Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

Contents

Application checklist

Name of task	Yes	No
1. Have you completed the [pre-application registration form](#) by 5pm on Friday 22 November?	✓	☐
2. Have you established a company limited by guarantee?	✓	☐
3. Have you provided information on all of the following areas:		
Section A: Applicant details	✓	☐
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	✓	☐
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?	✓	☐
5. Have you fully completed the budget plans?	✓	☐
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	☐	☐
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	☐	☐
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?	✓	☐
9. 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: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below? ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.	✓	☐

10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	✓	☐

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*

Section I of your application		
11. Have you sent: ▪ a copy of Section A (tab 1 of the Excel template); and ▪ 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 ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)	✓	☐

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:

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

Print name:

Date:

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

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

Section A: Applicant details

Please see the Excel application form.

Section B: Outline of the school

Please see the Excel application form.

Section C: Education vision

C1: Rationale

Akaal Primary School is a reflection of an overwhelming parental demand for improved educational standards and an ethical, value-based education in the Normanton and Pear Tree areas of Derby, where pupils are at risk of educational disadvantage. The proposal is for a two-form entry school with a Sikh ethos for 420 pupils aged 4 to 11, opening in September 2015 with 60 pupils in each of Year R and Year 1. The school will be located centrally in the Normanton/Pear Tree area and specialise in literacy.

Underperforming local schools

Among the 12 schools in the primary phase in the central part of the Normanton Ward of Derby (centred on ▇▇▇▇▇▇▇▇), there has been a history of poor performance. Recent improvements have meant that seven schools were judged to be good at their last Ofsted inspection, four were satisfactory or required improvement, and one was inadequate. Even with this improvement, 48% of children in the area are educated in primary schools that do not provide what Ofsted indicates is an acceptable standard of education. None of the 12 schools is outstanding.

Inspection outcomes of 12 local schools in the primary phase		
Good (2)	**Requires improvement (3)**	**Inadequate (4)**
Pear Tree Infant Arboretum Primary Village Primary Rosehill Infant & Nursery St James' CofE Junior St Chad's CofE Infant & Nursery St Joseph's Catholic Primary (52% of pupils)	Hardwick Primary Osmaston Primary Dale Primary St James' CofE Infant (40% of pupils)	Pear Tree Junior (8% of pupils)

Information correct in October 2013

In 2012, 67% of pupils in these schools at the end of Key Stage 2 attained Level 4 in both English and Mathematics, against a national average of 79%. Achievement varied considerably, with between 31% and 84% of pupils in these schools reaching this benchmark. In November 2013, the Secretary of State for Education, Michael Gove, regarded it as one of weakest authorities in country[1].

The average point score (APS) for English and mathematics combined at the end of Key Stage 2 in these schools was well below the national average (26.3 compared with 28.2), and six out of the eight schools with pupils in Year 6 fell into the lower half of the group of 125 similar schools (see table below). These six schools also fell into the lowest quintile in Ofsted's data dashboard for English. We see this as key reason for adopting a specialism in literacy.

The data dashboards for the eight schools with pupils in Year 6 also show that five of the seven schools with data available have closed the gap in the progress they make in English between disadvantaged pupils and others. In two of the schools, the gap remains

---

[1] Derby Telegraph Nov 13, 2013, "*Michael Gove condemns Derby City Council as one of weakest authorities in country*" http://www.derbytelegraph.co.uk/Michael-Gove-condemns-Derby-City-Council-weakest/story-20066093-detail/story.html

wide (see table below). The situation is much worse in mathematics, where five of the seven schools show a wide gap and disadvantaged pupils make better progress than others in only two.

School	Dist (mi)	Type	Age range	% L4+ English & maths	% L5 English & maths	Ave Point Score	Position in similar 125 schools	Dis-advantage English*	Dis-advantage Maths*	Ofsted Outcome
Pear Tree Infant	0.09	Community	5-7	No KS2	-	-	-	-	-	2 (2012)
Pear Tree Junior	0.09	Community	7-11	61	12	25.8	109	+4%	-14%	4 (2012)
Arboretum Primary	0.43	Community	3-11	67	6	25.3	71	-8%	-21%	2 (2012)
Hardwick Primary	0.44	Community	3-11	68	5	25.7	58	+2%	-11%	3 (2012)
Village Primary	0.58	Community	3-11	84	26	28.2	37	-16%	-8%	2 (2012)
Rosehill Infant and Nursery	0.60	Community	3-7	No KS2	-	-	-	-	-	2 (2013)
St James' CofE Junior	0.60	Voluntary Aided	7-11	68	8	26.4	83	+4%	-7%	2 (2013)
Osmaston Primary	0.64	Community	3-11	31	3	23.3	122	No data	No data	3 (2013)
Dale Primary	0.73	Community	5-11	70	16	26.9	82	+6%	+5%	3 (2013)
St Chad's CofE Nursery and Infant	0.74	Voluntary Controlled	3-7	No KS2	-	-	-	-	-	2 (2012)
St James' CofE Infant	0.81	Voluntary Aided	3-7	No KS2	-	-	-	-	-	3 (2013)
St Joseph's Catholic Primary	0.85	Voluntary Aided	4-11	84	31	28.8	82	+7%	+10%	2 (2010)
Average for these schools				**67**	**14**	**26.3**				
LA average				**76**	**24**					
England average				**79**	**27**	**28.2**				

* The difference between the percentage of disadvantaged pupils making expected progress and the percentage of other pupils making expected progress.
Data from 2012 taken from the DfE performance tables and Ofsted's data dashboards

Indeed, standards are so poor in Derby City that Michael Gove was moved to comment in a speech[2], "…standards are far too low, with too many primaries which are judged by Ofsted to be unsatisfactory, or which have performed below national expectations for many years." Ofsted's comparison of school performance by the local authority (LA), released on 27 November 2012, showed Derby to be in the bottom five of LAs where a pupil can expect to attend a good or outstanding primary school – and this is not due to socio-economic factors. A child's chances of attending a primary school rated good or outstanding by Ofsted in Derby was 43%, compared with top performer Camden, in

---

[2] 24 October 2012: http://www.guardian.co.uk/politics/2012/oct/23/michael-gove-schools-labour-cities

London, at 92%.[3] The recent improvements noted in Ofsted's latest annual report[4] have raised this figure to 69% but, in the Normanton/Pear Tree area, just 52% of pupils are educated in good schools.

Oversubscription for primary places

The Derby Telegraph of January 12, 2013[5] reported, '*Race for places as Derby's primary schools burst at seams*'. It highlighted oversubscription in schools, particularly in Normanton, following the influx of a large number of Eastern European immigrants, and this is spilling over into nearby Sinfin, despite 11 schools having already been approved for expansion. Some schools have been asked to double their usual intake of five-year-olds in September 2013, using temporary accommodation and no planned improvement to infrastructure. Officers from Derby LA accept that the overcrowding crisis gripping Derby's schools is set to be worse than last year, when 500 more children applied for primary places than expected.

