those with social, emotional and behavioural difficulties;
- A minimum of "good" progress made by all children in lessons;
- Creative use of resources including ICT to support and extend the learning objectives;
- The classrooms are a lively and interesting place; it includes good displays of students' work (representing all abilities).
- Parents and other community members learning or supporting in the classroom.

Our children's learning will be characterised by:

- Curiosity, interest and enjoyment.
- Open, enquiring minds to challenge their own and others' opinions bravely
- Use of the rich and exciting subject of history as a powerful vehicle for transferable skill development
- Transfer of skills from other subjects such a language, mathematics, science and ICT across the curriculum
- Pupils developing in-depth understanding through their own enquiries.
- Hard work, perseverance and a clear belief that they can succeed even in the face of adversity.
- Positive attitudes to learning, strong relationships and exemplary behaviour

We put a strong emphasis on literacy in Reception so our pupils can access the rest of the primary curriculum as they progress upwards through the school. Systematic Synthetic Phonics is the basis of the teaching in Reception, accompanied by as much reading as possible, although we take account of the fact that children learn in a combination of different ways. Increasing demands of the children are made as they move up through the school. We aim to make reading, particularly of classic children's literature, a central part of our pupils' primary school experience.

Parents will be encouraged to be involved in the learning process from the outset and this will be done in a way to support the children in and out of the classroom.

The Sikh ethos of TAA values each pupil as a unique person with a valuable contribution to make to life and society. Through our bespoke knowledge and a rich, creative curriculum, we will balance knowledge acquisition with skills and understanding. Our aim is to restore creativity and enjoyment to learning within an environment that fosters respect for education, teachers and parents. The overarching focus on Business, Enterprise and Community Service will combine Sikh values and service to the community, with employability skills and wealth creation. This wealth can then be shared with those in need. Young people will leave TAA well qualified and with greater career choice. They will have the option of attending a Russell Group University, taking on a role in business, or setting up their own business. We will work in partnership with local businesses; third sector organisations, other schools and colleges to ensure pupils experience a broad and balanced curriculum; gain practical work experience; and develop the personal qualities that will prepare them for adult life and work in the 21st Century.

TAA's focus on Business, Enterprise and Community Service from the earliest years will underpin teaching and learning. Pupils will develop business acumen through practical activities and mentoring by business leaders to develop them as ethical entrepreneurs.

The whole curriculum will be supported by Computer Science at all key stages so pupils become adept at utilising technology to discover, analyse, record, report and evaluate learning across all subjects making use of the latest digital technology. STEM subjects make up the core of TAA's curriculum offer (see table in Education Plan Part 2). These subjects along with English, Business and Enterprise, and Philosophy for Children will be compulsory for pupils.

Older pupils will be invited to apply for and operate as reading buddies and mentors to younger pupils following a period of training. Parents will be invited to come to open days during school time to support the pupils.

TAA will work with other schools in the Indian subcontinent to strengthen its outward facing approach and develop a global dimension to its primary and secondary curricula, thereby helping to prepare pupils for life as global citizens. TAA will be innovative in creating a bespoke curriculum that uses the new national curriculum as its foundation. Working towards this accreditation will give our teachers and pupils a new perspective on the world and build skills pupils need to compete effectively in a global economy. At Khalsa Secondary Academy, we have already established links with International charities and schools in India to support and enhance the educational learning.

### **Early Years Foundation Stage**

Children at TAA, in the Reception year, will follow the Early Years Foundation Stage (EYFS). The EYFS is made up of 7 areas of learning; 3 prime and 4 specific. The prime areas of learning are:

communication and language, physical development and personal, social and emotional development. The specific areas of learning are: English, Mathematics, Philosophy for Education and expressive arts and design.

Reception children will have access to stimulating and engaging inside and outside environments in which they will be encouraged and supported to develop the characteristics of learning. The characteristics of learning are; playing and exploring, active learning and creating, and thinking critically. Children will take part in a range of high quality activities some initiated by themselves and some directed by teachers, both structured to achieve required progress and development. The inside and outside areas will be well resourced, where children are taught to manage the resources effectively and to tidy away at the end of each day. The curriculum will be designed to develop independent learning skills which will be the foundation for their future learning journey.

To gain a holistic view of a child's development, teachers at TAA will work closely with parents to ensure their views about their child's development are sought and included. Teachers will support and advise parents as to how they can continue their child's development at home, by making themselves available before and after school as well as holding regular parents' evenings and through curriculum evenings, such as an introduction to phonics.

Teachers will ensure appropriate pedagogy is introduced to enable each child to demonstrate their learning and development fully. Children will be taught to read and write through outstanding teaching of a systematic synthetic phonics programme. The phonics programme will be taught daily in small lessons lasting 30 minutes. The same applies to number and shape, space and measure. Key mathematical concepts will be taught to children so they can apply these skills to their independent learning. Some of this teaching will be through early introduction to Computer Science. Children will take home books from the school library to develop a love of reading and stories. Children will also take home a book linked to their phonics work. This 'reading' book will give children support with early phonics as they are beginning to read.

Throughout the year, teachers will track the progress of children in the 7 areas of learning through observation and timely interventions to move learning on and provide challenge. Observations will be recorded through written notes, photographic evidence and children's work. This evidence will be collated in a 'learning journey' folder for each individual. This will ensure each child makes good or better progress.

During the year a profile will be updated as a record of progress and achievement for each child and to guide next steps in learning. Teachers will make judgements about each child's attainment in each of the 17 Early Learning Goals (ELGs) spread over the 7 areas of the EYFS. The profile will also include statements about each child's characteristics of effective learning. The profile will inform parents about their child's development against the ELGs and the characteristics of their learning and support a smooth transition to key stage 1 by informing a professional discussion between EYFS and key stage 1 teachers. This will help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children. We will ensure that there are explicit links between the EYFS curriculum and the rest of the school, starting in Year 1.

## **Curriculum Models**

### **Primary Curriculum Model**

The table below demonstrates the number of taught curriculum periods dedicated to each subject at Primary Level:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>	<b>% Timetable</b>
<b>English</b>	<b>5</b>	<b>5</b>	<b>20%</b>
<b>Mathematics</b>	<b>5</b>	<b>5</b>	<b>20%</b>
<b>Science</b>	<b>5</b>	<b>5</b>	<b>20%</b>
<b>Business Studies</b>	<b>2</b>	<b>2</b>	<b>8%</b>
<b>Humanities: History</b>	<b>2</b>	<b>2</b>	<b>8%</b>
<b>Geography</b>			
<b>Design &amp; Technology,</b>	<b>2</b>	<b>2</b>	<b>8%</b>
<b>Computer Science</b>			
<b>MFL: Panjabi/Spanish</b>	<b>1</b>	<b>1</b>	<b>4%</b>
<b>PE<sup>2</sup></b>	<b>1</b>	<b>1</b>	<b>4%</b>
<b>Creative Subjects: Music,</b>	<b>1</b>	<b>1</b>	<b>4%</b>
<b>Art &amp; Design, Drama</b>			
<b>Religion &amp; Ethics, PSHEE</b>	<b>1</b>	<b>1</b>	<b>4%</b>
<b>Citizenship</b>			
<b>Total</b>	<b>25</b>	<b>25</b>	<b>100%</b>

Each day in the primary school will commence with focused first quality class teaching from the class teacher, supported by learning assistants. Class teachers will deliver synthetic phonics systematically, and knowledge rich teaching targeted at improving literacy and numeracy. Focused teaching will be followed by pupils being provided with stimulating opportunities to apply new knowledge, practise skills and consolidate learning. Modern technology will be used to support the educational objectives. Use of real books from the New York Times list as well as role plays, literary talks and outdoor lessons will ensure a dynamic curriculum that maintains real interest and fun in learning. This is a powerful way of going beyond literacy and introducing moral and ethical situations in which children begin to understand there are choices and consequences to actions (see later philosophy references).

Teachers and learning assistants will plan collaboratively and design targeted support activities for pupils who require additional support. Pupils will be assessed using baseline assessments and re-assessed at regular intervals so that Knowledge and skills gaps will be identified early and effective intervention strategies put in place. Setting will respond to pupils' differing abilities in English and Maths.

To increase the effectiveness of teaching, class teachers will deliver First Quality Teaching to small groups of pupils, targeted for knowledge and skills development. The learning assistants will

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<sup>2</sup> PE will be supplemented by the extensive sports enrichment curriculum

support the teacher on activities designed by the class teachers that allow for the application of skills and knowledge through the creative/thematic areas and ICT. This will enable children to apply their learning in real contexts across the full range of curriculum subjects.

As pupils progress through the school, setting will be used in other subject areas to support pupils' progress with pace and challenge appropriate to their abilities.

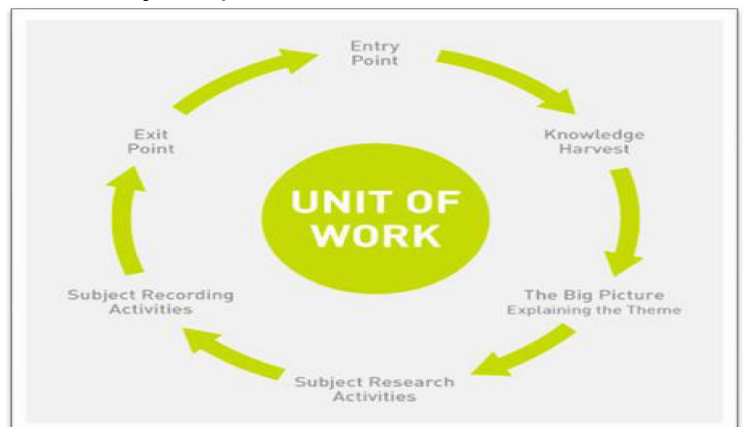
Teaching philosophy in our school from a young age will have a hugely positive effect upon developing our citizens of the future. The more young people develop the ability to think and reason, the greater the likelihood of them developing into responsible and confident citizens which is a fundamental part of the Sikh ethos.

Philosophy for Children centres on teaching thinking skills and the ability to question and reason. It will allow children to be more critical and reflective. It has positive effects on emotional awareness and thinking skills. Philosophy calls on imagination and reasoning and puts these capacities to work explores values, assumptions and vital concepts like justice, truth, knowledge and beauty. A philosophical community of enquiry provides a forum where adults and children can search for meaning together. Children become reasonable in both senses of the word – are adept at reasoning and they are open to the reasoning of others.

Class teachers within year groups and across key stages will plan teaching and learning collaboratively so that the knowledge and skills taught and developed in focused English and Maths time, are transferred and practised in other areas of the curriculum. Pupils' progress will be monitored closely and the school multi-agency team consisting of educational psychologist, speech therapist, family worker, learning mentor and teaching assistants will work in partnership with class teachers to identify learning needs, plan and implement appropriate support strategies to secure improvement. Phonics testing will commence in Year 1

This model also has the flexibility to allow input from subject specialists from the Science, PE and MFL departments in the secondary school, giving primary pupils access to high quality subject input to improve standards.

Teachers will use a model similar to that used to deliver the enhanced Primary Curriculum (see illustration below) when planning a topic, theme or lesson. They will use their knowledge of pupils and prior assessment information to establish an appropriate entry point. Teachers will use careful planned approaches to stimulate pupils' interest such as food, music and clothes. A knowledge harvest of what pupils already know will then follow before the bigger picture is opened up to pupils through clear explanation of the project, task or activity. Research based learning supported by technology, clear criteria and regular monitoring will build independent learning skills and confidence. Pupils will present their findings in a variety of ways including, written reports, drama, music, dance and art. The involvement of parents at the end of a unit of work during open days is an important strand in our partnership work and celebration of achievement.



Parents and carers will be engaged wherever possible in supporting their children's learning at home and with the completion of homework. Termly curriculum evenings particularly in literacy and



numeracy, to help them become familiar with the curriculum. The Family worker will work with hard to reach parents who may not be keen or able to attend. Curriculum plans will be issued to all parents and carers across the different key stages each term. Consideration will be given to how profit could be used for the good of the wider community and to support local charities.

TAA will promote creativity in its pupils through different approaches to teaching and learning. We recognise that creativity is prevalent in young children who generally look for the unlikely or even the impossible. However, this important quality necessary for the emergence of new knowledge leaves children as they progress through the school system. TAA will stimulate and encourage creativity alive by encouraging an investigative approach to learning.

## **Learning to Learn**

TAA recognises that its pupil profile will require staff to engage in a significant amount of nurturing. Staff will be fully trained to understand the needs of the whole child and take a holistic view of education. The well-being of the child will be central to planning and thinking. Lesson planning will address the different learning so that learning activities are rich and varied. Staff at TAA will appreciate the value of Emotional Intelligence as a counterbalance to IQ.

Many of our pupils particularly the youngest in the Reception classes may lack the ability to concentrate. Inattention can be improved and in doing so life chances are enhanced. Staff will promote the use of reflective and cross-lateral activities to strengthen neurons and their connections, and improve pupils' concentration.

Helping pupils to express frustration and deal with social drama and distractions which erupt around friendships, i.e. "He didn't invite me to the party" will be important in helping pupils to build strong, positive relationships. Where necessary TAA will use nurture groups to help pupils in the primary school develop social intelligence. Our Sikh ethos will support the building of social capital across the school.

Lunch time will be used to build social skills. Teachers and teaching assistants will eat lunch with their class before pupils go out to play. This will allow them to reinforce good manners, consideration and healthy eating. Lunch-time supervisors will help promote positive play and interaction between pupils. Older pupils will be invited to apply for and operate as playground buddies and mediators so that pupils learn to take responsibility for promoting harmony and building community cohesion.

We have chosen to implement Continuous Provision (CP) to aid transition. It is a method of teaching which is planned to have a specific impact. Effective CP helps minimise the risk of children reverting to low level, non-challenging, familiar tasks when not being directed by an adult. This ensures that we maximise the potential for attainment and ensure that areas of CP are directly linked to assessment and led by children's interests.

The impact of this approach on learning will be:

- Children became more independent.
- Greater progress with their social and communication skills and will be enjoyable as the organisation will be familiar.
- Provide an environment both indoors and outdoors, which is stimulating and inviting, in order to provide opportunities that will engage and challenge children. This will support the

children to be aware of their environment and becoming more independent, asking questions,

- Flexible workspace which can be changed and adapted throughout the year, e.g. tables, display areas, role play (include interactive displays at child's height)
- Elements of continuous provision (e.g. role play, writing area, construction, small world, sand, water) to support teaching and learning
- Solving problems, e.g. how to keep birds off the vegetable garden
- Literacy and numeracy activities more enjoyable – children have more space.
- Speaking and listening skills will improve as there are more opportunity to develop language and social skills.
- Literacy and numeracy skills will improve because it will fun and active Learning relevant to children's lives and environment.
- More quality teaching time with groups of children, focusing on their needs because of structure.
- Children will make good or better progress.

## Outline Year 1 Timetable

	8.20-9.00	9-9.30	9.30-10.00	10.00	10.30	10.50 - 12.00	12:15	1:15-2:15	2:15	2:20-3:15	
<b>M O N</b>	ASSEMBLY	Book Change Individual readers/ reading detectives	Grammar and Punctuation	Phonics	PLAYTIME	Numeracy	LUNCH Share and Celebrate Work- feedback/Songs/Counting/ PHSE/	Guided Reading	Topic input Topic activity and CP	Focus activity and CP	Story Star of the day
<b>T U E</b>	ASSEMBLY	Book Change Individual readers/ reading detectives	Phonics	Literacy input Focus activity and CP		Numeracy		Guided Reading	Focus activity and CP	PE	Music Star of the day
<b>W E D</b>	ASSEMBLY	Book Change Individual readers/ reading detectives	Phonics	Literacy input Focus activity and CP		Numeracy		Guided Reading	PPA Focus activity and CP	PPA	Story Star of the day
<b>T H U</b>	ASSEMBLY	Book Change Individual readers/ reading detectives	Phonics	Literacy input Focus activity and CP		Numeracy		RE	Focus activity and CP	PC4	Story Star of the day
<b>F R I</b>	ASSEMBLY	Book Change Individual readers/ reading detectives	Writing linked to the unit for literacy Group			Numeracy		Phonics	Guided Reading	Topic activity and CP	Focus activity and CP

## Secondary Curriculum Model

TAA will offer the same enhanced academic National Curriculum followed by the Khalsa Secondary Academy in South Bucks for KS3/4 and 5 and therefore we have not provided any further details except where there are major differences.

## Transition

A senior leader will be responsible for KS2/3 transition and will interview every intake student and their parents or carers during the preceding Summer Term and, by close liaison with the Data Manager, ensure that all necessary data for that student is recorded. If necessary these interviews will take the form of home visits. Tutors of the new Year 7 groups will also be involved in this process. The individualised Lesson 6 timetable and Twilight Time programme will be discussed with students and parents/carers at this time, and preliminary choices made. There will be induction days spent in TAA for all intake students (in groups) during the preceding summer term and an Induction Evening for parents and carers.

### **Special Educational Needs and Disability Provision Mapping**

The draft Special Educational Needs Code of Practice operational from September 2014, places the onus on class teachers to meet the needs of all pupils including those with Special Educational Needs and Disabilities. High first quality teaching is the initial step in responding to pupils who may have Special Educational Needs and Disabilities. TAA will ensure that all teachers and teaching assistants have the knowledge and skills appropriate to meeting the needs of pupils with Special Educational Needs and Disabilities. Staff will receive regular and ongoing professional development that will keep them abreast of the different special needs and understand how best to help pupils progress in their learning and overcome their challenges. As a result of high expectations, outstanding teaching and excellent pastoral care that ensures well-being, pupils with Special Educational Needs and Disabilities will flourish and achieve outcomes that are above local and national standards.

The following features will be characteristic of the provision for pupils with Special Educational Needs and Disabilities at TAA.