Our discussions with Derby LA revealed that six schools in the primary phase in Normanton and adjoining areas are oversubscribed, despite the fact that not all are delivering education to an excellent standard. This shows demand for primary school places is outstripping supply. To accommodate an increased birth rate and rising in-migration in the Normanton and Pear Tree areas, the LA is planning to expand Arboretum Primary School, adjacent to the Normanton area, by 210 places (30 places per year). One of the schools that requires improvement, however, has very low take-up, and few of its pupils came from families where it was the first choice of school.

Derby City Council submitted a bid for funding to the DfE after an unprecedented increase in pupil numbers across the city, largely attributed to immigration, and received a £5.1 million government grant under the Targeted Basic Need Programme. This will allow the LA to expand seven good schools to accommodate 595 additional pupils in Derby. One of these falls within the Normanton area (Village Primary School) and this school will have 105 additional places (15 per year) in 2014. Councillor Martin Rawson, City Council cabinet member for children and young people, said: "*We are pleased to be getting this money because everything is helpful. But it is not going to solve the potential overcrowding problem in our schools and we still need to find a way of being able to afford additional places in schools in Normanton, Sinfin and Chellaston. The southern edge of the city is coming under particular pressure as more houses are being built in that area.*"[6]

However, other schools in the area are already struggling with high pupil numbers and high deprivation, and these planned expansions will not reduce the pressure on places for vulnerable children in the Normanton and Pear Tree areas. The high number of young immigrants and high birth rate in the area will increase demand for more school places in the Normanton and Pear Tree areas further. Additional immigrants are expected from

---

[3] *Just why are the chances of going to a good Derby school so low?* http://www.thisisderbyshire.co.uk/Just-chances-going-good-Derby-school-low/story-17446816-detail/story.html
[4] *Ofsted's Annual Report for the East Midlands*: http://www.ofsted.gov.uk/annualreport1213/regions/east-midlands
[5] 12 January 2013 *'Race for places as Derby's primary schools burst at seams'* http://www.thisisderbyshire.co.uk/Race-places-Derby-s-primary-schools-burst-seams/story-17829542-detail/story.html#axzz2Q3HTkkyH
[6] *October 10, 2013 Derby Telegraph, "£5.1m will provide extra places in Derby schools"* http://www.derbytelegraph.co.uk/pound-5-1m-provide-extra-places-Derby-schools/story-19913732-detail/story.html

Bulgaria and Romania in 2014 because of the changed EU membership rules and their links with Roma community in Derby[7].

Deprivation and an economically mixed population

School	% EAL	% SEN	% disadvantaged	% absence	% FSM
Pear Tree Infant	72	5	-	8	33
Pear Tree Junior	80	5	57	7	39
Arboretum Primary	86	8	47	5	28
Hardwick Primary	91	10	43	5	26
Village Primary	38	8	69	6	38
Rosehill Infant and Nursery	67	3	-	8	26
St James' CofE Junior	83	4	46	5	27
Osmaston Primary	28	6	83	9	53
Dale Primary	75	6	38	5	23
St Chad's CofE Nursery and Infant	85	8	-	7	28
St James' CofE Infant	58	2	-	9	30
St Joseph's Catholic Primary	35	6	12	3	12
Average for these schools	65	7	49	6	36
LA average	20	7		5	22
England average	18	8	29	4	19

Data taken from the DfE performance tables 2012

With reference to the table above, on average 36% of pupils in the 12 schools in the primary phase in Normanton and Pear Tree areas are eligible for free meals (FSM) against 22% in Derby LA and 19% in whole of England. Our intake of pupils will be primarily from the Normanton and Pear Tree areas, plus some from the surrounding areas of Sinfin and Arboretum wards of Derby and a few from further afield.

Derby Council's "*Childcare Sufficiency Assessment, March 2011 - Demographic and Socio-Economic Profile*" states "Arboretum, Normanton, Sinfin and Derwent wards **all fall within the 10% most deprived wards** within England." The diagram overlays our evidence of demand on a map of deprivation according to the Multiple Indices of Deprivation 2010. Dark red indicates most deprived and blue least deprived.

The information provided further states that Arboretum Ward is in the bottom 2% of Ward scores in the Multiple Indices of Deprivation rankings, that Normanton is in the bottom 4% and Sinfin in the bottom 6%. However, another adjoining ward is Littleover which is in the top 35% of wards where a minority of our pupils may live.

---

[7] Derby Telegraph, Nov 21, 2013, *"Mills takes brave personal gamble over immigration"* http://www.derbytelegraph.co.uk/Mills-brave-personal-gamble-immigration/story-20110889-detail/story.html

It is clear to us that a large proportion of our prospective pupils come from deprived backgrounds where household income may be low, parents[8] may be in low-paid or manual jobs and many may be relying wholly or partially on the state for their living. However, some pupils may come from surrounding areas with a higher base level. Thus we have a challenge to cater for the needs of pupils of very mixed backgrounds and a range of levels of deprivation, which is in accordance with the Cambridge Primary Review Trust which included tackling educational disadvantage as one of the eight priorities it identified[9]. Our education plan takes measures to ensure that all of our children receive a high-quality and well-rounded education, enabling them to progress confidently and successfully into secondary and tertiary education.

Pupils who speak English as an additional language (EAL)

We have chosen the literacy specialism (see sections D1.2, D1.3) for our school partly because our expected intake will represent a mix of a range of languages and cultures, (for example, Indian, Pakistani and Bangladeshi, Polish, Slovakian) as well as refugees from the conflict areas of Afghanistan and Iraq. Only 50% of the local population is English speaking, (12% speak Punjabi and 38% speak one of a mixture of Eastern European languages). The average percentage of pupils speaking English as an additional language in the 12 schools listed in the table above is 65%, compared with an average of 20% in Derby LA and 18% in England. There is every sign locally that immigration to the area will continue. Our pupils, therefore, will need special attention to bring their language development to a point where it is level with native English speaking pupils.

Inadequate parental choice

Parents in the Normanton and Pear Tree areas have to choose from the existing under-performing and oversubscribed schools. Our research shows that they want a wider choice of high performing schools (see section E for evidence of high parental demand for Akaal Primary School). Academies around the area have become more attractive to parents because of their improved standards. For example, Grampian Primary School (in Sinfin) improved the percentage of pupils achieving Level 4 in both English and mathematics from 54% in 2011 to 93% in 2012 and 100% in 2013[10], within two years of becoming an academy. It was possible through innovative allocation of staff to ensure pupils received more rigorous and challenging teaching.

Need for ethical, values-based education - experience at the Punjabi School

The UK Crime Statistics show the highest crime rates within Derbyshire fall in the Normanton and Pear Tree areas[11]. These crimes mainly relate to antisocial behaviour, violence and burglary. We have evidence that education based on a Sikh ethos has a positive influence on the behaviour of pupils and cohesion of society. Research has shown that character is educable within the culture and ethos of a school, and in partnership with parents, it lays a good foundation for improved attainments (higher grades and holistic

---

[8] By parents throughout this application, we mean parents and carers

[9] "*Eight priorities to improve primary education*" http://www.theguardian.com/teacher-network/teacher-blog/2013/oct/04/priorities-improve-primary-education
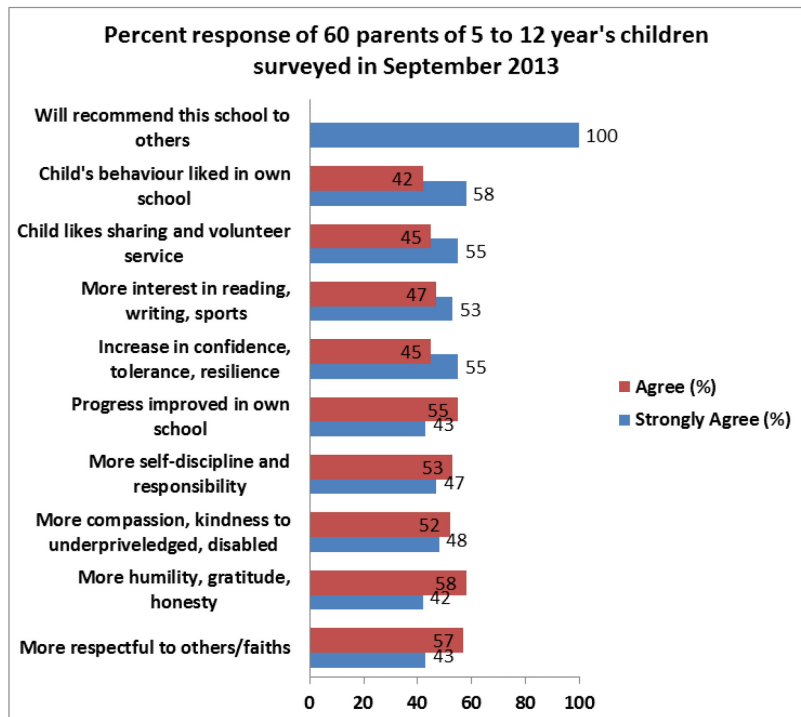
[10] *September 09, 2013 Derby Telegraph, "School turnaround sees ALL its pupils pass SATs exams"* http://www.derbytelegraph.co.uk/School-turnaround-sees-pupils-pass-SATs-exams/story-19771098-detail/story.html

[11] http://www.ebusinessconsultant.co.uk/police-crime-map/index.php?forces=derbyshire&hoods=DW05

achievements), better behaviour and democratic societies[12].

The Trust's volunteers have been supporting the children of these underachieving schools in the Normanton and Pear Tree areas, through hard work at home, and through the Punjabi School provided by the Singh Sabha Gurdwara on Sundays. This school has been running for the past 12 years with up to 250 students ranging in ages from 5 to 50. All 16 students entered for GCSE or A level examinations in Punjabi up to 2013 achieved a grade A and half achieved grade A*. The students attending the Punjabi school are taught social and moral values based on Sikh ethos. As a result, they are well behaved and more successful academically in their mainstream schools than other pupils, despite the schools' poor results overall.

A survey of 60 parents of primary-age pupils in September 2013 (see figure) showed that all the parents strongly agreed or agreed that their children attending the Punjabi School were better behaved through the work of the school. All but one felt that attendance at the Punjabi School reflected positively on their mainstream school performance, and all of parents would recommend the Punjabi School to other parents.

Percent response of 60 parents of 5 to 12 year's children surveyed in September 2013

| Category	Agree (%)	Strongly Agree (%)
Will recommend this school to others		100
Child's behaviour liked in own school	42	58
Child likes sharing and volunteer service	45	55
More interest in reading, writing, sports	47	53
Increase in confidence, tolerance, resilience	45	55
Progress improved in own school	55	43
More self-discipline and responsibility	53	47
More compassion, kindness to underpriveledged, disabled	52	48
More humility, gratitude, honesty	58	42
More respectful to others/faiths	57	43

---

[12] *"A Framework for Character Education in Schools"* by Jubilee Centre for Character and Value, University of Birmingham http://jubileecentre.ac.uk/userfiles/jubileecentre/pdf/other-centre-papers/Framework.pdf

C2: Our vision

We aim to create an outstanding school. Our intention is that the school should be centrally located in Normanton so that it can meet the educational challenges (under-performance and over-subscription) and community challenges (significant disadvantage and a high proportion speaking English as an additional language) of the area without need for home to school transport.

The name *Akaal* is linked to a timeless, immortal, non-temporal approach in which we will focus, through our Sikh faith ethos, on generating a life-long love of learning[13]. We believe that every child is unique with creative, communication and exploration skills. We shall nurture every child to express those innate gifts fully so that they achieve excellent outcomes in academic, creative and sporting arenas. This excellent achievement will be regardless of background, social status, religious beliefs, culture, colour, creed or gender. We show this in the diagram as **educational excellence.**
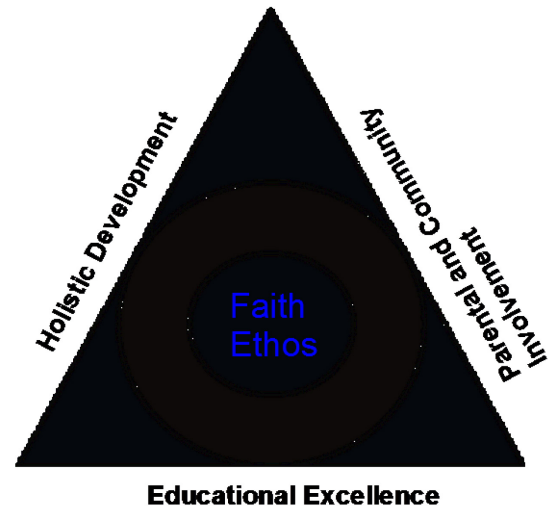
Teachers and other staff, together with parents, will inspire every child to:
- aim high and achieve outstanding academic standards and become life-long learners, pursuing a worthwhile career or university place
- engage in healthy competition throughout their school life and strive to achieve beyond their personal aspirations
- explore to the maximum their potential for developing mind, body and soul so that they become good citizens.

Our vision is also to play a key role in developing well-rounded individuals, whose life choices are based on moral values, health and well-being, independence of thought and social cohesion. We believe that a Sikh ethos will enhance the all-round development of all our pupils. We represent this aspect of our vision on the diagram as **holistic development**

Teachers and other staff, together with parents, will inspire every child to:
- be resilient, calm, poised and mentally composed, and face the challenges of life with confidence and personal integrity
- adopt a nutritious diet and be physically active to support a healthy lifestyle
- develop as well-rounded individuals, embracing and celebrating cultural and religious diversity, who contribute to wider society.

Underpinned by a Sikh ethos and a literacy specialism, our vision is to enable children to become confident and valued members of society. The school will be truly international, with a cultural diversity in which children will retain their own culture and identity. Our pupils will also live in harmony with others by rising above their own aspirations and personal goals. Families, pupils, staff and the community will work in partnership to

---

[13] Thursday, August 29, 2013 Derby Telegraph*,' Move to create an 'eternal' free school by Sikhs gather pace'.* http://www.thisisderbyshire.co.uk/create-eternal-free-school-Sikhs-gather-pace/story-19720740-detail/story.html#axzz2dLB57EBo

provide a supportive and vibrant setting for all pupils, whose achievements will be celebrated together. We represent this aspect of our vision as **parental and community involvement[14] on** the diagram above.