Our Special Education Needs provision will go beyond the differentiated approaches normally provided. Pupils will experience high quality personalised teaching and learning. All teachers will have high expectations of what pupils with Special Educational Needs and Disabilities can do including those without a formal statement. In future, formal statements will be known as Education, Health and Care Plans (EHCP). From Reception we will embed a culture of high expectation, and early identification of pupils' learning needs. Given the level of disadvantage that some pupils face, early assessment by the Speech therapist and other education professionals, will help to identify language and communication difficulties. Staff will be supported in implementing strategies to help pupils overcome their difficulties.

Early identification is the key to meeting the needs of pupils without an EHCP plan. TAA will employ well qualified and a highly committed team of specialists to assist with early identification. Our multi-disciplinary team will consist of an education psychologist, speech therapist, learning-mentor, family worker and teaching assistants. Timely assessment of literacy and numeracy skills will aid identification. Regular half-termly meetings between teachers and support professionals will allow for focused discussion to identify effective intervention strategies so that gaps in skills and knowledge can be closed and barriers to learning removed. In this way pupils will not fall behind their peers and lose confidence. Pupils requiring additional support will be placed on our Special Educational Needs Register at school Action. Those requiring more support will be placed on the register at School Action Plus and supported by the in-school multi-agency team initially. Staff will work collaboratively with external agencies to ensure that pupils receive their entitlement and the best educational provision.

Staff at TAA will be clear about the approach to assessment and identification of pupils with Special Educational Needs and Disability. The SENCO will lead regular training sessions and updates. The SENCO will be a member of the senior leadership team and will be involved in the termly review of the quality of teaching and learning, pupil progress, behaviour and safety, and leadership and management across the school. The SENCO will meet regularly with Faculty leaders to review provision for pupils with Special Educational Needs and Disabilities in the curriculum.

Staff will plan teaching and learning making use of all of the evidence available to them from the SENCO concerning the needs of each child. They will also use hard and soft pupil profile data such as:

- Evidence from baseline assessment
- Attainment and historic data
- Progress in relation to peers
- Parental information
- Advice from external support service

Evidence-based intervention will be part of a graduated approach accompanied by a clear set of expected outcomes. Staff will work in partnership with parents and other professionals involved with pupils. Outcomes will be monitored regularly and targets adjusted to reflect progress.

In relation to pupils with EHCP plans. The SENCO will work in collaboration with Health and Social Care Services, parents, pupils and staff to plan appropriate support and intervention, accompanied by a clear set of expected outcomes. Termly reviews with all stake holders will assist identification of areas of need and progress made since the last review. Careful and targeted support will follow in relation to future activities. Responsibilities will be clear in any action plans established.

Evidence-based Literacy and numeracy intervention will be the key for breaking the barriers to learning at all key stages. TAA will provide daily literacy/numeracy catch up sessions in the primary school for pupils experiencing difficulties. These lessons will be dispersed throughout the day and rotate so that pupils do not miss out on breadth of curriculum. Pupils will be taught in small groups by teaching assistants who are well trained in phonics and numeracy. In the secondary school, catch-up sessions will be available for pupils in Years 7 and 8. However, it is not expected that these sessions will be necessary for many pupils given the level of intervention and support that pupils will have received in the primary school. Catch-up sessions in Years 7 and 8 will take place during the enriched curriculum after school. Five 45 minute sessions in English and mathematics will be available to pupils through enrichment activities should pupils require greater support than already provided during timetabled lessons.

The emphasis on intervention in the primary school will be on developing language and communication, and numeracy skills. Nurture groups will be provided for pupils in primary school and in Years 7 and 8 who require assistance with social skills.

Gifted and talented pupils will receive extension activities during lessons. Teachers will plan lessons with prior assessment information and Bloom's taxonomy in mind to target knowledge and skills, generate higher order thinking and deepen learning. Educational trips, visiting speakers and specialists, together with theme days and master classes designed for gifted and talented pupils during the enriched curriculum will challenge and support these learners.

Every pupil on our Special Needs Register will have a Learning passport/profile detailing:

- an overview of the students need

- the short-term targets agreed with parents and pupils
- the teaching strategies suggested to support the realisation of the targets, to be employed by teachers, teaching assistants and parents/carers
- a summary of provision currently made for the pupil.

We will encourage parents and carers to be active participants in the education of their children by attending reviews regularly.

The SENCO will have a clear role in training staff and reviewing the quality of teaching and learning, monitoring pupils' progress, liaising with internal and external professionals, and parents and carers, ensuring that provision meets the needs of pupils with Special Educational Needs and Disabilities, and that statutory reviews are conducted to high standards and meet legal requirements.

### **EAL Provision**

Given that 119 languages are spoken in the London Borough of Redbridge and that TAA's pupils will be drawn from areas where there is significant inward migration. Provision for pupils with EAL will need to be outstanding. Pupils joining the school will be assessed using a four stage model used by some London Boroughs. It will be used alongside a detailed assessment of Listening and understanding, Speaking, Reading and Writing. A good example of this is the model used by the East Riding Local authority.

Pupils will be immersed in the curriculum and provided with some synthetic phonics lessons to develop phonological awareness. Pupils identified as having Special educational needs and disabilities will receive additional support through Quality First Teaching and provision of resources. Staff will be trained to plan lessons that support EAL pupils. They will have high expectations of what EAL pupils can achieve and will not treat EAL as though it is a Special educational need. Once a baseline has been established, target setting and monitoring will be the same as for other pupils. Parents of EAL pupils will be offered sessions supported by translators to help them support their children's learning.

### **Health and Safety**

Appropriate Safeguarding and health and Safety policies and procedures will require staff to complete risk assessments (including COSHH) for all aspects of the curriculum, enriched curriculum and wrap-around care. Staff will be trained to follow clear procedures and understand the importance of adhering to these when planning lessons, residential activities, trips and visit. The school senior leadership team and a linked governor will check that risk assessments have been completed and appropriate safeguarding arrangements are in place well before activities take place.

Designated staff and governors will ensure that appropriate and effective Child Protection and Safeguarding policies (including recruitment and vetting) are in place, that procedures adhered to by staff and all relevant training (including First Aid) is regularly updated.

### **Pastoral Curriculum and Care**

TAA will be a very special school with a wealth of opportunity for all children. Our pastoral system underpinned by our Sikh ethos will promote inclusion, excellence and discipline. TAA will encourage and develop each pupil's talents and abilities whilst their personal development in areas that require strengthening. PSHEE, Citizenship, Learning to learn and key skills will support personal and social development.

We will encourage all children to be the best that they can be and to take a pride in themselves and the school. Through our positive behaviour management, effort, hard work and care for others will be praised and rewarded. Staff will model high expectations and demonstrate behaviour consistent with our values and ethos. Pupils will be encouraged to pay close attention to dress, behaviour, and attitude and pursue excellence in relation to all of these.

Excellent attendance and punctuality will be encouraged. The Family support worker and school counsellor will follow up non-attendance and establish good relationships with families. Pupils will be expected to aim for 100% attendance with the exception of those with serious medical conditions. TAA will reward outstanding attendance on a termly basis. Rewards and sanctions are an integral part of the positive behaviour policy at TAA. A system of merits and achievement certificates will encourage good behaviour, effort and work. Detentions, restorative approaches, conflict resolution and community service will be used to help pupils reflect on and correct behavior which falls below the school's high expectations. An annual prize giving ceremony will celebrate the achievements of pupils and staff.

Information and Careers Guidance will be available to pupils in KS3 to KS5 (similar to Khalsa Secondary Academy)

Pupils will be divided between four houses on entry to Reception: Red, Yellow, Blue and Green. One of the first responsibilities of the Pupil Voice will be to choose names for the school's Houses linked to its specialism. Pupils will remain in these houses throughout their time in the school and they will be joined by any siblings. Pupils in the senior school will be invited to apply for the role of House Captain. A culture of competition will help foster a sense of belonging, community and pride in the school. All pupils will be encouraged to participate in competition including sport, music, drama, debating, chess, minor games, and general knowledge.

Where space permits, TAA would like to provide a recreational or social room for pupils according to their key stage. These would contribute to strengthening community, help pupils foster a sense of responsibility, and key stage identity, as well as provide a haven in inclement weather. These areas would be equipped with table top games and quieter seating areas. In time, the Sixth Form would have its own social area and café.

TAA is committed to equality of opportunity for all pupils so that all pupils have equal access to learning, achieve their full potential and leave school ready to participate fully in Britain's multi-ethnic and multi-faith society. Staff will implement our equal opportunities policy when planning, delivering and evaluating curricula and extracurricular activities. We recognise that some groups experience prejudice and discrimination. Every effort will be made to eliminate barriers to progress and make opportunities available that will help increase chances of success.

TAA will follow the syllabus for Religious Education set by the local SACRE. The school will aim for staffing to reflect the diversity of pupils. Outstanding staff keen to uphold the school's vision and values will be appointed regardless of background. Information collected from parents during public consultation indicates that parents in support of TAA come from a range of religious backgrounds

including Christian, Muslim, Sikhs, Hindus, and those of no faith. Sex education will form an important part of PSHEE and it will be taught to all pupils in an age appropriate manner.

The enriched curriculum will provide special opportunities for pupils from Reception to Sixth Form to experience enriching activities. The inclusion of the extensive sporting curriculum will help foster self-discipline as well as physical fitness. Pupils will have the opportunity to travel abroad to further their understanding of foreign languages and cultures, and support developing countries through our work with local charities.

## D2 Measuring pupil performance effectively and setting challenging targets

There are no significant differences in the curriculum, targets, calendar and timetable outlined in the Khalsa Secondary School application and as proposed for The Atam Academy, however some core information has been provided below:

### Student Achievement and Targets

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

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

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

### Whole school targets

#### Key Stage 1 Targets 2015-17

Targets 2014	Level 2+	Level 2B+	Level 3
Reading	95%	90%	34%
Writing	95%	90%	25%
Mathematics	100%	88%	34%

### KS1 Phonics tests

In Y2 all pupils will take a separate phonics test and are awarded a grade which will be 'Working towards' the level, or have achieved it so are 'Working at' the level.

#### Key Stage 2 Targets 2016 - 2018

Targets 2014	Level 4+	Level 4b+	Level 5+	Level 6
Reading	100%	90%	65%	16%
Writing	95%	90%	60%	12%
Grammar, Punctuation and Spelling	90%	85%	70%	12%
Mathematics	95%	90%	65%	25%

Science	100%	85%	65%	
Maths, Reading and Writing	97%	90%	63%	

### Key Stage 3

Based on the pupil intake, we have set our targets for the first three years after we open.

#### YEAR 1

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

#### YEAR 2

Year 7      70% L5+ in both English and Maths

Year 8      85% L5+ in both English and Maths

#### YEAR 3

Year 7      70% L5+ in both English and Maths

Year 8      85% L5+ in both English and Maths

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

We will review these targets annually and expect that within 5 years they will be higher, increasing incrementally. Our school target for level progress during the first 2 years of our KS3 (see Curriculum section) is:

Making 2 levels of progress in English 50%

Making 2 levels of progress in Maths 70%.

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

### Key Stage 4

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

	Year 1	Year 2	Year 3
Five GCSE (A* to C) including English and Maths	80%	85%	90%
English Baccalaureate	55%	60%	65%

These targets are also difficult to estimate so far in advance, but we shall aspire initially to achieve at this level. We shall review the targets annually in the light of progress and revise as we refine



our data. We intend to improve year on year. We hope that 5 years from now, if our first cohort has made even better progress than we have estimated, then the KS4 targets can be revised higher.

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

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

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

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

Subject leaders will be responsible for identifying individual student targets using RAISE online, KSX results and FFTL as a starting point. Target setting will continue throughout the student's school life using APP as the basis. The rigorous setting of targets in this manner is the practical manifestation of our philosophy of self-improvement and academic excellence.

Targets will be recorded and updated on the schools record system at termly intervals. The school's Data Manager will ensure that the system is always fully maintained.

Targets will be monitored continuously to ensure that each student is working towards achieving them. Intervention and support will be provided if problems arise. Monitoring will normally be by an assessment at about fortnightly intervals but the precise details will be the responsibility of subject leaders and their teams.

It is expected that senior leaders will undertake more general spot monitoring by lesson observation and book checks.

Students will be made aware of their targets in each subject for each term and given encouragement and support both written and oral in working towards them. Academic targets will use APP levels, so that, for example, a student will know that he/she is working towards 7a in English and exactly what that involves.

Support for students who are experiencing barriers to achieving their targets will be provided in both Lesson 6 and Twilight Time.

Form Tutors will monitor their form's target progress on a termly basis to ensure that progress is uniform across the curriculum and they will draw subject teacher's attention to any discrepancy. Intervention will then take place.

Students' written reports will record progress in each subject against the students' target levels expressed both numerically and in written phrases. We anticipate that there will be two written reports per year.

It is important to our vision that everyone important in the student's life is involved in helping the student to work towards their targets, with optimum speed and enthusiasm. We shall have academic review days annually where parents, carers and appropriate members of the student's family are invited to come and discuss with subject staff the nature of the student's targets that year, what progress towards them has been made and how he/she can be supported at home to achieve them. We shall expect a full attendance on these occasions and will arrange home visits where family attendance at a review day is impossible.

Our *Sikh* philosophy requires that students should seek self- discovery and responsibility, thus students will be encouraged and supported to take ownership of their learning and not feel they

should depend on others. They will record their targets in their learning diaries and refer to them daily.

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

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

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

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

## **Whole school success measures**

TAA will aim to improve year on year. The criteria for successful improvement will be:

- The provision of a clearly observable broad, balanced and rich curriculum for all students; individually personalised in Lesson 6 and Twilight Time for each students.
- A strong assessment system, effectively tracking progress and showing the next steps of learning; the IT system being used effectively to do this.
- Every student enjoying school and making progress towards their own targets. They will feel confident, valued and well-motivated to learn. They will develop mature attitudes to learning and acquire relevant skills. This will be measured in several ways, including by pupil responses in termly tutor interviews.
- Student behaviour will be outstanding and attendance rates high (95% plus). Student behaviour will be monitored as discussed earlier.
- Within the school, success will be reinforced and celebrated every day. The atmosphere will be positive and strongly collaborative; students, teachers, staff and management will work

harmoniously together. This will be monitored by senior staff observation and community and parental comment.

- Parents will appreciate their children's progress; they will be involved and support the school effectively. This will be monitored by parental attendance at parents review evenings and other school events. There will be a parent questionnaire once a year.
- The Governors will be overseeing the management of the school's budget and finances very effectively, ensuring that resources are available for necessary development.

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

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

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

## **Pupil Assessment and Tracking**

- The school will develop a clear, useable and well recorded assessment and tracking system, as already discussed in this section. We will use the APP approach to student assessment. FFTL and RAISE online will be used with CAT scores and teacher assessment to establish student profiles for the data base, giving an objective baseline point and benchmarking. The purpose of the system is to enable each student to know how they are progressing and what they can do to improve. It enables teachers to plan, detect barriers to learning and provide supportive intervention.
- Tracking will be recorded and administered using the school's IT resources. It is anticipated that a system such as SIMS will be used. Setting up the system will be the responsibility of the Data Manager.
- We shall use the 'traffic light' system to identify pupils likely to make 2 levels of progress per key stage, those who are less certain, and those who are not on track to do so.
- It is likely that we will use Fischer Family Trust Live (FFTL) website to supply student-level estimates of predicted grades for the ends of each key stage.
- Day to day formative assessment for individual students will involve, for example, sharing learning goals, feedback, peer and self-assessment.
- A range of evidence will be used by teachers to make accurate judgements about the levels and sublevels reached by individual students in the APP progression structure for each subject. There will be an assessed and levelled piece of work for each student in each subject about once per fortnight.
- Period assessments will be made for each student in each National Curriculum subject three times a year from Year 7 to Year 11. This will to provide more hard data for the

current levels being reached by each student. This data will be used to inform the student, parents and carers and teachers of the student's present progress and likely outcomes. These measurements and records will lead to specific meaningful intervention as they will have helped to identify specific barriers to students' individual progress.

- We will use a range of strategies to address barriers to progress, using student mentors, small group work and outside agencies when necessary.
- At the end of KS4, students will receive a summative assessment in their GCSE results. There may be other summative assessments, for example, certificates for ICT, when a GCSE has not been taken.
- At the ends of Year 12 and Year 13 (KS5) students will have summative assessments at AS and A level. As AS and A level examinations are modular, module grades will be used for Sixth Form tracking, and barriers address on a termly basis. When it is clear which subjects we shall offer in the Sixth Form, the school will also develop the APP system to accommodate KS5. As stated previously, we are investigating the possibility of an International Baccalaureate assessment in some subject areas, and systematic targets will be devised for this curriculum as and when appropriate.
- Individual teachers and Heads of Faculty will be responsible for recording and utilizing tracking in the manner already described and the school's Data Manager will be responsible for ensuring that the tracking records are maintained properly.

### **Measuring Success**

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

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

The Atam Academy will measure success through:

- EYFS/KS1/KS2/KS3/4/5 academic results
- Levels of progress achieved by individual pupils and specific groups
- Feedback from parents and carers at progress meetings
- Feedback from the community
- Feedback from students
- Transition meeting feedback.
- Core tracking
- Summative assessment
- EAL tracking

We aspire to provide a full range of educational opportunities for students from all backgrounds, both Sikh and non-Sikh. In addition to ensuring the best possible academic results for all individual students, we will develop their personal and social qualities so they that become good citizens. We believe that TAA with our values and standards will prove popular with both parents and students in Redbridge and surrounding areas, by offering a choice that these students do not presently have.