We expect all parents to be fully engaged in their child's development. We recognise the importance of society and the role of every individual in it and our curriculum will reflect these values beyond self.

We will ensure that:
- the school builds in the concept of a global society in all it does to promote harmony, build community cohesion and celebrate unity in diversity
- pupils develop an appreciation for liberty, fraternity and equality for all people and that each one has interwoven responsibility to others, extending beyond regional and national boundaries to global contexts
- pupils and staff recognise that our responsibility extends to all inhabitants of our planet and the planet itself, ensuring that our school is eco-friendly, aiming towards becoming a zero-carbon school.

The major tenets of Sikh faith encourage working towards:
- **economic Independence through honest earning (*Kirat Karni*),** hence minimising dependency on the state or others
- **individual and collective welfare (*Naam Japna*)** for creating mental peace and self-management to reduce impulsive anti-social behaviour and to realise corporate responsibility for well-being for all
- **learning to share *(Vand Chhakana*)** all forms of wealth such as money, skills, knowledge and other resources with all to create equality in society
- **service beyond self (*Sewa*)** as selfless service to humanity equals service to God in the Sikh faith.

Our school will be a safe, happy and eco-friendly place where children will attend very willingly to achieve the best start in life. Our vision will reflect Sikh principles of liberty, fraternity and equality which ensure no discrimination in respect of gender, faith or ethnicity, since all are children of God and part of one family-world. The four elements of the Sikh faith will lay the foundations of character building based on courage, honesty, truthfulness, discipline and justice. The Sikh way of life encourages one to become a good global citizen and value the democratic rights of all.

Akaal Primary School's pupils will work hard, take full responsibility for their own actions, share their learning with others and be encouraged to undertake community projects. Our ethos will encourage everyone within or linked to the school to work together as a TEAM: *Together Everyone Achieves More*.

The Sikh scriptures encourage education and logical thinking. They also encourage individual and corporate well-being through mental, spiritual and physical development. The Sikh faith lays special emphasis on parental and community cohesion. The welfare of children is a national concern which is echoed by the Sikh community and non-Sikhs alike.

---

[14] *"Eight priorities to improve primary education"* http://www.theguardian.com/teacher-network/teacher-blog/2013/oct/04/priorities-improve-primary-education

The three strands of education excellence, holistic development, and parental and community involvement will guide our vision.

Curriculum

The curriculum of the Akaal Primary School will be based on the **two key elements** of our vision: **a Sikh ethos** and a strong focus on **literacy development**. Section D of this application explores the curriculum in detail.

We will use the freedom we have as a free school to plan a curriculum will be **broad, balanced and thematic.** The four elements of the Sikh ethos set out above also lead us to the inquiry-based approach to learning of the International Baccalaureate Organisation's Primary Years Programme (IBO PYP). We expect our pupils to develop into independent and inquiring thinkers who can work individually and with others to further their life chances through learning, We will map the content and skills of the National Curriculum, including the programmes of study in English and mathematics, onto the PYP so that our pupils will enter secondary education with a secure base of knowledge and understanding on which to build. We will provide religious education and collective worship that meets the needs of children of all faiths and none.

Akaal Primary School will provide a **holistic** learning environment in accordance with our vision and ethos. A full range of academic, spiritual, social, cultural and physical activities will enable pupils to achieve excellent academic standards and all round development, supported by a wide range of **extra-curricular and enrichment activities**. These will include a range of heritage, culture, language, dance and music options. Some of these will be focused on the Sikh faith and some will stem from other faiths and cultures. All of these activities will be open to all pupils, regardless of background. We shall offer plenty of activities to **expand pupils' horizons** so that they enjoy learning about arts, creativity, sports and communication.

Our strong focus on **literacy** will enable pupils from all ethnic groups, many speaking different languages at home, to develop the language skills they need to gain full access to the curriculum and achieve success in the later stages of their education. We also recognise the need for good mathematics teaching to develop skills in number, shape and measure. We will ensure the curriculum enables pupils to develop literacy and numeracy skills across the full range of subjects in our interesting, thematic and engaging curriculum.

Achieving our vision

High-quality teaching that is consistently good or outstanding throughout the school will ensure, in partnership with parents, that needs of each pupil are fully met and his or her potential is fully achieved. **Individual support** will be provided to pupils who have special educational needs[15], pupils who speak English as an additional language, pupils supported through the pupil premium and more-able pupils. Our teachers will use a mix of **whole class, group-based and individual learning** using a range of theme-based activities that involve pupils in problem solving, role modelling and exploration. Our teaching and assessment will make full use of **new and emerging technologies** by

---

[15] Throughout the application we have used the term *special educational needs* to include those needs linked to disabilities and to cover the full range of what Ofsted describes as *disabled pupils and those who have special educational needs* and what the DfE terms *pupils with special educational needs and disabilities*.

incorporating use of ICT from early stages of learning, again supporting pupils as they develop the skills of inquiry. We will also emphasise the use of talk to develop language and literacy skills.

We will set **high expectations** for our pupils and assess their attainment regularly using formative and summative assessments. They will participate in self- and peer assessment activities. We will **monitor pupils' progress** so that we can identify any that are falling behind. Reports will be shared with parents regularly so that they can support each of their children in achieve their targets.

The school will have **extended time for learning.** Our l**onger school days** and **five term calendar** will provide more time for learning core subjects and extend the curriculum through enrichment activities. We also intend to offer breakfast clubs, after school clubs and holiday clubs to extend our provision and support working parents.

The school's Sikh ethos will form the backbone of pupils' **high moral values** and **exemplary behaviour.** Our pupils will be respectful, very well behaved and with a thirst for learning. We will use praise extensively to support pupils' self-confidence. Pupils will learn to live in harmony in a diverse society, following democratic principles and respecting the views of others, regardless of faith. We intend our pupils to become confident, tolerant and respectful citizens of Britain.

The school will have a truly **international outlook**. Sikhs, non-Sikhs of other faiths and pupils with no faith will be equally valued without discrimination. We will celebrate multicultural community events without discrimination. We will take a **multi-faith approach to religious education**. More specific teaching about the practices of the Sikh faith will only take place outside core curriculum time as an enrichment activity and be open to all pupils.

Akaal Primary School will be a family-centred community hub. We will create from the outset **strong home-school partnerships** by visiting all children in their homes before they join us, and parents will be an integral part of their children's learning throughout their time with us. Our family support worker will be a unique local resource to support our children's entry to full-time education. We shall offer, in conjunction with other local organisations, a number of **classes for the community** in computer use and English (ESOL), at low or no fees. Other **activities with parents** will include family learning so that parents can support their children's learning at home, and skill-based training for parents to support them moving into employment. We will promote community cohesive activities such as common celebrations.

Achieving behaviour that supports learning

Our Sikh ethos will underpin our expectations of how pupils and staff interact with each other and will draw on the four main tenets of the Sikh faith listed earlier. We will establish this ethos among pupils by focusing on praise, accentuating the positive, and **praising pupils for good behaviour** more often that issuing reprimands. The school behaviour policy will promote an environment where everyone feels happy, safe and secure, and all pupils are focused on learning.