An extract from the DFE Monitoring report for Khalsa Secondary Academy two months after it opened its doors concluded that: *"The School has made an impressive start in an attractive building which the School has adapted well to create a positive learning environment. Students*

*share the high aspirations and vision for the School and are already demonstrating great strides in their learning. Literacy support is impressive. Students' behaviour in and out of lessons is impeccable and they feel safe. Safeguarding is a great strength and security on the site is high and visible. Particularly impressive are the systems to support teaching and learning which are being applied consistently across the School and already teaching is consistently good or better. Particularly impressive is the empowerment and distributive leadership with all full time teaching staff taking on whole school responsibilities”.*

### **D3 Proposed Staffing Structure**

We expect, and have planned around, a traditional organisation structure that brings expertise across the all through school comprising a Senior Leadership Team of Principal, Key Stage and core subject leaders. The school will be supported by a central team of finance, ICT, estates and Facilities Management ensuring that the local school staff are focused on the core educational functions of the school. A central Director of Education will ensure that the consistent pursuit of high standards is maintained and be responsible for the provision of intelligent school data.

The benefits achieved by schools working together in formal structures apply equally to all-through structures. These may include the potential for sharing and centralising some services such as procurement, I T provision, legal and personnel services. In some cases multi-school structures include support for leadership and governance, shared leadership and succession planning. All formal multi-school structures help to deliver the additional responsibilities placed on schools through the move towards a self-supporting school system.

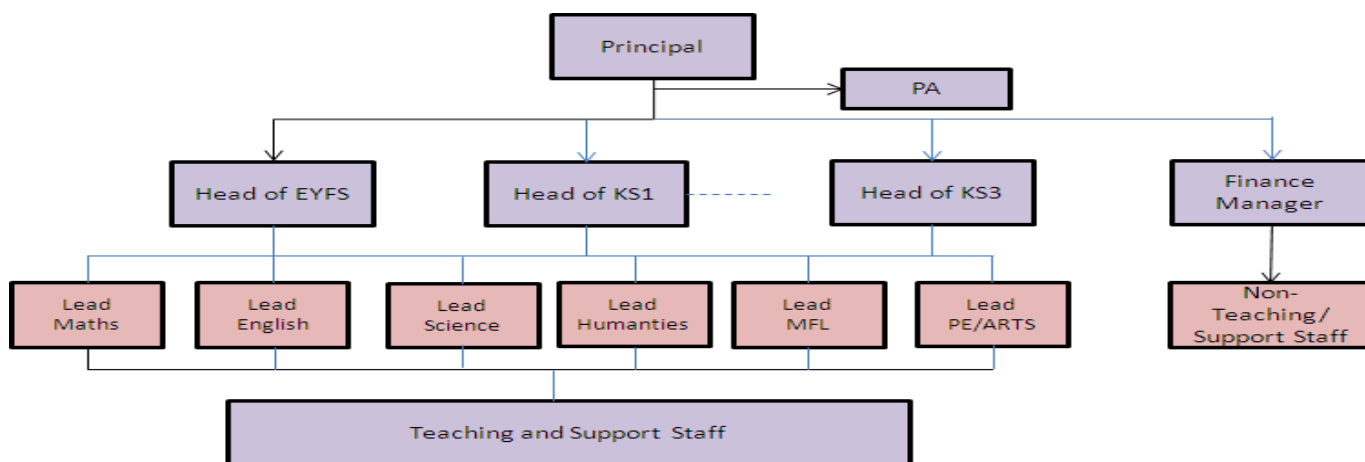
We believe that our All-through structure will provide further potential benefits which specifically relate to cross phase opportunities. These may include:

- More flexibility in curriculum design and delivery across the key stages. This is linked to a thorough knowledge of the continuum of learning across key stage 2 and key stage 3 and a desire for personalisation in the curriculum
- Ability to draw upon the differing strengths and skills of primary and secondary specialists. This will broaden the skills base available to the schools in the structure
- Potential for joint appointments both cross phase and within phase to provide specialist teaching or support which would otherwise be unavailable to individual schools
- More efficient and effective CPD open to teaching and support staff across the all-through learning community. This will reinforce common strategies and avoid the duplication of effort and resources
- Ability to use physical facilities more efficiently and avoid duplication across the all -through partnership. Most all-through structures facilitate access to specialist facilities for all children as appropriate
- Potential to support gifted and talented learners and those with special educational needs as they move into secondary education through the deployment of key teaching and support staff to ensure appropriate challenge and support

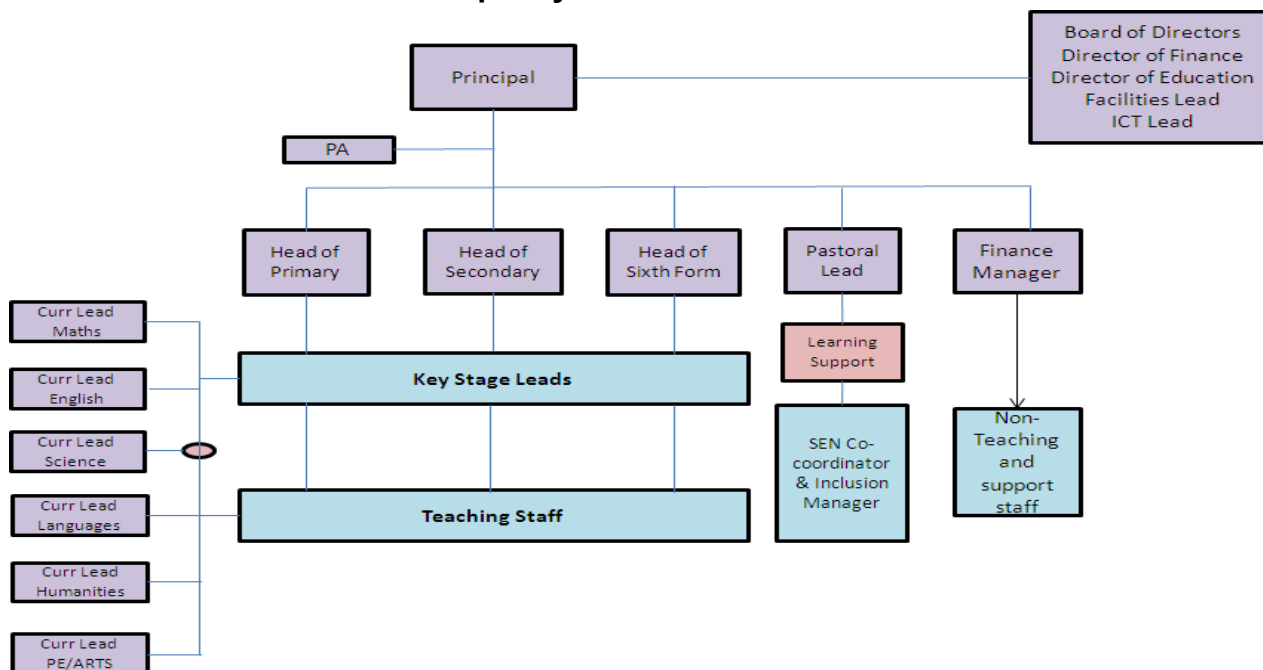
A formal all-through structure provides a secure context in which to share and secure good practice at all levels. It brings together expertise from all phases of the education system and can ensure that every learner is challenged whilst no one is left behind.

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

### SLT Structure on opening and for early years



### Potential structure once full capacity has been reached



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

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

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

Teachers and LSAs not in the initial faculties, including sports teachers, art and music teachers, will be responsible directly to the appropriate Key stage lead but a Creative Arts Faculty will be formed by Year 3 and a Sports Faculty after that. There will be a corresponding structure for Administrative staff. A Finance Director or Bursar and PA will be responsible directly to the Principal.

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

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

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

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

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

We shall use help from the local Gurdwaras, and other faiths, to work in conjunction with the Principal and senior staff in daily assembly and the students' spiritual self- discovery programme.

### **Qualified Staffing Requirements**

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

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

Staff/Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Students on roll</b>	<b>180</b>	<b>360</b>	<b>540</b>	<b>720</b>	<b>900</b>	<b>1020</b>	<b>1140</b>	<b>1260</b>
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Primary			1.0	1.0	1.0	1.0	1.0	1.0
Head of Secondary				1.0	1.0	1.0	1.0	1.0
Head of KS1		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of KS2		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of KS3			1.0	1.0	1.0	1.0	1.0	1.0
Head of KS4				1.0	1.0	1.0	1.0	1.0
Head of Sixth form							1.0	1.0
<b>Teaching</b>								
Head Maths		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head English		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head Physics		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head Chemistry				1.0	1.0	1.0	1.0	1.0
Head of Biology				1.0	1.0	1.0	1.0	1.0
Head of ICT			1.0	1.0	1.0	1.0	1.0	1.0
Head of Lifelong learning	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head MFL		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Sports		0.5	1.0	1.0	1.0	1.0	1.0	1.0
Head of Inclusion			1.0	1.0	1.0	1.0	1.0	1.0
Head of Music			1.0	1.0	1.0	1.0	1.0	1.0
Head of History		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Geography				1.0	1.0	1.0	1.0	1.0
SEND Coordinator					1.0	1.0	1.0	1.0
Head of Music			1.0	1.0	1.0	1.0	1.0	1.0
<b>Total</b>	<b>15.0</b>	<b>30.2</b>	<b>50.4</b>	<b>65.4</b>	<b>83.8</b>	<b>94.8</b>	<b>100.8</b>	<b>109.8</b>
<b>Staff by function</b>								
SLT	1.0	3.0	5.0	7.0	7.0	7.0	8.0	8.0
Teaching	6.5	14.5	24.0	34.0	47.0	54.0	57.0	64.0
Pupil support	2.0	4.3	6.6	7.6	7.6	11.6	12.6	14.6
Administrative	3.0	5.0	8.0	10.0	14.0	14.0	15.0	15.0
Premises	1.2	1.4	2.8	2.8	3.2	3.2	3.2	3.2
Catering	1.3	2.0	4.0	4.0	5.0	5.0	5.0	5.0
<b>Total</b>	<b>15.0</b>	<b>30.2</b>	<b>50.4</b>	<b>65.4</b>	<b>83.8</b>	<b>94.8</b>	<b>100.8</b>	<b>109.8</b>



## **D4 The needs of all children are fully provided for in the Academy**

### **1. How the Atam Academy would welcome Non-Sikh parents and pupils and meet their needs**

The Sikh principles encourage Sikhs to be citizens of the world, where everyone is valued equally and shares their life, understanding and interests with all. Thus all students of any faith or none will be welcomed into the school, where they will find a calm, supportive atmosphere entirely conducive to learning and the development of self-discipline. Recently the Prime Minister acknowledged the extent of integration of Sikhs in the British community,

*“The community role that you all play is so remarkable. I remember reading about those stories in the London riots where Sikhs didn’t just try and protect their temples, they protected other religion’s places of worship too.*

*The Sikhs who had gone out of their way to travel across our country and help people during the floods – whether they were in Somerset, whether they were in the Thames Valley, whether they were in East Anglia – who needed help. Serving the community, putting back into the community is something deep in the heart of all British Sikhs. So on this, the fourth Vaisakhi party here in Number 10 Downing Street, can I pay tribute again to your faith which has delivered so much to this country and to our world, and above all, can I pay tribute to the role that British Sikhs play in building our country”, Rt Hon David Cameron Vaisakhi reception at 10 Downing Street April 2014*

We intend to appoint a range of staff from different faiths and backgrounds not withstanding that they have to be excellent teaching and support staff.

Pupils will meet and interact with teachers and support staff from different cultures in school, not just those of a Sikh background. A student will always be able to find members of staff to whom they can relate and who will support them with their self-development. We have a track record of attracting high quality senior leaders, teachers and support staff at both the Khalsa Primary and Secondary schools. The Principals of both schools are non-Sikhs and on average 50% of the staff are non-Sikhs.

We have a good track record of attracting non-Sikh parents and pupils at the Khalsa Primary and Secondary where the percentage of non-Sikhs has been as high as 25% and from many different faiths.

We believe that non-Sikh parents will be thinking about applying for a place for the following reasons:

- a. The reputation, high aspirations of the school and the proposers.
- b. The enrichment curriculum which will offer exciting new opportunities for pupils from disadvantaged backgrounds. These will include the opportunity to participate in Olympian sports such as horse riding, archery and martial arts.
- c. An appreciation for the Sikh ethos of hard and honest labour, service to the community and life-long learning and self-reflection.
- d. Asian parents will want their children to learn the Panjabi language as this is the mother tongue. This will specifically apply to Hindu, Muslim and mixed race parents.

- e. The reputation of the Principal of the school
- f. The school having a staff group that are from all or many faiths and none.
- g. The school being led by a Governing body that has members from many faiths and none.
- h. The school will ensure that the needs of every single pupil are catered for and they are made to feel welcome and part of the school.

From our consultation with the non-Sikh community since July 2013, we have listened and taken into account the following concerns raised:

- a. Whether non-Sikh pupils would have to attend Sikh religious prayers.
- b. The alternatives available for non-Sikhs whilst the Sikh studies curriculum is being taught.
- c. Whether the national curriculum will be followed by the school.

This feedback has resulted TAA in changing the way that religious prayers will be carried out in the school and to ensure that facilities are provided for all pupils who wish to carry out religious prayers.

We would therefore want to ensure that we achieve the following before the school is open:

- d. The prospectus, website and other marketing materials are designed for both Sikhs and non-Sikhs and addresses the issues and needs of non-Sikhs in particular.
- e. The Governors and senior staff send a welcome message to both Sikhs and non-Sikhs prior to and post the application.
- f. The faith aspects, religious education, community language, dietary ethos and any other part of the school's curriculum and or ethos are clearly explained to non-Sikh parents and pupils.
- g. That we consult with parents and pupils regarding the faith curriculum and other sensitive areas and we take the feedback into account.
- h. Any feedback or questions regarding the faith aspects of the school are promptly answered and acted upon.
- i. All policies are reviewed using the DFE Equality Analyses Framework to ensure that no one is treated or likely to be treated unfairly.

Specifically we will ensure that our Governing body has members of all faiths and none and that there is a good healthy gender balance. We have already put this into practice at the Khalsa Secondary Academy where we have 25% of our Governors are non-Sikhs and 25% are females. This healthy balance will ensure that all aspects of the school will be carefully considered against the Equality and Human Rights legal frameworks and for all the communities within the school.

We will also ensure that the school's management systems are setup so that all pupils profiles are recorded including gender, religion, ethnicity, race and other information so that any trends can be identified quickly in order for the appropriate action to be taken. So for example if we find that black girls are not progressing in Maths as quick as Chinese girls then we can take Positive Action to provide the appropriate intervention.

We will ensure that all staff are appropriately trained in the Equality Act 2010 as part of the induction process so that a proactive approach to equality awareness and the law can be established.

We will ensure that pastoral care is provided to all pupils to promote well-being. External partners will be used to supplement the staffing in the school where necessary. Muslim pupils at the Khalsa Secondary Academy partake in morning prayers with the support of a Muslim teacher.

## **The Curriculum**

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

We will build on the philosophy of our already-open, highly inclusive Khalsa Primary and Secondary Schools and The Atam Academy, where the beliefs or none of all students are respected. At TAA all Sikh students are expected to follow courses in Sikh Studies and Panjabi to enable them to understand and follow the teachings of the Sikh Holy Scriptures.

An integral component of the Sikh Studies Programme will be the study of Punjabi language and literature in both a religious, secular, contemporary and historical context. This will allow Learners to engage with the Sikh scriptures (Guru Granth Sahib Ji) and access Punjabi literature and music in an operational and meaningful way.

Through the Sikh studies programme learners will gain a qualifications in GCSE and AS/A2 Religious Studies with a Sikhism component. GCSE, AS/A2 Punjabi will be offered as part of the languages programme at The Atam Academy.

To fall in line with our inclusive ethos and our founding principle of 'success and well-being for all', Religious Studies lessons at KS3 will cover all of the world religions so that our learners value and understand each other's beliefs and practices. We will also work with local religious organisations to offer programmes of study for learners of different faiths and provide provision for them to participate in services and acts of worship.

It is important that all of our learners gain experience and insights of each other's religious traditions. To achieve this we will operate an exchange programme in which learners from different religious traditions will attend each other's places of worship, enabling them to experience and appreciate each other's beliefs and practices. We hope that this will foster empathy and understanding between our learners and the different communities of East London.

The school curriculum will look slightly different for Sikh and non-Sikh students at The Atam Academy. All students will study National Curriculum RE to Year 9. This will cover all the major religions. The time allocation for this will be equivalent to that in most secondary schools, namely one hour a week (4% of main curriculum time at TAA). From Year 9 we hope to offer RE as a GCSE option, but RE still will be incorporated also into a one-hour core RE/PHSE lesson from Year 9 onwards.

The final lesson (3.15 to 4.15 pm) of each day for Sikh students will be allocated to studying Sikh Studies and Panjabi, which will be offered as a GCSE for those who wish to take it to examination level. Sikh students will be taught Panjabi to enable them to access the scriptures and religious services more easily.

Non-Sikh pupils will be offered a meaningful alternative which will include an alternative range of exciting courses during this time with a focus on moral, ethical and spiritual development which may be faith based (other than Sikh) or secular. All students will study the five main faiths in RE lessons, as defined in the local SACRE policy. In addition, a modern foreign language such as Spanish or French will be offered to non-Sikhs during the 1 hour Sikh Studies/Panjabi lessons.

All classes which Sikh students are expected to attend will be available also to non-Sikh students, but we expect that most non-Sikh students will choose alternative studies for the last lesson of the day. The alternatives on offer will include a second modern foreign language, enrichment groups

for the gifted and talented, support lessons for students with special needs, and individual or group musical instrument lessons. Each student will have an individualised programme for this period of the day.

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

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

Sex and relationship education (SRE) will be taught from the age of 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It will not promote early sexual activity or any particular sexual orientation.