They will feel valued, give and receive respect, contribute and be listened to, and take responsibility for their own actions. In this way we will use the Sikh ethos to build positive relationships between pupils and between pupils and adults. In turn, this will instil a love of learning and a thirst for knowledge among all pupils.

It is a primary aim of Akaal Primary School that **every member of the school community will feel valued and respected**, and that each person is treated fairly and well. We intend to be known as a **caring community**, whose values are built on mutual trust and respect for all. **A code of conduct for pupils** will make our expectations of good behaviour very clear, including our expectations that pupils will listen carefully, try their best in all that they do, be considerate of others and their right to learn, and to behave in a way which keeps themselves safe and all those working with them.

Our ethos is closely focused on how we will **work collaboratively with parents**, and this will be the case with regard to behaviour and attendance, so that children receive consistent messages about how to behave at home and at school. We will ensure that all parents and pupils are aware of the school rules through meetings, our initial home visit, and other media, including in translation. Our partnership working with parents will enable them to feel part of a coherent approach to their children becoming good citizens and successful learners.

Aspirations and outcomes

Outcome 1: High academic achievement for all

We aim to produce pupils who will excel in academic achievement, and the school will exceed national average standards. We shall lay the foundation of education on pupils' excellence in literacy, so that we serve our majority group of EAL students well. Language learning skills will be interwoven throughout our curriculum; numeracy will have a similarly strong focus. All groups of pupils, including disadvantaged pupils will achieve as well as, or better than other pupils through our high-quality provision. Pupils will develop a love of learning in the school.

We have set high targets for the school in D2.1 so that we achieve the key tenets of the Sikh faith: economic independence through honest earning (*Kirat Karni*) and develop mentally for logical inquiry through self-reflection (*Naam Japna*).

Outcome 2: High moral values and exemplary behaviour

Our school will be safe place where every pupil will feel valued, respected and secure. There will be mutual trust, respect and fair treatment for all. Pupils will show exemplary behaviour towards visitors, peers, parents, senior citizens and community members. They will show high levels of tolerance and understand that they need to allow every person to have space and respect views of others.

Pupils will readily participate in community work and contribute to social cohesion regardless of social status, colour, gender or ethnic background. Our students will demonstrate their contribution through the service element of the PYP. We have set challenging targets for behaviour in section D2.2 and set out key areas for assessing pupils' holistic development in section D2.8. The primary aspects of our Sikh ethos reflected in this outcome are: economic Independence through honest earning (*Kirat Karni*); service beyond self (*Sewa*); and learning to share *(Vand Chhakana)*.

Outcome 3: All-round holistic pupil development

We want our pupils to have the highest expectations of their personal potential in social, moral, spiritual, cultural, physical and mental abilities. All pupils will become articulate, confident and self-aware, and demonstrate ability to make good choices about life style, diet and health activities.

All pupils will show good all round achievement and will excel in the areas in which they are talented, academically and in sports where we will foster a healthy sense of competition. We will provide our students a range of sporting options during the curriculum teaching time, in enrichment activities and in after-school clubs. We have included some targets in this area in section D2.2 so that we achieve one of the key tenets of the Sikh faith: individual and collective welfare (*Naam Japna*).

Outcome 4: Family-centred children with an international outlook

Our school will promote home-school partnerships with the school as a community hub. Parents will be integral part of pupils' learning through their own learning, participation in school life, and feedback from the school. We will strive to create a strong inter-community cohesion centred on the school.

Our global outlook will help pupils' to learn about their inter-community heritage and create sensitivity among pupils so that they understand and appreciate views and culture of others in very diverse cultures. Pupils will establish links with their countries of origin, and with other communities in the UK and throughout the world. We have set targets for this area in section D2.2. The primary aspects of our Sikh ethos reflected to this outcome are: individual and collective welfare (*Naam Japna*); service beyond self (*Sewa*); and learning to share *(Vand Chhakana)*.

Section D: Education plan – part 1

Akaal Primary School will be a two-form entry primary school for pupils from 4 to 11 years of age. It will begin two classes in each of the Reception year and Year 1, adding two Reception classes each year. The table shows the intended number of pupils in each year group as the school grows in size to its full capacity.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception		60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60	60
Year 2			60	60	60	60	60	60
Year 3				60	60	60	60	60
Year 4					60	60	60	60
Year 5						60	60	60
Year 6							60	60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		120	180	240	300	360	420	420

Section D: Education plan – part 2

The table below indicates broadly how the curriculum will be organised. It is set out in more detail in section D1.

EARLY YEARS FOUNDATION STAGE			(Section D1.5)
Prime* and specific areas of learning (25 hours)	**Hours / week**	**Mandatory / Voluntary**	**Comments**
Communication and language*	4	Mandatory	*The national expectation is that each area is given equal weight in designing activities for learning in the EYFS. Our focus on literacy and the Sikh ethos means that we see the prime areas (starred) as influencing activities in all areas of learning. The importance of speaking and listening at this stage of children's lives in supporting language development means that we have placed slightly more emphasis on communication and language than the otherwise equal distribution of time.*
Physical development*	3.5	Mandatory	
Personal, social and emotional development*	3.5	Mandatory	
Literacy	3.5	Mandatory	
Mathematics	3.5	Mandatory	
Understanding the world	3.5	Mandatory	
Expressive arts and design	3.5	Mandatory	

KEY STAGES 1 AND 2			(Sections D1.6 – D1.8)
Subject areas* (25 hours)	**Hours / week**	**Mandatory / Voluntary**	**Comments**
Language English / literacy (and foreign language in KS2	6.5	Mandatory	*This has a high proportion of time in the first three years, reduced by one hour in Key Stage 2 to accommodate a modern foreign language.*
Mathematics Mathematics and computing	5.5	Mandatory	*We expect pupils to achieve high levels of skills in number, but also to be secure in applying mathematics in other areas.*
Science Science	3	Mandatory	*Like mathematics, we expect students to have a secure knowledge base as well as develop skills of exploration and experimentation.*
Social studies History, geography and RE	3	Mandatory	*This is seen as one broad area of global knowledge, skills and spiritual development, with equal allocations of time to each subject.*
Arts Art, music, and design and technology	3	Mandatory	*This is seen as one broad area, with equal allocations of time to each subject, within which pupils will develop their creativity.*
Personal, social and physical education Personal, social and health education, and physical education	4	Mandatory	*This is at the core of the school's ethos in developing pupils' moral, social and cultural attitudes and values. Our ethos promotes both healthy bodies and healthy minds, and this is also a key part of pupils' personal development.*

*Emboldened subject areas are the six subject areas of the International Baccalaureate Organisation's Primary Years Programme