We recognise that some parts of sex and relationship education are compulsory as these form part of the national curriculum for science. We also will give parents the option to withdraw their children from all other parts of sex and relationship education if they want. We have developed policies on sex education, which are available on the Khalsa Secondary Academy website.

The Atam Academy do not plan to teach creationism, intelligent design or similar ideas as valid scientific theories. Our curriculum will follow the teachings of evolution based on the national curriculum. The Sikh theory of evolution bears a remarkable similarity to that within the science curriculum.

## **Prayers and Assemblies**

Sikhs have an ethical code of conduct that includes a daily routine of meditation, music and mind-full action (nitnem). We hope to make this code of conduct relevant to young British Sikhs by exploring Sikh praxis within a British context.

Sikh pupils will start the school with a short religious prayer in the morning, lasting around 20 minutes. A multi-faith room(s) will be provided along with a staff member for those pupils that wish to follow a prayer of their choice. For pupils that do not wish to follow a religious prayer, a suitable room will be provided along with a staff member so that the pupil can enjoy a quiet reflective period of time (which could be similar to thought of the day) or as agreed with the pupils.

A non-religious general assembly will then be led by the Principal and will include all pupils and staff members. The content will be "A thought of the day" linked to news and events around the world followed by the usual school announcements.

The above structure will ensure that those parents and pupils who wish to send their children to a Sikh faith school are catered for as well as those that choose to follow a different faith or none.

## **Dietary considerations**

The Atam Academy will be a healthy school and it is important that we consider all elements of our work to ensure that we promote health awareness in all members of the school community. Research has shown clearly that there is a link between nutrition and academic performance and that the best schools worry about what's going on in children's bodies as well as their minds. We will provide a valuable role model to students and their families with regard to food and healthy eating patterns and in promoting family health; to help combat the growing issues linked with public health concerns around childhood obesity. Through effective leadership, the school ethos and the curriculum, all school staff will bring together all elements of the school day to create an environment that supports a healthy lifestyle.

In the school we are committed to giving all our students consistent messages about all aspects of health to help them understand the impact of particular behaviours and encourage them to take responsibility for the choices they make. The school recognises that sharing food is a fundamental experience for all people; a primary way to nurture and celebrate our cultural diversity.

We will also ensure that food provision in the school reflects the ethical, cultural and medical requirements of staff and students e.g. religious, ethnic, vegetarian, medical, and allergenic needs.

Students will not be encouraged to bring packed lunches to school unless there are special circumstances. These reasons will need to be discussed with and permission is given by the school. If this is the case the packed lunch needs to be a 'nutritionally balanced' selection of food, which should include no more than one chocolate biscuit or cake. We do not allow sweets, fizzy drinks and crisps.

Our thinking was greatly influenced by the research coming out from organisations, such as the World Health Organization, that regard childhood obesity as one of the most serious global public health challenges for the 21st century. The 2013 data shows that almost a third of 10-11 year olds were overweight or obese. We all know that obese children and adolescents are at an increased risk of developing various health and social problems, and are also more likely to become obese adults.

We believe we have already taken up Michael Gove's challenge on school food and obesity by planning to keep the cost of a hot lunch low and by discouraging packed lunches. To this effect, we aim to provide a choice of hot, freshly prepared, two course meals to children at the cost of a free school meal and therefore there is a cost of [REDACTED] per day. We will not deny any child food at lunchtime and we plan to have an extended day, which makes it even more important that children can maintain their energy levels as well as academic and behaviour performance by eating nutritious foods.

All staff and students are encouraged to sit down and eat together at lunch time. Sitting down and eating together is an important part of our school ethos.

We believe that actively discouraging packed lunches and providing a low cost healthy hot meal alternative is the only effective way in which we can break this cycle.

In the event that parents are unable to afford this low cost, then parents can discuss this with the Principal and how the school can help. We feel that this is the key in making it affordable to all. Finally, if a parent insists on providing a packed lunch, then we would meet with them to discuss their specific needs and try and find a mutually acceptable solution.

Our vision as a free school was the flexibility to do things differently. We firmly believe that, if you always do what you always did, you will always get what you always got. Sometimes organisations have to think differently and be prepared to break the mould in their approach to help change mind-sets.

## Uniform and religious symbols

A school uniform promotes good behaviour and discipline for all pupils. We plan to have a uniform that has been kept simple to avoid unnecessary expense.

We consider that uniform is important for several reasons:

- It provides students with a sense of identity and pride in their academy.
- It enhances the appearance of students and therefore the reputation of the academy.
- It helps to instil in students a sense of purpose when they put on their uniform in the mornings.

The school uniform will be a conventional uniform consisting of a blazer, trousers, shirt etc. The Sikh turban or chuni will not form part of the school uniform.

## Public Sector Equality Duty

The proposers are aware that in carrying out their functions, we are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We will ensure that the above principles are embedded into the school through the adoption of policies and in relationships with staff, governors and parents.

## Section E: Evidence of need – part 1

Please complete the table on the next page, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

If your school is an existing independent school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.

- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e.*  $D = ((B+C)/A) \times 100$ .

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Reception</b>	60	171		285%	60	138		230%
<b>Year 1</b>	60	132		220%	60	171		285%
<b>Year 2</b>	60	93		155%	60	132		220%
<b>Year 3</b>					60	93		155%
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>					120	122	-	102%
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>	180	396		220%	360	656	-	182%



## Section E: Evidence of need – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

**E1 Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.**

### **Evidence of demand from parents and young people**

We have prepared this application in response to overwhelming parental demand to provide an all-through school that seeks to improve and enhance educational standards and provides an education based around the principles of the Sikh faith. There has been a strong response from parents to date with new commitments continuing to grow week by week. To date the parents of 518 children have stated that they would select The Atam Academy as their first preference for a primary and/or secondary school place. We expect that continued marketing will ensure that we are oversubscribed in the first year.

During the first year of opening, we intend to open Reception, Year 1 and Year 2 classes with a total capacity of 180 places. We currently have names and full contact details of 396 parents who have stated that their preference would be to send their children to The Atam Academy for this phase. The school is already **heavily oversubscribed**.

This includes a total of 84 non-Sikhs (which represents 21%). We believe this is a very positive response from the non-Sikh community and will increase if and when the school gets the go-ahead.

During the second year, we intend to open the Year 7 classes in the secondary school for which we have oversubscription of places with 122 parents wishing to send their children to the school in 2016. We wish to delay the opening of the Year 7 by one year following the opening of the Primary school because we wish to ensure stability of the Primary school. We would however reconsider this decision through further discussion with the DFE if we were approved to the pre-opening stage.

We believe the high demand for the school is largely to do with the fact that historically there has been no option for Sikh parents to send their children to a Sikh faith school. We certainly have sufficient demand to fill the places for the school during the first two years of operation.

We believe we will continue to receive positive support the general Asian community in East London which has a diverse community from many backgrounds, some of which have been rooted in the area for many decades, while others have recently migrated to the area.


For Redbridge, along with the white British demography, the Asian Indian community is the largest ethnic minority in the borough. This will include established communities from Asian Pakistani and Asian Indian backgrounds (such as the Sikh community), alongside newer communities from Southern India and new migrant professionals from India and Pakistan. Communities from Eastern Europe have also settled in the area.

Newham is a borough with has one of the lowest White British populations in the country. The borough has the second highest percentage of those of Muslim faith in Britain and the largest non-White British ethnic groups are Asian Indian, with a growing Bangladeshi community.

Barking and Dagenham has a majority of its resident within the Becontree housing estate. The population of non-UK born residents had increased dramatically.

The following map shows the demand for Primary and Secondary spaces largely from the deprived wards of Redbridge. The black star is the location of the preferred site which has been in principle recommended by the local authority and used to be a secondary school. This location

is also within close proximity of the parents who wish to send their children to the school. The coloured circles represent the number of pupils for Reception, Year 1, Year 2 and Year 7 classes.



### **Promotional material for Prospective Parents**

Discussions with parents and others about this proposal to open The Atam Academy have been in progress for 11 months.

A leaflet has been devised to give as much information as possible about The Atam Academy. It includes our aims, proposals and ethos as well as a handful of Frequently Asked Questions anticipated to be asked by parents (from Sikh and non-Sikh backgrounds), especially whether the school will be inclusive and non-selective. The leaflet also includes a reply slip and contact details for people to make further inquiries. The leaflet is printed as a folding document with logo and other images. See below:

## Frequently asked Questions

What curriculum will the school offer?

Atam Academy will offer an enhanced academic National Curriculum where all students will be expected to aspire to at least the English Baccalaureate and the majority will achieve far more. All students will have the opportunity to participate in an extensive enrichment curriculum which includes music, traditional sports such as Archery, Horseriding, Martial arts as well as modern sports.

Are children of other faiths or no faith welcome at Atam Academy?

Yes and we would like to have 50% non-Sikhs at the school. The Sikh Faith is emphatic in respecting all faiths and does not seek to convert. The Atam ethos seeks to help all students on the path to self-discovery, social responsibility and self-discipline.

What faith education will students receive?

Sikh students will follow courses in Sikh Studies and Panjabi to enable them to understand and follow the teachings of the Holy Scriptures. Other students will have the option to follow a range of other exciting courses during this time. All students will study the local SACRE religious curriculum.

Will Atam Academy be a selective school?

No. The school will be an inclusive non-fee paying school with no entrance examination. 50% of the places will be offered to Sikh faith children from Ilford and surrounding areas. The other 50% will be offered to children not of the Sikh faith from Ilford and surrounding areas.

## A Message from the Proposers

Atam Academy (previously known as Seva School Ilford) is a community led project bringing outstanding education to our children encompassing the underlying ethos of the Sikh Faith.

Atam Academy is focussing on meeting the needs of children, parents and members from the Ilford community. We want the Local Authority and the Government to support us through the Free School process.

We have formed a partnership with the Slough Sikh Education Trust who have set up and run the Khalsa Primary School Slough (an outstanding voluntary-aided Sikh Faith School) and recently opened Khalsa Secondary Academy in Slough and South Bucks.

Our new all-through school will improve local educational opportunities by providing a high-achieving all-through free school for Ilford and surrounding areas, based on the same principles as Khalsa Primary and Secondary Academy Slough.

The proposer group represents a variety of skill sets. We include directors of large companies, accountants, engineers, professionals, local parents and educational experts.

If you have any queries or would like to discuss the proposals please email [AtamAcademy@gmail.com](mailto:AtamAcademy@gmail.com)



**Atam Academy**

(previously known as Seva School Ilford)



**A high achieving school based on the Sikh ethos**

- ◆ BEYOND ACADEMIC ACHIEVEMENT
- ◆ BEYOND THE INDIVIDUAL
- ◆ BEYOND SELFLESSNESS

In this leaflet you can find out about the plans to open a new free school serving Ilford and surrounding areas. Please support us by completing the tear off section of this leaflet and returning it to us; or by visiting our website below.

[www.AtamAcademy.com](http://www.AtamAcademy.com)

## A new school for Ilford and Surrounding Areas

Our aim is to create a high achieving, non-selective school in Ilford, which will follow the principles and values of the Sikh faith. We will offer an academic education on par with the finest schools in the UK, open to all and without the barriers of relocation or fees. Subject to approval by the Secretary of State we intend to open the Primary phase in September 2015 and Secondary phase in September 2016, growing the school year on year.

We aspire to provide a full range of educational opportunities for students from all backgrounds, both Sikh and non-Sikh. In addition to ensuring the best possible academic results for all individual students, we will develop their personal and social qualities so they become good world citizens.

We believe that an all-through free school with our values and standards will prove popular with both parents and students of Ilford and its surrounding boroughs (including Newham and Barking & Dagenham), by offering a choice that these students do not presently have.

This is our vision for

### ATAM ACADEMY

#### BEYOND ACADEMIC ACHIEVEMENT (Kirat Karnā)

Atam Academy aims to provide an exceptional academic education and encourage a passion for life-long learning. But, more than this, following the Sikh way means working to the best of your ability with honesty, integrity and self-discipline. This is what we inspire our students to do.

#### BEYOND THE INDIVIDUAL (Naam Japna)

Atam Academy will foster all aspects of personal development and encourage students to take a life-long journey of self-discovery. The principles of Atam Academy will support students in undertaking this journey towards purity of spirit by self-reflection and meditation.

#### BEYOND SELFLESSNESS (Vand Chakna)

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

Atam Academy will be a happy and inclusive school, where students of all faiths and none are respected and supported. The Sikh faith is emphatic in respecting all beliefs, and does not seek to convert.

## Tear off Response

Please complete the information and return it to: The Secretary Atam Academy C/O 160 Staines Road, Ilford, Essex IG1 2UU or alternatively you can complete it on our website:

[www.AtamAcademy.com](http://www.AtamAcademy.com)

Do you support the proposal to open a all-through school for ages 3 to 19 as described this leaflet?

Yes  No  Don't know

2. Personal details:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode:

Email: \_\_\_\_\_

Your information will be kept securely and will only be used in relation to the new school campaign.

3. For prospective parents/carers

Would you include the school described in this leaflet as one of preferred your choices for Primary and or Secondary Education for your child(ren) ?

Yes  No  Don't know

If you answered 'yes', please provide us with your child(ren)s date of birth.

Your child(ren) date of birth  1st  2nd

4. Your religion \_\_\_\_\_

Please note: if you have already registered your interest for Seva School Ilford, you do not have to complete this survey.

The leaflets have been made available at public places such as Gurdwaras, other places of worship, community centres, libraries, restaurants and food takeaways.

We have also developed our website and social media sites to allow easy access for parents to register their demand and follow progress of the school application. The website and social media provide information and a forum for people to ask questions.

### Evidence of a shortage of places

The population across the East of London has grown over recent years and this growth is forecast to continue. Educational provision is evidently not sufficient to meet the growing demand for primary school and secondary school places either in terms of the number of places or the quality of education provided. Therefore there is a basic need for additional school places.

The growth in demand for school places is clearly evident in Tables 4 and 5 below.

**Table 4 – LA Forecast Demand for Primary School Places 2011 – 2012 to 2018 – 2019**

Borough	2011 – 2012 (Actual)	2012 – 2013 (Forecast)	2013 – 2014 (Forecast)	2014 – 2015 (Forecast)	2015 – 2016 (Forecast)	2016 – 2017 (Forecast)
Barking & Dagenham	20,060	21,510	23,086	24,459	25,655	26,729
Newham	29,810	32,299	33,986	35,116	36,725	38,694
Redbridge	24,981	26,282	27,587	28,746	29,932	31,282

During the period 2013 - 2014 – 2016 - 2017 the London Borough of Newham will see the greatest increase in the (forecasted) *number* of primary school places required – an increase of 12.2%.

**Table 5 – LA Forecast Demand for Secondary School Places 2011 – 2012 to 2018 – 2019**

Borough	2011-2012 (Actual)	2012-2013 (Forecast)	2013-2014 (Forecast)	2014-2015 (Forecast)	2015-2016 (Forecast)	2016-2017 (Forecast)	2017-2018 (Forecast)	2018-2019 (Forecast)
Barking & Dagenham	13,287	13,680	14,455	15,242	15,956	16,721	18,127	19,383
Newham	18,731	19,739	20,125	20,798	21,525	22,660	23,052	23,957
Redbridge	22,166	22,189	22,597	23,190	23,751	24,502	25,363	26,493

During the period 2013 - 2014 – 2018 - 2019 the London Borough of Barking and Dagenham will see the greatest increase in the (forecasted) *number* of primary school places required – an increase of 25.4%.

**Table 6 – LA Forecast Demand for School Places 2011 – 2012 to 2016 – 2017 by year group**

School Year 2011-2012	R	1	2	3	4	5	6	7	8	9	10	11	12	T
Redbridge	3815	3758	3599	3589	3564	3373	3283	3300	3362	3300	3430	3301	3101	44775
Newham	4739	4520	4521	4156	4175	3911	3788	3509	3619	3579	3694	3519	n/a	48174

Barking and Dag.	3411	3199	3035	2826	2624	2524	2441	2184	2154	2198	2313	2113	1284	32306
School Year 2016-2017	R	1	2	3	4	5	6	7	8	9	10	11	12	T
Redbridge	4747	4665	4599	4568	4476	4217	4010	3978	3948	3879	3672	3550	2906	53215
Newham	5742	5797	5713	5676	5629	5240	4897	4397	4205	4244	4031	3758	1050	60379
Barking and Dag.	4044	3983	3932	3933	3782	3697	3358	3127	2974	2731	2542	2355	1695	42153

**Table 7 – Projected percentage change (i.e. increase) in Demand for School Places 2011 – 2012 to 2016 – 2017 by year group**

School Year ▲ 2011-2017	R	1	2	3	4	5	6	7	8	9	10	11	12	T
Redbridge	+20%	+19%	+22%	+21%	+21%	+20%	+18%	+17%	+16%	+15%	+7%	+7%	-7%	+16%
Newham	+18%	+22%	+21%	+21%	+26%	+26%	+23%	+20%	+14%	+16%	+9%	+7%	n/a	+20%
Barking and Dag.	+16%	+20%	+23%	+28%	+31%	+32%	+23%	+30%	+28%	+20%	+10%	+11%	+25%	+23%

The London Borough of Redbridge and the London Borough of Newham were considered by the DfE in 2013 to be among those (national) local authorities that would have a projected shortfall of school places greater than 5% for the period 2014 – 2015. Therefore there is a basic need for school places.

We have shown above in Table 7 indicates that:

- For the London Borough of Redbridge there will be a 16% increase in pupil roll numbers for Reception class through to school Year 12.
- For the London Borough of Newham there will be a 20% increase in pupil roll numbers for Reception class through to school Year 12.
- For the London Borough of Barking and Dagenham there will be a 23% increase in pupil roll numbers for Reception class through to school Year 12.

In circa 2012 – 2013 the London Borough of Redbridge hosted 24 primary schools that were full, or that had one or more pupils in excess of the schools capacity.

It is very likely that the increase in live births and planned housing developments will also result in a growth in the demand, over the next decade, for primary school and secondary school places in the London Borough of Redbridge, the London Borough of Newham and the London Borough of Barking and Dagenham.

In terms of the London Borough of Redbridge, funding was granted by the local authority in 2012 to ease pressure on school places. For admission into September's 2012 reception intake, 4,311

applications were made compared with (2011) 4,006 applications<sup>3</sup>. Additionally an article in the *Iford Recorder* regarding a £200,000 grant for a study on schools quotes Councillor Alan Weinberg “The (2011) census took everyone by surprise, school children are increasing by a greater amount than we expected<sup>4</sup>”

An article in *The Barking and Dagenham Post* in May 2013 highlighted how the borough had been flagged as one of the local authorities most in need of more school places – nationwide. The number of children entering the school system at reception level was projected to increase by 672 by September 2020 – the equivalent to 23 forms of entry. The council plans included the expansion of the majority of secondary schools to add an extra 720 places by 2017, however this still left a projected shortfall of 257 places. The article also stated that the government’s allocation of £28.1million to the borough was approximately £12m below what the council estimated it needed to create a sufficient number of new places.

## Population Trends

Table 8 presents the Sikh community/population in the 21 London Borough of Redbridge wards according to the 2011 Census.

**Table 8 – Redbridge Sikh community populations by ward (2011 ONS Census)**

Ward	Total Ward Population	Sikh Population Number	Percentage of Sikh Population
Aldborough	14,544	713	4.9%
Barkingside	12,609	769	6.1%
Clayhall	13,241	1,322	10.0%
Clementswood	14,666	1,444	9.8%
Cranbrook	12,780	1,199	9.4%
Fairlop	12,630	371	2.9%
Fullwell	12,910	683	5.3%
Goodmayes	13,069	1,697	13.0%
Loxford	16,544	926	5.6%
Ward	Total Ward Population	Sikh Population Number	Percentage of Sikh Population
Mayfield	13,672	1,661	12.1%
Newbury	16,760	1,481	8.8%
Seven Kings	15,164	2,068	13.6%
Valentines	14,123	1,000	7.1%

<sup>3</sup> [http://www.ilfordrecorder.co.uk/news/news/cash\\_approved\\_for\\_more\\_school\\_places\\_in\\_redbridge\\_from\\_september\\_1\\_1445482](http://www.ilfordrecorder.co.uk/news/news/cash_approved_for_more_school_places_in_redbridge_from_september_1_1445482)

<sup>4</sup> [http://www.ilfordrecorder.co.uk/news/news/cabinet\\_green\\_light\\_200\\_000\\_to\\_see\\_if\\_six\\_redbridge\\_schools\\_should\\_expand\\_1\\_1686734](http://www.ilfordrecorder.co.uk/news/news/cabinet_green_light_200_000_to_see_if_six_redbridge_schools_should_expand_1_1686734)

Table 8 indicates that according to the 2011 ONS Census, the three London Borough of Redbridge wards with the highest resident Sikh population are, in order of frequency:

1. Seven Kings
2. Goodmayes
3. Mayfield

According to the 2011 ONS Census, the three London Borough of Newham wards with the highest resident Sikh population are, in order of frequency:

1. East Ham North
2. Little Ilford
3. Green Street East

According to the 2011 ONS Census, the three London Borough of Barking and Dagenham wards with the highest resident Sikh population are, in order of frequency:

1. Longbridge
2. Abbey
3. Whaelbone

Across the three London Boroughs, the highest declared Sikh population is in the Seven Kings ward (within the London Borough of Redbridge). The second highest declared Sikh population is in the Goodmayes ward (within the London Borough of Redbridge).

It is very likely that the increase in live births and planned housing developments will also result in a growth in the demand, over the next decade, for primary school and secondary school places in the London Borough of Redbridge, the London Borough of Newham and the London Borough of Barking and Dagenham.

We have strong and verifiable demand for this school where 422 pupils have stated their preference for this school. They are largely from the London Borough of Redbridge and specifically the deprived areas of Loxford, Valentines and Clementswood. The preferred site is in the Valentines ward as shown on the map below.

### **Evidence of low standard standards**

The % of pupils achieving 5+ A\* – C grades including English and Mathematics is below the England average in the:

- London Borough of Redbridge- Southern wards
- London Borough of Newham
- London Borough of Barking and Dagenham

Essentially, there is very little access to schools rated as outstanding and too many schools requiring improvement in one or more critical areas.

In comparison to England, children attending Redbridge schools have good educational achievement however this overall statistic masks the deprived areas in the Southern wards where national trends indicate lower levels of achievement are among some groups including:

- Pupils with Special Education Need
- Pupils from Black backgrounds
- Pupils eligible for free school meals
- Pupils living in wards of higher deprivation

Only 63% of pupils from white, black and mixed ethnic pupils achieve 5+ A\*-C grades including English and Mathematics compared to the rest of the pupils who average 71%.

The performance of the 10 schools nearest the preferred site are summarised below and it can be seen that the average achievement of 5+ A\*-C grades including Maths and English is well below the aspirations of our school.

Table 9 Performance of schools nearest the preferred site

Top five Primary Schools nearest the preferred site	Most recent Ofsted Outcome and Date	% achieving Levels 4 or above in reading, writing or Maths 2012	% achieving Levels 4 or above in reading, writing or Maths 2013
Cranbrook Primary School	02/2012 Good	81%	<b>64%</b>
Highlands Primary School	01/2014 Good	80%	86%
Manford Primary School	06/2012 Good	56%	<b>73%</b>
Wanstead Church School	01/2012 Good	86%	<b>73%</b>
Winston Way Primary School	05/2012 Good	51%	<b>63%</b>
<b>Average performance</b>		<b>71%</b>	<b>71%</b>

Top 4 Secondary Schools nearest the preferred site	Most recent Ofsted Outcome and Date	% with 5 plus A*- C grades including English and Maths 2010	% with 5 plus A*- C grades including English and Maths 2011	% with 5 plus A*- C grades including English and Maths 2012	% with 5 plus A*- C grades including English and Maths 2013
Beal High School	03/2012 Outstanding	79%	71%	79%	80%
Caterham High School	12/2012 Requires Improvement	57%	53%	55%	<b>64%</b>
Valentines High School	10/2006 Outstanding	72%	76%	82%	<b>71%</b>
Wanstead High School	04/2013 Requires Improvement	68%	59%	62%	<b>69%</b>
<b>Average Performance</b>		<b>669%</b>	<b>65%</b>	<b>70%</b>	<b>71%</b>



**Table 10 – London Borough of Redbridge Primary School Level 2 results and most recent Ofsted outcome(s) (where available)**

<b>Area/School</b>	<b>Most recent Ofsted Outcome and Date</b>	<b>% achieving Levels 4 or above in reading, writing or Maths 2012</b>	<b>% achieving Levels 4 or above in reading, writing or Maths 2013</b>
Aldersbrook Primary School	01/2013 Requires Improvement	86%	87%
Barley Lane Primary School	01/2011 Good	79%	79%
Chadwell Primary School	07/2011 Good	72%	77%
Christchurch Primary School	01/2008 Outstanding	88%	88%
Christchurch Primary School	01/2008 Outstanding	88%	88%
Churchfields Junior School	03/2010 Good	88%	84%
Cleveland Junior School	01/2013 Requires Improvement	69%	81%
Clore Tikva School	11/2012 Good	81%	89%
Coppice Primary School	12/2011 Good	84%	82%
Cranbrook Primary School	02/2012 Good	81%	64%
Downshall Primary School	04/2010 Good	67%	77%
Fairlop Primary School	11/2009 Good	81%	80%
Farnham Green Primary School	11/2012 Requires Improvement	65%	63%
Fullwood Primary School	06/2013 Outstanding	76%	73%
Gearies Junior School	n/a	94%	81%
Gilbert Colvin Primary School	10/2012 Requires Improvement	83%	83%
Glade Primary School	07/2011 Good	87%	85%
Goodmayes Primary School	10/2013 Good	78%	80%
<b>Area/School</b>	<b>Most recent Ofsted</b>	<b>% achieving Levels 4 or above in reading, writing or Maths</b>	<b>% achieving Levels 4 or above in reading, writing or Maths</b>

	<b>Outcome and Date</b>	<b>2012</b>	<b>2013</b>
Grove Primary School	06/2010 Good	68%	78%
Highlands Primary School	06/2012 Requires Improvement	80%	86%
Iford Jewish Primary School	09/2011 Good	82%	68%
John Bramston Primary School	03/2013 Good	82%	73%
Manford Primary School	06/2012 Good	56%	73%
Mayespark Primary School	06/2011 Requires Improvement	71%	72%
Mossford Green Primary School	11/2009 Good	73%	83%
Newbury Park Primary School	07/2011 Good	83%	84%
Nightingale Primary School	02/2010 Outstanding	86%	80%
Oakdale Junior School	09/2013 Requires Improvement	72%	69%
Our Lady of Lourdes RC Primary School	03/2009 Outstanding	78%	82%
<b>Area/School</b>	<b>Most recent Ofsted Outcome and Date</b>	<b>% achieving Levels 4 or above in reading, writing or Maths 2012</b>	<b>% achieving Levels 4 or above in reading, writing or Maths 2013</b>
Parkhill Junior School	12/2012 Good	83%	87%
Ray Lodge Primary School	03/2011 Good	71%	81%
Redbridge Primary School	01/2013 Outstanding	93%	93%
Roding Primary School	03/2013 Requires Improvement	65%	73%
St Aidan's Catholic Primary School	n/a	73%	83%
St Aidan's Catholic Primary School	05/2012 Good	n/a	n/a
St Antony's Catholic Primary School	07/2013 Good	93%	92%
St Augustine's Catholic Primary School	07/2013 Requires Improvement	69%	71%
St Bede's Catholic Primary School	02/2008 Outstanding	86%	83%
St Peter and Paul's Catholic Primary School	10/2012 Requires Improvement	78%	81%
Snaresbrook Preparatory School	n/a	n/a	n/a

Snaresbrook Primary School	06/2013 Inadequate	76%	87%
South Park Primary School	10/2012 Requires Improvement	77%	80%
Uphall Primary School	05/2009 Good	83%	70%
Wanstead Church School	01/2012 Good	86%	73%
<b>Area/School</b>	<b>Most recent Ofsted Outcome and Date</b>	<b>% achieving Levels 4 or above in reading, writing or Maths 2012</b>	<b>% achieving Levels 4 or above in reading, writing or Maths 2013</b>
Wells Primary School	03/2009 Good	91%	82%
William Torbitt Primary School	10/2013 Good	77%	78%
Winston Way Primary School	05/2012 Good	51%	63%
Woodlands Junior School	11/2012 Good	71%	72%

**Table 11 – London Borough of Redbridge Secondary School GCSE results and most recent Ofsted outcome(s)**

<b>Area/School</b>	<b>Most recent Ofsted Outcome and Date</b>	<b>% with 5 plus A*- C grades including English and Maths 2010</b>	<b>% with 5 plus A*- C grades including English and Maths 2011</b>	<b>% with 5 plus A*- C grades including English and Maths 2012</b>	<b>% with 5 plus A*- C grades including English and Maths 2013</b>
England – All Schools	n/a	53.5%	59%	59.4%	59.2%
Redbridge	n/a	69.3%	68.5%	70.6%	70.2%
Beal High School	03/2012 Outstanding	79%	71%	79%	80%
Caterham High School	12/2012 Requires Improvement	57%	53%	55%	64%
Chadwell Heath Academy	03/2008 Outstanding	82%	86%	76%	82%
Forest Academy	09/2012 Good	n/a	n/a	n/a	48%

Ilford County High School	11/2007 Outstanding	100%	99%	100%	98%
King Solomon High School	12/2013 Requires Improvement	69%	67%	60%	59%
Loxford School of Science and Technology	n/a	62%	59%	66%	66%
Mayfield School	09/2012 Good	48%	52%	66%	59%
Oaks Park High School	10/2011 Outstanding	64%	66%	64%	62%
The Palmer Catholic Academy	10/2012 Good	68%	70%	65%	69%
Park School for Girls	n/a	100%	95%	96%	96%
Seven Kings High School	02/2007 Outstanding	78%	73%	75%	83%
Trinity Catholic High School	02/2009 Outstanding	83%	86%	83%	80%
The Ursuline Academy Ilford	03/2012 Good	80%	78%	89%	85%
Valentines High School	10/2006 Outstanding	72%	76%	82%	71%
Wanstead High School	04/2013 Requires Improvement	68%	59%	62%	69%
Woodbridge High School	01/2012 Good	64%	65%	67%	63%
Woodford County High School	03/2009 Outstanding	99%	100%	97%	98%

**Table 13 – London Borough of Newham Secondary School GCSE results and most recent Ofsted outcome(s)**

Area/School	Most recent Ofsted Outcome and Date	% with 5 plus A* - C grades including English and Maths 2010	% with 5 plus A* - C grades including English and Maths 2011	% with 5 plus A* - C grades including English and Maths 2012	% with 5 plus A* - C grades including English and Maths 2013
England – All Schools	n/a	53.5%	59%	59.4%	59.2%
Newham	n/a	52.1%	58.5%	61.9%	58.4%

It can be seen that Newham has a much lower educational performance than its neighbours.

**Table 14 – London Borough of Barking and Dagenham Secondary School GCSE results and most recent Ofsted outcome(s)**

Area/School	Most recent Ofsted Outcome and Date	% with 5 plus A*- C grades including English and Maths 2010	% with 5 plus A*- C grades including English and Maths 2011	% with 5 plus A*- C grades including English and Maths 2012	% with 5 plus A*- C grades including English and Maths 2013
England – All Schools	n/a	53.5%	59%	59.4%	59.2%
Barking and Dagenham	n/a	51.6%	57.2%	58.6%	60.2%

### Applications and Admissions to Primary Schools and Secondary Schools

The Table below indicates that in 2012 a number of primary schools and secondary schools in the:

- London Boroughs of Redbridge, Newham, Barking and Dagenham

were either (a) full and/or (b) oversubscribed.

**Table 15 – 2012 Capacity in state-funded primary schools within East London boroughs (DfE May 2012)**

	Number of schools	Number of school places	Number of pupils on roll	Number of schools that were full or have one or more pupils in excess of school capacity	Number of pupils in excess of school capacity
England	16,812	4,313,770	3,912,540	3,424	31,490
Barking&D	45	22,100	20,105	4	23
Newham	66	30,565	29,696	9	102
Redbridge	53	25,280	24,890	24	205
	Excess as a percentage of total places	Number of schools with one or more unfilled places	Number of unfilled places	Number of unfilled places as a percentage of total places	
England	0.7%	13,388	432,650	10.0%	
Barking&D	0.1%	41	2,018	9.1%	
Newham	0.3%	57	971	3.2%	
Redbridge	0.8%	29	565	2.4%	

Table 15 indicates that circa 2012 the London Borough of Redbridge hosted 24 primary schools that were full, or that had one or more pupils in excess of the schools capacity.

**Table 16 – 2012 Capacity in state-funded secondary schools within East London boroughs (DfE May 2012)**

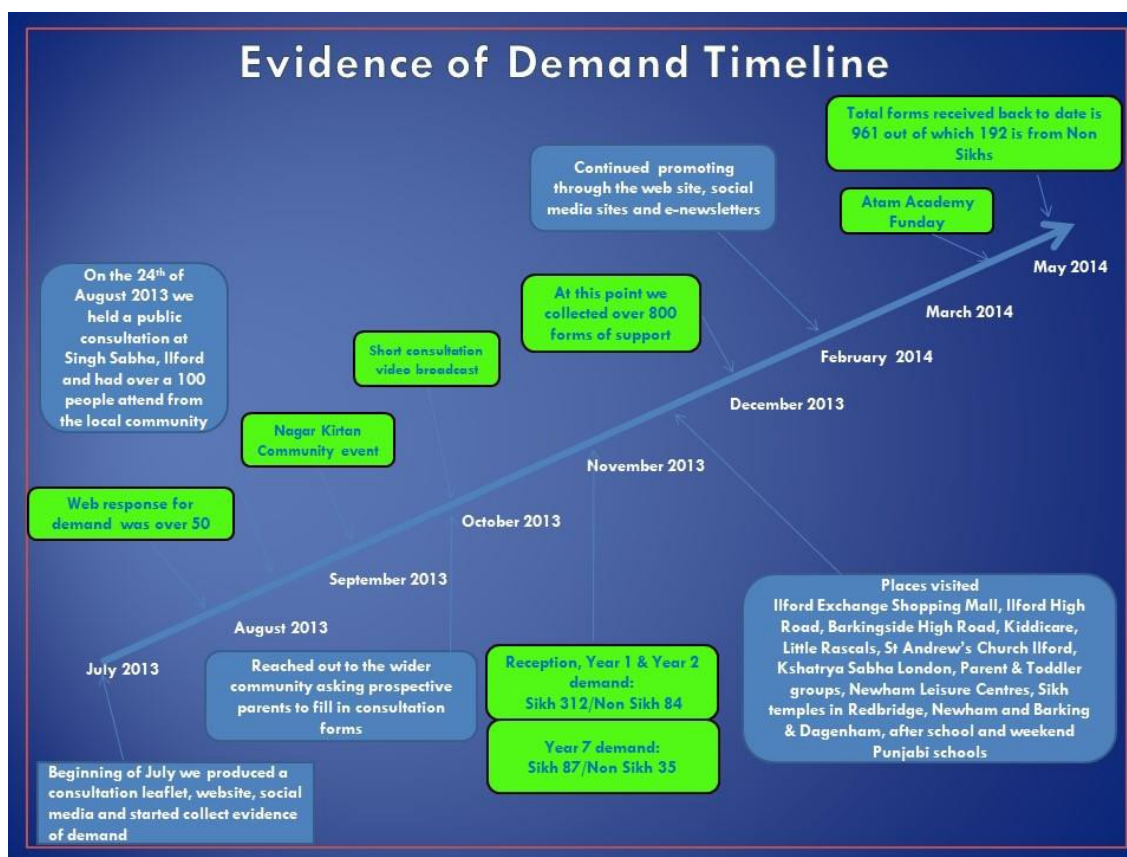
	Number of schools	Number of school places	Number of pupils on roll	Number of schools that were full or have one or more pupils in excess of school capacity	Number of pupils in excess of school capacity
England	3,260	3,600,790	3,225,540	694	30,770
Barking&D	9	14,448	13,220	1	30
Newham	15	19,248	19,144	2	723
<b>Redbridge</b>	<b>17</b>	<b>21,414</b>	<b>22,264</b>	<b>14</b>	<b>1,209</b>
	Excess as a percentage of total places	Number of schools with one or more unfilled places	Number of unfilled places	Number of unfilled places as a percentage of total places	
England	0.9%	2,566	406,020	11.3%	
Barking&D	0.2%	8	1,258	8.7%	
Newham	3.8%	13	827	4.3%	
Redbridge	5.6%	3	359	1.7%	

Table 16 indicates that circa 2012 the London Borough of Redbridge hosted 14 secondary schools that were full, or that had one or more pupils in excess of the schools capacity.