ENRICHMENT SESSIONS			(Section D1.9)
Outside core time (1 hour sessions)	**Hours / week**	**Mandatory / Voluntary**	**Comments**
Additional curriculum support (examples)			
EAL support classes	1	Mandatory*	Supplementary to in-class support, primarily for identified pupils
Gifted and talented challenge	1	Mandatory*	Providing exceptional challenges for the most able outside the curriculum
Support / intervention classes	1	Mandatory*	Additional support classes, primarily for identified pupils
"Keep up, catch up!" classes	1	Mandatory*	Those identified as at risk of falling behind
Homework sessions	1	Mandatory* / Voluntary	Available for all pupils every day but mandatory for identified pupils
* Mandatory in respect of activities outside the designated school day means that there is an expectation that pupils will attend. We recognise that there are no legal sanctions for non-attendance, as there are for attendance at school during the designated school day.			
Curriculum enrichment and extension (examples)			
Additional languages	1	Voluntary	For example, Punjabi, Spanish, Urdu or Polish for those who wish to develop skills in a community or other language
Sikh studies classes	1	Voluntary	Open to all pupils
Other cultural studies classes	1	Voluntary	Open to all pupils
Extra-curricular activities (examples)			
Art, music, dance clubs	1	Voluntary	A range of art, music, dance and drama clubs to suit age of pupils, including Sikh, Polish, Indian and Afghan studies
School news letter	1	Voluntary	Giving students a voice
Sports clubs	1	Voluntary	Including a range of sports teams
Independent projects	1	Voluntary	For older pupils to receive support
Volunteering/community activities	1	Voluntary	Carefully selected and vetted projects In the community
Parent and community activities (examples)			
Family learning	1	Voluntary	To support parents personal skills in EAL / literacy / numeracy / ICT
Parenting skills	1	Voluntary	Helping parents to support their child's learning

D1 An ambitious and deliverable curriculum plan

D1.1 Rationale

Akaal Primary School will provide an excellent educational experience that enables our pupils to achieve highly. In the area to be served by the school, many pupils currently leave primary school achieving below national expectations. Our mission is to improve the lives of our pupils dramatically by creating a school where expectations are high and pupils experience continued success. All our pupils will take the Key Stage 2 statutory assessments in reading, writing and mathematics, and will achieve outstanding results.

To achieve our mission we will expect pupils to:
- have high expectations in all they do
- respond positively to challenging learning activities
- take increasing responsibility for their own learning
- develop a love of learning that remains a lifelong legacy
- show respect for each other and their environment.

This means our pupils will need to develop high levels of skill in basic literacy and numeracy that are transferable so that they can engage with learning at a high level. This is why we have devoted considerable curriculum time to English (including literacy) and mathematics (including numeracy). They will also need to be independent problem solvers and explorers when they learn. They will need to be creative and confident in presenting their ideas to others. They will need to know where they are and what they need to next to improve their work. This is why we have focused learning on activities that enable pupils to develop higher-order thinking skills in all year groups.

The curriculum set out in sections D1.5 to D1.8 will provide the breadth, balance, depth and excitement to engage our pupils fully and enable them to make the rapid academic progress of which they are capable. To do this we will base our curriculum planning on direct teaching of English and mathematics and the six themes of the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IBO). Our curriculum has also been designed to enable all our pupils develop into well-rounded individuals who will:
- make a full and positive contribution to society
- have the resilience to face the challenges of life with confidence and integrity
- approach challenges calmly, with composure and tolerance
- work and play in harmony with others to maximise achievement and mutual well-being.

Our eventual aim is to become an accredited part of the IBO's Primary Years Programme. This programme has a strong global outlook and a theme-based approach. It will require talented teachers whose classroom practice is consistently good or outstanding, and who share our vision for our students to take increasing responsibility for their learning.

In the pre-opening phase we will seek out and visit the schools in the UK using the PYP to learn from experiences in these schools. We aim to apply for IBO accreditation when our first cohort has completed Year 4. This will provide sufficient evidence for IB assessment from five years' work from the Early Years Foundation Stage to mid-Key Stage 2.

D1.2   Expected intake

Our intake will be primarily from the Normanton and Pear Tree areas of Derby with some from the surrounding Sinfin and Arboretum wards. These areas are economically disadvantaged. We are also expecting to take some children from surrounding areas who are relatively more advantaged. This means that we will provide from the outset a challenging curriculum that will meet the needs of pupils from a wide range of backgrounds. We will provide a full range of learning opportunities that may not always be provided at home. The area also has a broadly average percentage of pupils with special educational needs. The curriculum will cater for pupils of every ability to ensure they all achieve their potential.

Research about the main areas to be served by Akaal Primary School shows that the profile of pupils attending the school is likely to have the following characteristics.

Characteristic	Estimated % of pupils		Characteristic	Estimated % of pupils
Attainment			**EAL**	**65%**
Low	30%		Polish	20%
Middle	53%		Slovakian	15%
High	17%		Latvian	10%
			Urdu	10%
SEN	**19%**		Punjabi	10%
School action	12%			
School action plus	5%		**Pupil premium**	**40%**
Statement	2%		FSM (new rules)	39%
			Looked after (LAC)	1%
			Service families	0%

Data analysis using DfE published data on 12 state-funded primary schools in the local area (listed in section C) and information gained during consultation.

Like other schools locally, we expect that the majority of our SEN pupils will have language and communication issues or behavioural difficulties, typical of disadvantaged areas. Many of our pupils who speak English as an additional language will come from families who have recently come from Eastern Europe and where little English is spoken at home. In the Sikh community, many of our pupils will speak English with some or great proficiency, with many families speaking both Punjabi and English at home.

D1.3   Literacy specialism

In 2013, Derby had the lowest percentage of pupils in Year 1 achieving the required standard of phonic decoding in the country (along with Liverpool, 59% compared with the national figure of 69%)[16]. Low performance in this and other national texts, together with the high percentage of children who speak English as an additional language in the area to

---

[16] Results of the 2013 phonics screening check: https://www.gov.uk/government/publications/phonics-screening-check-and-national-curriculum-assessments-at-key-stage-1-in-england-2013

be served by the school, has led us to adopt a literacy specialism. A focus on literacy will ensure a sound foundation from which to engage in all other learning. We will place considerable emphasis on developing pupils' oral skills, starting with structured play and focusing on speaking and listening through group activities, *Talk for Writing* and presentation skills as pupils develop, so that they are able to communicate effectively and contribute fully to classroom activities. We will have a strong focus on reading. Research in the United States has clearly linked oral language delays with later reading difficulties, particularly among disadvantaged communities and those where English is spoken as an additional language.[17]

Our strong focus on language development will place our pupils in the best possible position to gain access to the full curriculum from the earliest age. This will also involve direct teaching of literacy skills, including phonics, from the Reception year upwards. We expect to adopt a nationally recognised phonics-based literacy strategy such as *Read, Write, Inc*. Pupils will also develop literacy skills across all aspects of the curriculum. Teaching will enhance literacy in all subjects through careful development of specialist language, reading for understanding and extended pieces of writing.

D1.4   Transition to school

For many children, coming to school will be the first time they have been away from their parents, especially if they have not already experienced a pre-school setting or a nursery class. Our aim is to work with parents and carers to make the transition into school as smooth and successful as possible. Our starting points will be to invite parents and their children to visit the school and to use the Early Years Passport as a way of gaining information from parents about their children before admission.