**E2: Demonstrate how you intend to reach out to the wider community including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.**

The following section describes how the proposers have engaged with a broad section of the community and specific groups in order to listen and obtain views about the proposed school.

Our timeline for engagement is shown below and started in July 2013 and continues as we prepare for pre-opening.



### Local residents

The local residents consisted of Sikh and non-Sikh communities. There is a diverse Asian community within the local area as well as White and Black communities.

We created a leaflet aimed at all the local parents which demonstrated an inclusive approach through pictures and words.

### How we engaged with the non-Sikh local residents

To engage the non-Sikh community, from October 2013 onwards, we collected parental demand in the main shopping mall of Ilford town centre as well as the high streets of Ilford and Barkingside. Furthermore we visited private nurseries and day care centres such as Kiddicare and Little Rascals.

We have contacted religious organisations directly and attended numerous meetings and presentations. One such meeting was at St Andrew's Church Ilford where we were able to discuss the proposal with parents from another faith. We also attended Kshatrya Sabha London, Newham who welcomed us and we were able to interact with parents and win support for the school.

We deployed the services of an experienced marketing agency (Coda Consulting) to help us with engaging the non-Sikh community. British white canvassers were deployed to engage with non-Sikhs to promote the school.

Using the leaflet as an introduction to the school, we canvassed at Barkingside High Road and St Andrew's Church Ilford to engage the white British demography of Redbridge. We also engaged with parents at Ilford Exchange Shopping Mall where we were able to speak to parents from the Pakistani, South Indian and Eastern European communities.

The engagement was positive and prospective white parents were very interested in sports curriculum as well as the focus on high standards and the disciplined environments.

By December 2013, over 800 forms of support had been collected and at least 20% were from non-Sikh parents.

In April 2014 we visited the Leisure Centres of Newham, Balaam Leisure Centre, East Ham Leisure Centre and Newham Leisure Centre. This was during junior gym sessions, junior football and badminton sessions. We were able to collect demand for the secondary phase from non-Sikhs who were interested by the promotion of sports and fitness in TAA extra-curricular activities.

We feel our marketing strategy has been successful in engaging the non-Sikh local residents. Some comments from non-Sikh local residents are shown below:



### **How we engaged with the Sikh local residents**

In early July 2013 leaflets were distributed and engagement commenced with the Sikh congregations at Singh Sabha Gurdwara Seven Kings and Gurdwara Karamsar Ilford. The Sikh temples serve thousands of Sikhs with high foot flow especially on the weekends. After school and weekend Punjabi schools were also visited allowing us to discuss the proposal with parents. The marketing then widen to Gurdwaras in Newham and Barking & Dagenham.

We were able to start engaging with the non-Sikh community at the same time as many Asian Indians and Eastern Europeans visit the Gurdwara's free community kitchens.

Our first consultation was in August 2013 at Singh Sabha Gurdwara Seven Kings which was well attended by the local community. We presented and discussed our rationale findings and ethos. Many people also volunteered to help with the project including collecting parental demand and funding the printing of leaflets and banners.



In September 2013, a Sikh procession (Nagar Kirtan) through Ilford successfully resulted in the collection of over 200 forms of demand for TAA. This event was filmed by Sangat Television and we were able to shoot a short promotion about the proposal which was later televised throughout the month.

In April 2014, a fun day was organised for young children at the Ilford Karamsar Centre. This included craft activities, family picture portraits, balloon artist and face painting. This was a great success and well attended by the local community.

**REDACTED**

Another Sikh procession is scheduled to take place in May 2014 and we expect to receive additional demand from prospective parents.

**REDACTED**

### Local community groups or organisations

Letters of support have been received from the following organisations:

Signatory	Organisation	Extract from letters of support	Relevance to school
<b>REDACTED</b>	Singh Sabha London East	<b>REDACTED</b>	Sikh temples in Redbridge and Barking & Dagenham
<b>REDACTED</b>	Khalsa Bikers	<b>REDACTED</b>	Local charity, fundraising support and sports
<b>REDACTED</b>	Gurdwara Dasmesh Darbar	<b>REDACTED</b>	Sikh temple in Newham

██████████ Sikh Womens  
Alliance

██████████  
██████████  
Local support  
network

### **Local schools**

We have been in contact with a number of schools from Redbridge and Barking & Dagenham. TAA has organised a number of primary school visits to the local Sikh temples where students have partaken in presentations and tours of the temples. These visits have been very successful and received local press coverage;

*'Pupils learn about Sikh Faith during Gurdwara Celebrations'* **Headline from Ilford Recorder article**

The schools that attended from Redbridge included Newbury Park Primary, Maybrook Primary, Highlands Primary, Fullwood Primary. Schools that attended from Barking and Dagenham included Eastbury Primary and Manor Infants & Juniors. We hope to develop these relations further.

We also have support from ██████████ and offered his time and support for TAA. We hope that this will develop into a local potential partnership with this primary school.

We have visited and talked to ██████████ cluster of free schools. She is happy to share her experience and best practice with us if needed in the near future.

### **Local politicians**

Rt Hons Lee Scott, MP for Ilford North, has responded favourably and is very supportive of a Sikh Faith School in Redbridge:

*'I have been approached by a substantial number of constituents and other members of the local community here in Redbridge who would warmly welcome the development of a Sikh Free School.'*

He has requested to meet in May 2014 to discuss the next steps for the school proposal.

We have received strong support from Councillor Balvinder Kaur Saund of Seven Kings ward (ward with highest population of Sikhs within Redbridge). Also Councillor Alan Weinberg, Cabinet Member for Education Redbridge, has met with the project team on a number of occasions and is favourable towards our proposals.

Discussions have taken place with Councillor John White, Cabinet Member for Children's Services LBBD, who has shown interest in sharing knowledge to help shape up the application.

### **Local faith groups**

Along with canvassing at St Andrews Church and Kshatrya Sabha London, we have personally visited a number of faith/community groups to discuss the proposals and plans for an inclusive school.

The Kshatrya Sabha London, Newham have written a letter of recommendation stating:

*'We believe this school will support and continue to grow the future generations with its humanitarian foundation.'*

We have consulted The Salvation Army, Ilford branch, which is very active within the local community. A number of their projects have been run jointly with the Sikh community such as homeless shelters. The Salvation Army have stated in their letter of support:

*'We write in support of their initiative for a Sikh faith based school, Atam Academy, confident that it will contribute to the common good in Redbridge.'*

The Atam Academy project team has attended the AGM of the Havering Interfaith Forum during April 2014. The proposal was well received and supported by the forum and its chair,

*'I have studied the proposals for the establishment of The Atam Academy. They seem to me praiseworthy and worthy of support.'*

The Redbridge Faith Forum has representatives from its diverse population. It is likely that a meeting will materialise with its members in the coming weeks.

We have met with representatives of the East London Buddhist Cultural Centre. The head priest [REDACTED] was very supportive of the school's ethos, feeling that this was relevant for members of their community (Sri Lankan Lumbini community). East London has one of the highest populations of Buddhists in the UK.

We have received support from voluntary organisations including Asian Elderly Association of Havering and Ekta Project Newham. We have also received a letter of support from Newham Association of Disabled People and Allies (NADPA) in which they state:

*'Thus learn from the different diverse communities will be a positive experience to the local community in promoting the inclusion of all races and cultures.'*

## **Our Local Authority**

We have had two formal consultations with representatives of London Borough of Redbridge, Director of Children's Services John O'Keefe and Cabinet Member for Education Councillor Alan Weinberg. They are supportive of the project and feel that it can add to the educational choice London Borough of Redbridge currently offers.

The project team has also had formal consultation with London Borough of Barking & Dagenham, Divisional Director Education Jane Hargreaves and Cabinet Member for Children's Services Councillor John White and Deputy Leader of the Council & Cabinet Member for Finance Councillor Rocky Gill. They were supportive of the concept and happy to share best practice with TAA. A follow up meeting is scheduled with LBBDD in May 2014.

We will continue to consult with the local councils. A meeting with representatives with London borough of Newham has not yet materialised however this will continued to be pursued after the purdah period.

## **Consultation Plan**

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

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

We will follow the formal consultation plan that we carried out for the Khalsa Secondary Academy in South Buckinghamshire.

## Section F: Capacity and capability

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

**All applicants** must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to ‘sponsor’ a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

\* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure

that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

### **Section F1: The necessary experience and credentials to deliver the school to opening**

The Khalsa Primary School in Slough and the Khalsa Secondary Academy have been successfully established by core members of the Slough Sikh Education Trust. These same core members have now decided to form a Multi Academy Trust so that other Sikh faith and ethos schools can be supported and developed through the pre-opening phase and on an on-going basis.

If this proposal is approved, then the Slough Sikh Education Trust will change from being a single academy into a multi academy trust called the Khalsa Education Academy Trust (KEAT). This will be carried out in consultation with the EFA. Current Governors of the Slough Sikh Education Trust will become members of KEAT MAT and some of them will eventually become full time board members.

Currently all Governors of the Slough Sikh Education Trust have been involved in a volunteer capacity. All Governors of the Atam Academy will be volunteers.

The group of individuals who have setup and established the Khalsa Primary School, the Khalsa Secondary Academy have considerable experience of the key activities required for the pre-opening phase of the school. We have already successfully recruited staff, established admissions policies; ran statutory consultations, worked in conjunction with the EFA on acquiring and developing sites and passing a pre-opening Ofsted inspection.

This same core group of individuals will commit time and effort in helping the Atam Academy through the pre-opening phase.

A dedicated local project manager has been identified and will be brought in to support the local group, using the project development grant, in implementing the project plan upon approval. A Principal

Designate for the school has been identified along with second in line, both of whom are part of the core working group and we hope that they will apply for the posts in due course.

Further details have been provided in the Appendix 1.

### F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Yes	Slough	Premises lead	[REDACTED]	4 Hours/week
[REDACTED]	Yes	South Buckinghamshire	Overall lead	[REDACTED]	8 Hours/week
[REDACTED]	Yes	Windsor	Financial lead	[REDACTED]	4 Hours/week
[REDACTED]	Yes	Maidenhead	Educational lead	[REDACTED]	4 Hours/week
[REDACTED]	Yes	Ilford	Local Chair of Governors	[REDACTED]	8 hours per week
[REDACTED]	Yes	Ilford	Local Educationalist and potential Head of Primary	[REDACTED]	4 hours per week
[REDACTED]	Yes	Ilford	Local Project Coordinator,	[REDACTED]	8 hours per week

			Governor and on KEAT Board		
██████████	Yes	Ilford	Local Community Engagement Lead and Governor	██████████	4 hours per week
██████████	No	East London	Dedicated Local Project Manager	██████████	Full time after approval
██████████	Yes	Ilford	Local Headteacher and Governor or Potential Principal for Atam Academy	██████████	2 hours per week
██████████	Yes	Ilford	Community Engagement	██████████	4 hours per week
██████████	Yes	Ilford	Community Engagement	██████████	4 hours per week
██████████	Yes	Ilford	ICT lead	██████████	8 hours per week
██████████	Yes	Ilford	Educationalist	██████████	4 hours per week
██████████	Yes	Ilford	Educationalist	██████████	2 hours per week
██████████	Yes	Ilford	HR lead	██████████	4 hours per week

### F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Legal	Identify suitable person from the local partner through advertising and networking

### **How will we manage the distance between the Khalsa Schools and the Atam Academy?**

It takes approximately one hour to travel between the Slough schools and the East London School site and therefore does not present a major challenge. The groups have alternated the fortnightly project meetings between sites and this has worked well. During the pre-opening phase, the majority of the fortnightly project meetings will be in East London and will be supplemented by monthly planning meetings in South Buckinghamshire.

The meetings with the EFA will be held in South Bucks as the central team will take an active role in the planning and development of the site.

A calendar will be planned in advance so that the required attendees can take time off from work for important milestone meetings. Please remember that the core MAT team will take on part time paid roles in the pre-opening phase to ensure that the local team is supported.

The dedicated project manager will provide a detailed weekly update to all that will include milestones achieved, behind schedule as well as risks and issues register.

Video and audio conferencing systems have been used currently to facilitate additional meetings when required.

### **Partnership working**

The Khalsa Secondary team will provide the equivalent of two dedicated days per week to oversee and manage the project. These individuals will be working as part time executives within the MAT.

The central team will provide the following support during the pre-opening phase

#### **1. Project Management support**

Using the dedicated project manager resource, we will construct a detailed project plan that will be based on our experience of setting up schools in the UK. The main phases will be:

Premises; Marketing and consultation; Liaison with the EFA; HR and Recruitment support; ICT design and operational plan including school information systems and Financial systems and processes;

#### **2. Financial systems and procedures**



We will use the current FMS system that has been established at KSA and make it accessible to TAA via a private secure connection.

The standard procedures for financial governance can be established for TAA

### 3. HR and recruitment

Advice and support to TAA for key recruitment posts of principal; finance manager; during Oct 2014 - Mar 2015

### 4. Marketing and promotional materials

Assist TAA to develop the prospectus, website development; advertising campaign for school

### 5. ICT design and implementation plan

Once the school is open, the core team will provide back office support services consisting of the following

- ICT maintenance and support
- Access to Buildings infrastructure support and maintenance
- Financial system and regular reports
- Education system and regular reports
- DFE required reporting procedures
- Education support and advice on curriculum development

The local Governing body will be responsible for the following:

- Ensure the school is operational and running effectively
- Provide support and challenge to the principal
- Setting strategic direction in accordance with the KEAT framework (see F2)
- Marketing and promotion of TAA to parents, students and other stakeholders
- Development and implementation of a Community Strategy in line with the Local Authority policy framework
- Appointment of senior staff, with support and advice from Khalsa
- Approve the financial plan and annual budget
- Appointment of the Governing body (see F2)
- Setting curriculum
- Ensuring key operational aspects e.g. Student Attainment, Quality of Teaching, Behaviour and safeguarding, Quality of Leadership

Establish regular governance procedures such as finance, site, ICT, education subcommittees

The proposing group has access to appropriate and sufficient educational and financial expertise. The core group also has the capacity and has made the necessary commitments to manage the application and pre-opening stages and to support the educational and financial operation of The Atam Academy post opening. Experience of managing major projects at Khalsa Primary School and The Atam Academy and engagement with other free schools means that we fully understand the scale of work required to open and operate TAA.

We will set up the following structure if The Atam Academy receives pre-opening approval

- A multi-Academy trust similar to the AET Schools model.
- A central board of directors.
- A number of non-executive directors and trustees to provide support and challenge
- The Atam Academy will be represented on the board as one of the exec directors, as will other new schools
- The Atam Academy Governing Body will run the school on a local basis as part of the core framework

**F2: A governance structure, roles and responsibilities that will ensure accountability and effective decision making in this Academy Trust and drive improvement in the new free school.**

It is proposed to adapt the existing model of governance at The Khalsa Secondary Academy and move to a Multi Academy Trust arrangement to ensure that there are appropriate arrangements and controls for TAA. This will be carried out in conjunction and with the support of the DFE and is set out in more detail below.

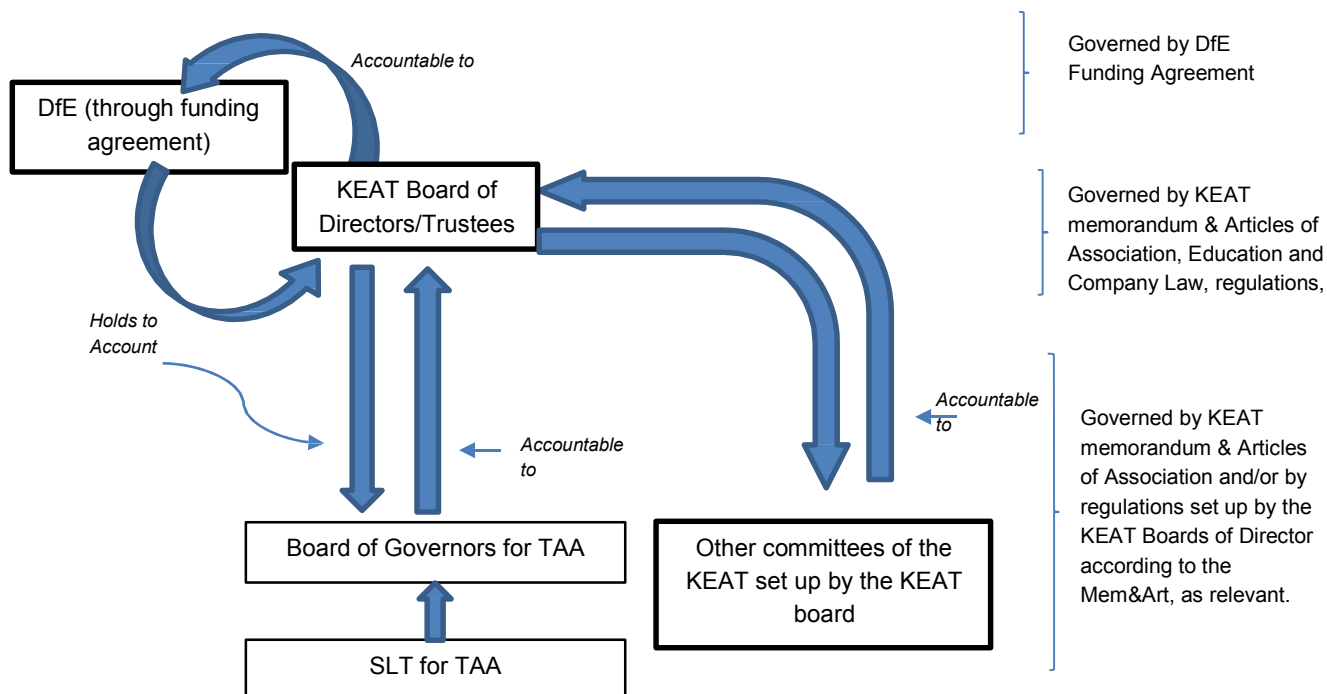
We will use an accountability framework

1. The need for a framework to provide clarity of duties, roles, accountabilities and responsibilities of all partners is imperative for all organisations in order to secure effective systems of leadership, management and operations and to secure required outcomes.
2. The framework should be continually evolving and arising from dialogue between the partners across the MAT.
3. The framework seeks the following principles
  - Clarity of duties and roles
  - Clarity of accountabilities and responsibilities for actions, decisions and outcomes and who should be consulted over matters and who should be kept informed
  - The embedding of the framework into SSET/MAT systems and procedures and in the way we work – such as standard operating procedures, policy statements, job descriptions and performance management at every level of activity (classroom to Board)
  - The devolution of leadership and responsibility to the closest point of delivery, whilst sustaining a coherent set of accountabilities across the SSET/MAT family

## **Governance**

The outline governance structure of the Khalsa Education Academy Trust (KEAT) is depicted in the diagram below.

A performance framework is provided for this structure which seeks to define the inter-relationships and reporting routes for each level of governance, and where relevant, how these relate to the changing role of the local authority (LA). The basis of this framework is provided for through a definition at each level of clearly defined duties in terms of accountabilities<sup>1</sup> and responsibilities<sup>2</sup> in relation to an agreed set of functions and outcomes.



### Core Accountabilities, Responsibilities and Duties

KEAT will be accountable for the vision and strategic direction of schools as partners in the MAT. It will define the high level statements of mission and vision and where appropriate consult with relevant authorities and other schools in the MAT.

The KEAT Board has the accountability and responsibility for ensuring the overall vision and direction of TAA in line with the vision and strategic direction of KEAT. The TAA Governors have the accountability and responsibility to define their vision and direction within the framework set by KEAT.

The KEAT Board is accountable for ensuring that TAA delivers the core purpose to the highest standards. The TAA Governors will share the responsibility with KEAT in accordance with the relevant Terms of Reference and Memorandum and Articles.

The KEAT Board is accountable and responsible for ensuring the highest standards of financial proberty are met within KEAT and TAA. The TAA Governors share this accountability and responsibility.

The KEAT Board is accountable for ensuring that pupils and other users are safe and secure within premises and procedures (including off site educational visits) that comply with relevant legislation and guidance. This applies to Safeguarding, Promoting Pupil and Staff Welfare and Health and Safety.

The KEAT Board is accountable for ensuring compliance with Data Protection and Freedom of Information legislation. The TAA Governors are responsible for ensuring appropriate procedures and compliance in all aspects of TAA operations.

The Local Authority is accountable for community, economic and well-being strategies. The KEAT Board and TAA Governors are responsible for the implementation of relevant parts of these strategies.

The KEAT Board is accountable for ensuring the Instruments of Governance are coherent and constitutional. The responsibility for implementation is shared between the KEAT Board and TAA Governors.

The KEAT Board is accountable for the appointment of Governors where required and ensuring that appointments made BY TAA are in accordance with the relevant Terms of Reference and Memorandum and Articles. This also applies to the removal of Governors. The responsibility for implementation is shared between the KEAT Board and TAA Governors.

The KEAT Board is accountable for establishing evidence of poor performance and/or leadership (of Governors) as defined within the performance standards expected of an outstanding educational organisation. The KEAT Board is also accountable for issuing a warning or statement of intention (including modifications to or replacement of governance arrangements).

The KEAT Board is accountable and responsible for the appointment of Directors and Trustees to the KEAT.

The KEAT Board is accountable and responsible for the formulation, devolution and allocation of budgets to individual academies in accordance with the relevant DfE Funding Agreement, Memorandum and Articles and Scheme of Delegation. This includes the withdrawal of funding under clearly defined circumstances.

The KEAT Board is accountable for ensuring there is a comprehensive policy framework in place for all HR matters. Responsibility for implementation is shared between the KEAT Board and TAA Governors.

The KEAT Board is accountable for ensuring there is a comprehensive policy framework in place for all education matters. Responsibility for implementation is shared between the KEAT Board and TAA Governors.

The Accountability Framework covers a range of other accountability and responsibility areas and identifies those roles within the MAT that are accountable, responsible, should be informed or should be consulted. The full framework is available if required.

### **Avoiding and minimising conflicts**

A partnership agreement will be developed to formalise the principles set out above. The Accountability Framework will include a set of protocols which along with the scheme of delegation will ensure limitation of possible conflicts of interest. ,

It is particularly important that all parties fully understand their roles in each area of governance and leadership, an important element of the Accountability Framework. We will achieve this by ensuring all Company Members, Trustees, Governing Body, Sub-Committees and the Principal are supported with

documentary guidance e.g. Governors Handbook and training from appropriately experienced legal advisors and ongoing governor training for existing governors and any new governors.

In addition effective communications will be established that enable all parties to access relevant information including background papers, agendas, minutes and other information required to perform their duties. The MIS system with appropriate controls will be used to ensure effective and efficient communication and administration. Guidance for Governors will include a code of conduct and guidance including the use of other communication systems such as social networking.

TAA will adopt a nationally recognised Code of Governance to ensure the highest standards of governance are maintained.

It is proposed that TAA will set up an appointments committee that will receive nominations for governors. The priority will be to recruit Governors with the skills and experience required to lead the school. This committee will make recommendations to the company members to make any formal appointments. Potential conflicts of interest should be declared as part of this process and before any recommendations or appointments are made. Governors should also declare any interests prior to discussion of specific items and where there is a conflict of interest they should withdraw from the meeting or part of where discussion and/ or decision making could be deemed to be a concern.

In addition we will work to ensure we minimise any conflicts of interest through a robust risk management policy and strategy. The potential areas of conflict may include:

- Pecuniary Interests
- Equality of treatment of schools within the MAT
- Delegation of power, Ofsted
- Recruitment, Admissions
- Curriculum, Shared services (refer to F6)

Clear terms of reference will be approved and implemented In order to further reduce potential conflict of interest. Further refinements to the model of governance will be made during the pre-opening stage to ensure that the additional capacity and capability required to govern TAA is in place before the school opens in September 2015. The proposing group are confident that their experience and skills set as confirmed by Ofsted will ensure that TAA has the best possible start as a separate organisation but with the benefits of support from a well-established Trust and economies of scale from a much larger organisation.

### F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (Town/City)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time
[REDACTED]	Ilford	[REDACTED]	[REDACTED]	[REDACTED]	8 hours per week
[REDACTED]	Ilford	[REDACTED]	[REDACTED]	[REDACTED]	4 hours per week
[REDACTED]	Ilford	[REDACTED]	[REDACTED]	[REDACTED]	8 hours per week
[REDACTED]	Ilford	[REDACTED]	[REDACTED]	[REDACTED]	8 hours per week
[REDACTED]	Ilford	[REDACTED]	[REDACTED]	[REDACTED]	4 hours per week

	Ilford				4 hours per week
	Ilford				4 hours per week
	Ilford				4 hours per week
	Ilford				2 hours per week
	Slough				4 hours per week
	South Bucks				8 hours per week
	Windsor				4 hours per week
	M Maidenhead				4 hours per week

### F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Legal	Recruitment of additional Governors post approval.
Parent and Staff Governors	Both will be recruited when the school opens.

**F3 Skills gaps identified for once the school is open and a plan is in place to fill them. Any governors identified already have the experience, track record and commitment to drive improvement in a free school, and manage the trust effectively.**

SSET currently has a strong Governing Body which was recognised by Ofsted (2008) and the DfE. Many of the SSET Trustees were also instrumental in planning and establishing the Khalsa Primary School in 2007 and rated by Ofsted as outstanding

As previously stated in F2 it is anticipated that in the first instance this outstanding governing body will support the newly formed Governing Body of TAA. Once established it is intended to move to the model practices of MAT and recruitment of high calibre, suitably qualified governors will be of paramount importance.

Should the bid be successful, the principles underlying the recruitment and training of the SSET Trustees will be adopted by TAA with guidance and support on the principles of governance provided by the SSET and external providers. We already have several high quality and experienced potential governors with a mixed skill set. Nominations will be made to the appointments committee who will make recommendations for the appointment of governors to the members. The Members will make any appointments formally. (See F2). The proposers intend to recruit new governors with a broad skills set which will complement and enhance the strategic vision for SSET. These areas will include:

- Leadership; Education (curriculum, learning and staffing)
- Finance/Business/Accountancy; Legal (including employment law)
- Strategic planning; Safeguarding; HR/Health and safety
- Estates/buildings;Marketing/PR;School improvement

Recruitment of highly skilled governors will be a key task to ensure effective succession planning and outstanding Governance of TAA.

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

In order to attract and recruit skilled governors in the above fields in addition to using the current governors wealth of knowledge and skills in recruiting suitable school governors we will:

- Utilise local authority school governance services



- Use the personal approaches we currently have in our senior leadership team and governance
- Use membership of National Governors Association
- Contact the local school governors one-stop shop
- Place articles in local newspapers
- Approach our local employers and business contacts we currently have through TAA core members and associates
- Seek professional bodies to recruit lawyers/accountants
- Market widely so as to attract the widest possible audience

We would expect Governors to have a range of competencies, including but not limited to:

- Commitment to the educational vision of the school (essential)
- Problem solving; Team working; Project management; Risk management
- Evaluation and quality assurance; Effective decision making
- Communications; Commitment to the seven principles of public service

We will use high quality training providers in addition to our own personal training events.

In addition, a governor service in the local authority administers the recruitment and appointment of governors, maintains a database of all governors (approx. 10,000) and undertakes statutory work in relation to governing body constitution and procedures. This continued help and support for new governors alongside the mentoring from our existing outstanding governors will support the implementation of outstanding governance in TAA and preparation for the continued expansion of the MAT.

#### **F4 a credible plan for recruiting a high quality principal during pre-opening**

##### **Role of Principal Designate Prior to Opening**

We have already identified a Principal Designate and we will expect the Principal Designate to work with the governors to ensure there is coherent leadership and strategic direction together with the capacity to plan and manage the many tasks required to open the school by September 2015. This includes working with stakeholders, the DfE and other external advisers appointed to support the pre-opening stage and to agree every aspect of the project plan to opening. The range of tasks the Principal will be directly involved in will include:

- Clarification of the vision and Education Plan
- Direct the work of others e.g. technical advisors for the accommodation, staff working practices.
- Preparation of key policies and guidance for governors, staff, pupils and others, including job descriptions, terms and conditions and performance management arrangements.
- Admissions process including management of admissions and appeals.
- Ensure full enrolment

- Recruit full complement of high quality staff ready for each year of growth
- Preparation of staffing structure, recruitment and selection, induction and key policies.
- Communications and targeted marketing strategies
- Setting standards and expectations for all staff and many others.

**Role of the Principal to include:**

- Provide strategic professional leadership and management in order to secure success and improvement, ensure high quality education for all pupils and improve standards of learning and achievement.
- Direct the work of senior staff and others where appropriate
- Hold the staff to account for performance
- Raise the quality of learning and teaching, and pupil achievement.
- Be accountable to the Governing Body for ensuring high quality education for pupils, for collective responsibility with the whole school community, and for contributing to the wider education service.
- Motivate and work with stakeholders to create a shared culture and positive climate.
- Ensure that strategic planning takes account and responds to the diversity, values, wider local and national agendas and experience of the school community at large.
- Establish creative, stimulating and effective approaches to learning throughout the full curriculum.
- Distribute leadership, build teams and work co-operatively within and outside the school to achieve goals and objectives.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.

**Recruitment of Principal Designate**

Following DfE approval to enter pre-opening we intend to initiate the recruitment of a Principal Designate as soon as possible. The recruitment process for the Principal Designate will commence within an appropriate timescale for a January 2015 start (or as soon as possible depending on the contractual commitments of the appointed person). This will enable adequate time for the Principal to influence aspects of development including facilities and buildings, detailed curriculum planning and the recruitment of appropriate staff.

The recruitment process, Job Specification and Person Specification will be confirmed following DfE approval to enter pre-opening. The process will start with the establishment of the selection panel, provision of guidance where required, agreement on the requirements of the post including Job Specification and Person Specification, the application procedures, advertising strategy and key dates. Our experience of recruitment of Principals/Principals of the Khalsa schools has proved successful and we expect to attract a strong field of applicants and to appoint a high quality Principal Designate.

## Proposed Timeline

Summer 2014	DfE Approval to enter pre-opening stage
Summer 2014	Appointment Panel Selected. Soft market testing of interest.
Autumn 2014	TES Online advertisement. Closing date for applications. Short listing. Interview process and decision Pre-employment checks. Contract and terms and condition prepared within agreed policy framework.
Spring 2015	<i>Repeat above process (if required)</i>
Nov / Dec 2014	Induction planning.
1 January 2015	Principal Designate takes up post.

## Attracting high quality candidates

It is anticipated that prospective candidates will either be existing Deputy Head teachers looking for a challenge of Headship whilst working within a MAT or established Principals that are seeking to extend their professional development and wanting to work within a MAT rather than the more traditional one school model of Headship. The Slough Sikh Education Trust is able to offer prospective candidates an exciting opportunity to join the trust and access to the following:

- Khalsa Primary and Secondary School brand. The successful candidate will have the benefits of joining a stable academy trust with the longer term ambition of opening further free schools for and primary and secondary age pupils.
- The opportunity to work alongside outstanding established school leaders.
- A starting salary with progression related to performance.
- Reasonable relocation costs associated with the position

In order to attract and recruit the highest calibre of candidates the Principal's salary range would be appropriate and affordable whilst utilising academy freedoms offered to free schools. The approach taken to determining the salary range starts with the School Teachers Pay and Conditions Document, determination of the school Group Size, selecting the ISR and making adjustments for other factors. These factors include market intelligence on the number and strength of candidates applying for Principal posts in similar schools, terms and condition offered such as salary and benefits and local factors such as house prices and the facilities available in the local area. We are confident that our approach will attract a high quality Principal Designate. (Please refer to the financial plan templates and section G for affordability).

## Section F5 Educational track record (existing providers)

As an existing provider SSET has a successful educational track record with Khalsa Primary School established in 2007 and rated outstanding by Ofsted in the most recent inspection. The Khalsa Secondary Academy successfully opened as a new Free School in September 2013 and is on track to become outstanding within 5 years.

### Capacity for School Improvement support

SSET has extensive links with outstanding providers and prioritises high quality recruitment, selection and professional development.

As an existing outstanding provider with responsibility for two schools (externally verified annually by Ofsted trained inspectors) we have the capacity and capability to support the opening of another secondary school in all areas including education and finance. All essential central services have been procured for our existing school and have the capacity to extend existing service level agreements that not only ensures high levels of quality but also provide consistency across the multi academy trust.

After extensive consultation with our stakeholders the long term vision is to create a MAT that includes outstanding education provision through early years, primary and secondary education for Sikh and non-Sikh communities. The infrastructure we have already created will enable us to realise the first phase of our growth without any detrimental impact on Khalsa Primary School or The Atam Academy. This model will continue to grow and expand as we move towards our long term vision to enable appropriate levels of challenge and support to ensure outstanding provision is consistently achieved throughout the MAT.

## F6 (existing providers and any new applicants seeking to open more than one free school)

### F6 (a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £ per hour
██████████	Operational Lead	██████████	8	██████████
██████████	Educational Lead	██████████	4	██████████

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £ per hour
[REDACTED]	Financial Lead	[REDACTED]	4	[REDACTED]
[REDACTED]	Premises Lead	[REDACTED]	4	[REDACTED]

## F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2015/16	2016/17
The Atam Academy	[REDACTED]	[REDACTED]
The British Sikh School	[REDACTED]	[REDACTED]
The Khalsa Secondary Academy	[REDACTED]	[REDACTED]

## F6- Capacity to expand (existing providers)

### Financial Leadership

The proposing group has appropriate and sufficient financial expertise at trust level to manage the application, pre-opening stages and support the continued financial operation of TAA through the MAT. The Director of Finance at the MAT is part of the core group and will be the lead on financial matters. (Refer to F1) This role will be supported by an established finance team from SSET.