We will also visit the homes of all children intending to join the Reception year. Where the visit and passport raise potential issues, we will follow these up with further contact with parents and carers, making use of a Family Support Worker who will specialise in working with parents, so that the school has a full understanding of our new intake to the Reception year. This will involve home visits to support families in making the transition to school.

The transition between home and school in the Reception year will also be supported in the following ways:
- a full information pack and induction into the school for parents, with taster sessions for children
- close involvement of parents in their child's daily learning life and regular meetings with parents
- linked parent learning, such as English as a second or other language (ESOL) or parenting classes
- involving parents as mentors and volunteers, such as through support for reading and numeracy programmes, and for before-school and after-school activities.

Where information is available from a Nursery class or other setting, we will make use of it so that the school can take account of prior learning. If appropriate, we would visit the setting, particularly in respect of in-term admissions.

---

[17] Catts, H. W., Fey, M. E., Zhang, X., & Tomblin, J. B. (2001). *Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation.* Language, Speech, and Hearing Services in Schools, 32, 38–50.
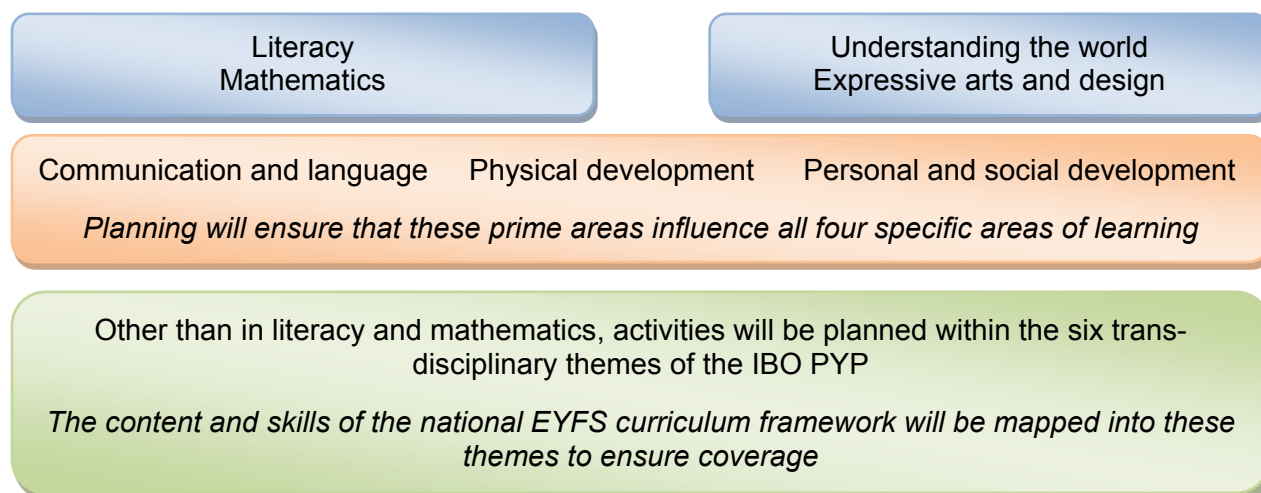
D1.5   Foundation stage curriculum

We will follow the statutory framework for the Early Year Foundation Stage (EYFS) in our Reception year, covering the three prime areas of *communication and language*, *physical development*, and *personal social and emotional development*. We will ensure these elements are represented across the four specific areas of *literacy*, *mathematics*, *understanding the world* and *expressive arts and design*. This will enable the school to provide clear evidence of achievement at the end of the Reception year using the Foundation Stage Profile. We will undertake careful baseline assessment of children's key abilities and aptitudes on arrival at the school. With this information in place, activities will be planned using a mix of teacher-led, teacher-supported and child-initiated activities to maintain a clear focus on learning through play, exploration and investigation, particularly in the early part of the school year.

In planning the curriculum outside of direct teaching of literacy and numeracy, staff will be use the six trans-disciplinary themes of the IBO PYP (see D1.7 below) to provide the vehicle for developing knowledge and skills in the seven areas of learning in the EYFS statutory framework. We will map the content and skills areas of the statutory framework into the six areas of the PYP to make sure we achieve coverage of both.

Activities will be planned with a strong focus on language development, with increasing expectations through the Reception year that children will communicate confidently with adults and each other. Our aim is to focus discussion on what children have learnt, on in-depth explanations that require the use of critical thinking skills and creativity, and on how the children have solved problems. For children who need additional help in developing communication skills in their first year of school, we will use specialist resources such as *School Start* programmes.

We will involve parents as fully as we can in their child's learning during the Reception year so that they appreciate the progress which their child is making. This means we can raise aspirations among parents of what children can achieve. A clear focus on early reading, writing and mathematics as children move through the Reception year will mean children develop the active learning strategies they will need to use in Year 1. Literacy will include a focus on phonic approaches as children move towards transition to Year 1.

An outline of the curriculum in the Reception year is shown in the diagram below.

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

Communication and language   Physical development   Personal and social development

Planning will ensure that these prime areas influence all four specific areas of learning

Other than in literacy and mathematics, activities will be planned within the six trans-disciplinary themes of the IBO PYP

The content and skills of the national EYFS curriculum framework will be mapped into these themes to ensure coverage

D1.6   Curriculum in Key Stages 1 and 2

In both Key Stage 1 and Key Stage 2 we will continue with direct teaching of English and mathematics using the latest National Curriculum programmes of study. This will ensure compatibility with national testing in both subjects and that students are well prepared for secondary education. In other areas we will plan the curriculum using the six trans-disciplinary themes of the IBO PYP (see D1.7 below). This thematic approach to learning will provide a range of creative, research-based, exploratory and problem-solving activities which contribute to developing knowledge and skills across all areas of the curriculum. To ensure we provide a secure knowledge base for future learning, we will map the latest content areas of the National Curriculum subjects to the PYP, as well as ensure the range of skills developed through National Curriculum is fully covered. The mapping will, in the long term, be the responsibility of team leaders (see D3.2 below) but, initially, we expect the headteacher to work with the first team leaders to be appointed to set this up.

The curriculum in Key Stage 1 will be practical and focus on each pupil becoming a literate and numerate learner, developing phonic skills, the basics of numeracy and an active and healthy lifestyle, underpinning the school's core aims and Sikh ethos.

In Key Stage 2 learning approaches will build on the work done in Key Stage 1 and increasingly focus on ensuring pupils move to secondary school with a secure base of knowledge and skills. Where pupils have not made enough progress in literacy and numeracy, we will provide support and intervention strategies to ensure basic skills are in place. We will develop strong links with our secondary partner schools, particularly over specialist subject expertise. We expect pupils to begin meeting staff from the school to which we expect most of our pupils to transfer from Year 5 onwards to help pupils develop as confident and independent young people ready for transition to secondary education. We expect also that from Year 5 pupils will visit secondary schools for a short period to make use of specialist facilities.

D1.7   The six themes of the Primary Years Programme

Other than in English and mathematics, the curriculum will be planned through the six trans-disciplinary themes of the IBO PYP. Additionally, we will plan activities in these themes that ensure pupils use English and mathematics skills extensively across the whole curriculum. We will use the content areas and skills set out in the National Curriculum programmes of study as the basis for the development in each of the six PYP themes.