The finance team comprises of the Finance Director, a qualified accountant, with substantial experience of education, accountancy and business analysis experience (refer to CV), a Senior Finance Officer with significant financial experience (refer to CV). The main body of the finance team has additional capacity with a number of finance support posts responsible for the day to day aspects of the financial and budgetary needs of the SSET. This established and successful team has the capacity and skill base to support TAA during the initial stages. This will ensure that the principles of corporate business and financial strategy currently embedded at SSET will be “standard” practice at TAA. The growth will be financed in accordance with Funding agreements (refer to later within this section and section G)

### Financial Performance of SSET

The financial performance of the Khalsa Primary School has been judged and verified over a number of years by both internal and external bodies and in all cases deemed to have sound financial practices and policies and to be fully compliant with statutory requirements.

The financial team at SSET including Khalsa Primary School and The Khalsa Secondary Academy already has financial capabilities and the capacity available to dedicate time to creating and submitting bids, applying for external funds, project management and completion of a number of significant capital and business expansion projects. These additional projects benefit the school's financial position which allows for improvements in the quality of education on offer and resources for staff and pupils such as the establishment from scratch of the successful Khalsa Primary and The Atam Academy.

### **Support and Challenge**

Whilst TAA will initially be led by the SSET financial team it will be essential that there will be clear lines of accountability in place immediately that will minimise any possible conflict, reduce risk and ensure that the financial oversight for each academy/free school within the MAT will be clear and transparent. Primarily the lines of accountability will be set within the new governance structure (refer to F2) that will follow the academy trust model and the Academies Financial Handbook. The lines of accountability will have appropriate levels of segregation and division of duties for all essential stakeholders which will include internal financial teams, Senior Leaders, Budget Holders and governing bodies within the MAT, both at the Board level and Local Governing Body level. (Refer to F2) Each individual school within the MAT will have the following accountability structure in place:

**Multi Academy Trust (Members):** Strategic direction of the MAT and legal accountability which will ensure a strong and clear collaborative link between all the schools within the MAT



**Executive Board (Directors, appointed by the Members):** Strategic oversight of schools within the MAT, to ensure robust challenge, consistency and implementation of best practice is upheld in all schools within the MAT



**Local Governing body (Governors accountable to an individual school within the MAT):** Strategic Direction of TAA within the principles of the MAT, financial management and responsible for the day to day implementation of support and challenge, policy implementation and focused local control.



**Sub Committees (selected members of the Governing body):** The sub-committee will

be a small group of Governors assigned to focus on a particular task or area, such as finance or personnel, who will make recommendations to LGB for decisions to be approved. For example, the Finance sub-committee is in place to ensure a more democratic control of finances and help to prevent fraud. Each committee will have a Term of Reference which will clearly indicate the responsibilities and authority of the sub-committee.



### **Internal Controls**

Additional and impartial control is created by appointing an Internal Auditor. This role provides independent, objective assurance and consultancy activity designed to add value and improve an organisation's operations. It helps an organisation to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes. The Internal Auditor will:

- Carry out routine school audits, prioritised using a number of risk factors
- Carry out systems audits and themed audits of high risk processes
- Provide ad hoc advice on risk management, control and governance processes.



### **External Controls**

In addition to internal controls academies are required to prepare audited, statutory accounts for the period ended 31 August for submission to the EFA by 31 December each year. This includes a regularity audit report and is in addition to the Academies Accounts Return (AAR). The accounts need to be filed at Companies House within nine months of the year end, i.e. by 31 May. In a Multi-Academy Trust there will be also be a single set of statutory accounts, but these will incorporate the activities of all member schools. Items of income and expenditure for each school will be aggregated in one Statement of Financial Activities, for presentation in the statutory accounts. Similarly, assets and liabilities of the various schools will be shown together in the Balance Sheet, but balances carried forward to the new financial year will be kept in separate, restricted funds for each School.

### **Risk Management**

Each Local Governing Body is responsible for risk management and for maintaining a sound system of internal control that supports the achievement of policies, aims and objectives, whilst safeguarding public funds and other funds and assets for which it is responsible. A Risk Management Register will be in place that will be re-assessed on a monthly basis by the finance team and responsible officer, quarterly reporting to the Governors finance and audit scrutiny committee and a full annual review through Governors and external auditor verification across all schools within the MAT. This will ensure individual risk is ring fenced at school level and will have minimal impact across the MAT while remedial action is taken.

### **Business Continuity**

Each Local Governing Body will be responsible for ensuring that their school will continue to be a going concern and able to provide a flexible response to issues outside of the expected working remit of staff. A Business Continuity Plan will be in place that will be reassessed on an annual basis across all schools within the MAT. This will allow individual schools to respond to a disruptive incident, maintain delivery of critical activities during an incident and return to business as usual with minimal impact across the MAT.

### **Economies of scale**

Whilst good value for money will be achieved during the pre-opening stage by utilising the capabilities of the core group, efficiencies and economies of scale will be a key factor once TAA is open. Service areas that will form part of the shared service will include administration, financial, site maintenance and ICT. A shared integrated Management Information System will further ensure effective monitoring and tracking of learners. The fiscal stance of SSET prioritises investment in education and skills at all levels. The intended staffing structure has been constructed to provide a pupil teaching ratio that will enhance curriculum delivery for each Key Stage, remain affordable and appropriate given the current level of DfE funding and provide opportunities to expand and further improve the education pathways for all learners whilst being supported by a highly efficient and affordable back office work force. Although it is essential that TAA will have autonomy to function on a daily basis it is anticipated that a number of key personnel and back office support systems will utilise a shared service programme that will ensure consistency in approach and delivery of these services. This will have a twofold benefit of embedding good practice from inception at TAA whilst instilling a robust mechanism which provides support and challenge in appropriate proportions.

### **Shared Service**

SSET will provide the following educational expertise, support and resources some of which will continue post opening and form part of a shared service model:

- Human Resource – SSET will provide elements of support to begin the recruitment process for a high calibre Principal Designate for January 2015 and provide subsequent support during the pre and post opening stages of TAA. Further utilisation of existing Service Level Agreements with HR and Legal companies already working with SSET will form part of the Shared Service Model.
- Data and Admissions post - To ensure all pupil data from previous schools will be successfully transferred across to TAA, SSET data staff will provide elements of support during the pre and post opening states. The MIS system used by SSET links with Local Authority and primary schools systems thus ensuring timely and relevant pupil data is accessed and data protection legislation is adhered to. The data service will form part of the Shared Service Model.
- Finance- the Finance team from SSET will take a lead role during the pre and post opening stages of TAA. Initially SSET will have the capacity to provide all aspects of the day to day financial needs for TAA, utilising academy financial software, implementing existing accounting policies and extending



- current Service Level Agreements.
- ICT – SSET will provide elements of existing staff to support TAA during the pre and post opening stages. Education and administration site licences and bespoke software will be utilised across the MAT in a shared service model.
  - Site Team- The site manager from SSET will provide support to TAA in the pre and post opening to ensure economies of scale for both schools. There will be site services located at TAA.

From the above departments it is intended to establish a named central team in order to support TAA during its formative years to achieve economies of scale and ensure best practice is embedded across the MAT. A shared service model will compose of both named personnel and an expansion of existing service level agreements already established at SSET (please refer to table F6). Monitoring of the shared service team will be through staffing lines of accountability (refer to section F3) internal division of duties and relevant and timely reports to sub-committees of governors.

### **Growth of the MAT**

Funding to each of the Academies within the MAT will be allocated on an individual Academy basis, via a supplemental agreement between the Secretary of State and each Academy within the MAT. It is our intention to combine some of the individual Academy's budgets and use the money to fund shared services as permitted through the funding agreement. This will enable the MAT to achieve economies of scale and the ability to negotiate contracts and services that will achieve much better value for money than if each Academy was to negotiate individually.

## **Section G: Budget planning and affordability**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

**Section G1: Accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure.**

[REDACTED]

**G3 – The school will be financially resilient to reductions in income**

[REDACTED]

## Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

## Annexes

### Annex 1

Further information about the core group is detailed below along with CVs in the required template.

#### Leadership Expertise





1. [REDACTED] – Leadership Expertise


[REDACTED]

Minimum commitment: 8 hours per week in coordination and leading the project

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"><li>▪ name of school/organisation</li><li>▪ position and responsibilities held</li><li>▪ length of time in</li></ul>	[REDACTED]
		[REDACTED]

## CV template

	<p>position</p> <ul style="list-style-type: none"><li>▪ This should cover the last four years. If not, please include additional roles</li><li>▪</li><li>▪</li></ul>	 
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"><li>▪ date of qualification</li><li>▪ professional body membership number</li><li>▪ how your qualifications are maintained</li></ul>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"><li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li></ul>	

CV template		
	<ul style="list-style-type: none"> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

**CV template**

8.	Reference names(s) and contact details	[REDACTED]
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2. [REDACTED] – Educational and Leadership Expertise

[REDACTED]

Minimum commitment: 4 hours per week in leading the educational strategy and planning aspects of the project

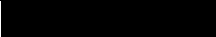
**CV template**

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]

## CV template


3. Details of your last three roles including:
- name of school/organisation
  - position and responsibilities held
  - length of time in position
  - This should cover the last four years. If not, please include additional roles

**CV template**


		
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## CV template

4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"><li>▪ date of qualification</li><li>▪ professional body membership number</li><li>▪ how your qualifications are maintained</li></ul>	
5. a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"><li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li></ul>	

## CV template

	<ul style="list-style-type: none"><li>▪ school's best 8 value added scores for the years you were in post, if applicable</li></ul>	
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"><li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li></ul>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in	

**CV template**

	any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

3. ██████████ – Leadership Expertise

██████████

Minimum commitment: 4 hours per week in leading the operational strategy and planning aspects of the site for the school.

<b>CV – ██████████</b>		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████

3. Details of your last three roles including:

- name of school/ organisation
- position and responsibilities held
- length of time in position

This should cover the last four years. If not, please include additional roles

[REDACTED]

[REDACTED]

•

[REDACTED]

4.	<p>Details of education, professional qualifications, including:</p> <ul style="list-style-type: none"><li>date of qualification</li><li>professional body membership number</li><li>how your qualifications are maintained</li></ul>	[REDACTED]
5. a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"><li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths</li></ul>	

**CV – [REDACTED]**

	<p>results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5. b</p>	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p>

7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]



## Financial Expertise

1. [REDACTED]  
[REDACTED]

Minimum commitment: 4 hours per week in leading the financial strategy and planning aspects for the school.

CV – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:  name of school/ organisation  position and responsibilities held  length of time in position  This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications,	[REDACTED]

CV – [REDACTED]	
	<p>including:</p> <ul style="list-style-type: none"> <li>date of qualification</li> <li>professional body membership number</li> <li>how your qualifications are maintained</li> </ul>
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>
6.	<p>Brief comments on why your previous experience is relevant to the new school</p> <p>[REDACTED]</p>
7.	<p><b>Optional:</b> brief comments on how the role you played</p>

<b>CV – [REDACTED]</b>	
	helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details [REDACTED]

2. [REDACTED]

[REDACTED]

<b>CV – [REDACTED]</b>	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>
	[REDACTED]

CV – [REDACTED]		
		[REDACTED]
		[REDACTED]
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	[REDACTED]
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-</p>	

	C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications	
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6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
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CV – [REDACTED]	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details [REDACTED]

3. [REDACTED]

[REDACTED]

CV – [REDACTED]	
1.	Name [REDACTED]

**CV – [REDACTED]**

2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:  name of school/ organisation  position and responsibilities held  length of time in position  This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]

		<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	<p>[REDACTED]</p>
5. a	<p><b>For education only:</b> if you are in a leadership position</p>	



	<p>in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	

CV – [REDACTED]

	English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV – Tasveer Singh Palray		

**Educational Expertise**

1. [REDACTED]  
[REDACTED]

CV – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:  name of school/	[REDACTED]

CV – [REDACTED]	
	<p>organisation position and responsibilities held length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <p>date of qualification professional body membership number how your qualifications are maintained</p>
5. a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>

CV – [REDACTED]		
	<p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	[REDACTED]
7.	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	[REDACTED]

CV – [REDACTED]		
		[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

2. [REDACTED]

[REDACTED]

CV – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:  name of school/ organisation  position and responsibilities held  length of time in position  This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications,	

CV – [REDACTED]		
	<p>including:</p> <ul style="list-style-type: none"> <li>date of qualification</li> <li>professional body membership number</li> <li>how your qualifications are maintained</li> </ul>	[REDACTED]
5. a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[REDACTED]
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where</p>	[REDACTED]



	<p>available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*- C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	[REDACTED]

7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

3. [REDACTED]

[REDACTED]

CV – [REDACTED]	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including: [REDACTED]
	name of school/ organisation [REDACTED]
	position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles [REDACTED]

CV – [REDACTED]						
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>					
5. a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>					
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where</p>	<table border="1"> <tr> <td data-bbox="688 1740 862 1787">DT-Aug</td> <td data-bbox="862 1740 1042 1787">Morpeth-</td> <td data-bbox="1042 1740 1222 1787">DT- Aug</td> <td data-bbox="1222 1740 1403 1787">Morpeth-</td> </tr> </table>	DT-Aug	Morpeth-	DT- Aug	Morpeth-
DT-Aug	Morpeth-	DT- Aug	Morpeth-			

CV – [REDACTED]

	<p>available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	[REDACTED]
7.	<p><b>Optional:</b> brief comments on how the role you played</p>	

CV – [REDACTED]	
	helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

4. [REDACTED]  
[REDACTED]

CV – [REDACTED]	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three

**CV – [REDACTED]**

	<p>roles including:</p> <ul style="list-style-type: none"><li>name of school/organisation</li><li>position and responsibilities held</li><li>length of time in position</li></ul> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"><li>date of qualification</li><li>professional body membership number</li><li>how your qualifications are maintained</li></ul>	[REDACTED]
5. a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"><li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*- C GCSE including</li></ul>	[REDACTED]

	<p>English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable</p>	[REDACTED]
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key</p>	[REDACTED]



CV – [REDACTED]

	<p>Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	[REDACTED]
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	[REDACTED]
7.	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	[REDACTED]

CV – [REDACTED]		
		[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

In addition to the financial and educational expertise, we have strong expertise in


**Project management**

1. [REDACTED]  
[REDACTED]

Minimum commitment: 4 hours per week in leading the operating aspects of the project.

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and</li> </ul>	[REDACTED]
		[REDACTED]

CV template		
	<p>responsibilities held</p> <ul style="list-style-type: none"> <li>▪ length of time in position</li> <li>▪ This should cover the last four years. If not, please include additional roles</li> <li>▪</li> <li>▪</li> </ul>	<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	<p>[REDACTED]</p>
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3</li> </ul>	<p>[REDACTED]</p>

CV template		
	<p>qualifications</p> <ul style="list-style-type: none"> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three</p>	

CV template		
	previous roles.	
8.	Reference names(s) and contact details	██████████

2. ██████████ – Main Project Management Lead

██████████

CV – ██████████		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:  name of school/ organisation  position and responsibilities held  length of time in position  This should cover the last	██████████

four years. If not, please include additional roles

[REDACTED]

[REDACTED]

[REDACTED]

		[REDACTED]
4.	<p>Details of education, professional qualifications, including:</p> <ul style="list-style-type: none"><li>date of qualification</li><li>professional body membership number</li><li>how your qualifications are maintained</li></ul>	[REDACTED]
5. a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"><li>the school's results for the years you were in post – these should include, as</li></ul>	

	<p>appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5. b</p>	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	



CV – [REDACTED]

6. Brief comments on why your previous experience is relevant to the new school

[REDACTED]

7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.

8. Reference names(s) and contact details

[REDACTED]

3. [REDACTED]  
[REDACTED]



CV – [REDACTED]	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"><li>name of school/organisation</li><li>position and responsibilities held</li><li>length of time in position</li></ul> <p>This should cover the last four years. If not, please include additional roles</p> <p>[REDACTED]</p>

		<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>Details of education, professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	<p>[REDACTED]</p>

CV – [REDACTED]

5. a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key</p>	

CV – [REDACTED]

	Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

<b>CV – [REDACTED]</b>	
8.	Reference names(s) and contact details [REDACTED]

**Marketing**

1. [REDACTED] - Marketing and Leadership Expertise

[REDACTED]

<b>CV – [REDACTED]</b>	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 40px;">name of school/ organisation</p> <p style="padding-left: 40px;">position and responsibilities held</p> <p style="padding-left: 40px;">length of time in position</p> <p>[REDACTED]</p> <p>This should cover the last four years. If not, please include additional roles</p>

		<p>[REDACTED]</p> <p>[REDACTED]</p>
<p>4.</p>	<p>Details of education, professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	<p>[REDACTED]</p>
<p>5. a</p>	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school’s results for the years you were in post – these should include, as</p>	

CV – [REDACTED]

	<p>appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	



6. Brief comments on why your previous experience is relevant to the new school

[REDACTED]

7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.

[REDACTED]

		[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

2. [REDACTED] - Marketing and Community Engagement

[REDACTED]



		[REDACTED]
4.	Details of education, professional qualifications, including:  date of qualification professional body membership number  how your qualifications are maintained	[REDACTED]
5. a	<b>For education only:</b> if you are in a leadership position in your latest school (where available):  the school's results for the years you were	

	<p>in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5. b</p>	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level</p>	

	3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

		[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]

CV – [REDACTED]		
		[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

**Human Resources**

1. [REDACTED]  
[REDACTED]

CV – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]



	<p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
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		[REDACTED]
		[REDACTED]
4.	Details of education, professional qualifications, including:  date of qualification professional body	[REDACTED]

CV – [REDACTED]

	<p>membership number</p> <p>how your qualifications are maintained</p>	
5. a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post,</p>	

CV – [REDACTED]

	<p>compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	[REDACTED]

		[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]