Who we are		Where we are in time and place		How we express ourselves	
History	PSHE	Science	Language	English	Literacy
English	Language	History	Literacy	Art	Film
PE	Literacy	Geography	Cultural history	Music	Theatre
RE	Philosophy	Mathematics	Local and	Design &	Social media
Science	Personal history	RE	global studies	technology	New
				RE	technologies
				PE	Cultural history
Individual and collective welfare		Individual and collective welfare		Learning to share	
Learning to share		Service beyond self		Service beyond self	

How the world works		How we organise ourselves		Sharing the planet	
Science Computing Mathematics	Industrial development Finance Economics Government Resources	History Geography RE Mathematics Computing	PSHE Communication Literacy Creative development Politics	History Geography RE Science	Environment Ecology Resources Global warming
Economic independence Individual and collective welfare		Service beyond self Economic independence		Learning to share Individual and collective welfare	

The diagram above shows how this will be achieved, indicating likely links with National Curriculum subjects and RE (left hand column) and with broader topic areas that we are likely to cover (right hand column). The diagram also shows the main influences that our Sikh ethos has on each of these themes.

The IBO's PYP programme itself identifies six subject areas, which broadly match groupings of national curriculum subjects.

PYP subject area	National Curriculum linked subjects
Language	English, including literacy, and a modern foreign language in KS2
Mathematics	Mathematics and some elements of computing
Science	Science
Social studies	History, geography and *religious education*
Arts	Design and technology, art and music
Personal, social and physical education	Physical education *Personal, social and health education*

In **Language** we will concentrate on ensuring pupils speak and write fluently so that they can communicate their ideas and feelings to others. Reading and listening skills will enable others to communicate with them and build up a strong base of skills and knowledge in English. We will use the skills gained in English in learning other subjects, and use the contexts of other subject to support the development of literacy skills. Literature will give pupils a chance to develop culturally, emotionally, intellectually, socially and spiritually, and develop a love of literature that will stay with them throughout their lives. We will follow the national pattern and introduce **modern foreign languages**, including community languages, in Key Stage 2.

As well as enabling pupils to develop numeracy skills, pupils will develop an appreciation the power, beauty and importance of **mathematics**. They will learn to reason mathematically, develop problem-solving skills and gain a sense of enjoyment and curiosity about the subject. We will use this area of the curriculum to develop pupils' skills in **computing** and especially in developing the algorithms that support the control of simple moving devices.

Science will provide pupils a clear understanding of how the physical world works and has evolved over a long period of time. We will adopt an exploratory approach, in which pupils learn how to use science to analyse cause and effect and help predict the future.

The combination of history, geography and religious education that forms the basis of **social studies** will help pupils understand how the world's people have been shaped by both the earth's physical features and the decisions that individuals, faiths and nations have made. Pupils will develop key skills of research and interpretation. We will teach religious education (RE) using a syllabus developed from the agreed syllabus of the Slough Standing Advisory Committee for Religious Education (SACRE) to provide a broad approach to RE. This will be supplemented by Sikh studies, which will be taught in extra-curricular time to all those who choose it.

The arts, and in particular art and music, will provide opportunities for pupils to develop creative talents through visual and aural media. Design and technology will enable them to create innovative solutions to real problems and the skills that enable them to create an aesthetically pleasing product. All three areas will support pupils' cultural and spiritual development.

We see **personal, social and physical education** as cementing the various strands of the curriculum together with a focus on how individual pupils develop into confidence, reflective and contributing citizens. In PSHE we will focus on social, moral, spiritual and cultural aspects of life alongside health education that promotes physical and mental well-being, and will link strongly to the school's Sikh ethos. In physical education, we will provide opportunities for pupils to gain physical confidence to support their health and fitness. We will use competition in sport and other activities to help promote values such as fairness and respect.

We will also make extensive use of information and communication technology to support learning in all subject areas, particularly in the use of computers and other devices in communication, presentation and research. The school will be equipped with interactive whiteboards in each classroom.

In both key stages, we will deepen and enhance learning through regular 'theme days' where, for example, pupils will immerse themselves in a topic by using role-play, producing themed art or designs, making themed food (where relevant),and other activities which fully involve them in all aspects of the topic. Parents will be invited to these theme days to sample and celebrate pupils' achievements.

Additionally, we will enhance and enrich the curriculum through visits, for example, to museums, art galleries, universities, and parks. With our expected intake having a very wide range of backgrounds, we intend to provide these opportunities and not assume that parents provide them. We will also use visiting specialists to bring experiences into the school. We will make links, including though the internet, with learners in other countries. All these will deepen pupils' engagement with learning and widen their perspective of the world.

We will also introduce in Key Stage 2 a focus on a personal or group project, chosen and developed by the pupils, which begins to mesh with the 'Exhibition' element of the IBO's PYP, and which closely supports our principle of personalisation in learning.

D1.8   Inquiry-based learning

We will use the six trans-disciplinary themes of the IBO PYP to root an international perspective into our curriculum. We will also embrace the IBO approach which integrates community service and personal projects into children's learning as a coherent whole. This will also support our personalised approach to learning.

The school's aim in developing this creative curriculum is to focus more on pupils gaining subject knowledge through innovative approaches to learning than on presentation and recall of information. Pupils will take much more responsibility for learning through, for example, research, problem solving and investigation. This implies a significant move from class and individual work to paired and group practices where pupils are interdependent as well as independent learners. The Sikh ethos of the school will provide the ideal learning environment for collaborative learning and high expectations of rapid progress and success in learning.

The school's Sikh ethos will have a considerable influence on the six trans-disciplinary themes of the IBO PYP. The diagram indicates how the key elements of the school's vision, its Sikh ethos and its literacy specialism contribute most strongly to the six IBO PYP areas.

IBO PYP area	Literacy	Sikh ethos	Other areas
Who we are	How we communicate, including through language and literacy	The nature of self; beliefs and values Personal, physical, mental, social and spiritual health Human relationships including families, friends, communities, and cultures, and well-being for all Rights and responsibilities	Evolution

Where we are in time and place	Story-telling and communication with each other	Our orientation in place and time Personal histories The interconnectedness of individuals and civilizations, from local and global perspectives	Discoveries and explorations
How we express ourselves	The ways in which we express ideas and information	The ways in which we discover and express, feelings, culture, beliefs and values The ways in which we reflect on our creativity Our appreciation of creative activities and the arts	Creative activity
How the world works	Communication of information and ideas to maintain development and understand past events.	How humans use their understanding of scientific principles The impact of scientific and technological advances on society and the environment.	The natural world, its laws, and the interaction between them and human societies
How we organise ourselves	How organisations communicate with individuals	The interconnectedness of human-made systems and communities Family relationships Government and economic activities and their impact on humankind and the environment	The structure and function of organizations Government and decision-making processes
Sharing the planet	Setting out clearly the arguments for our laws, human rights and responsibilities	The rights and responsibilities in the struggle to share finite resources with other living things Human relationships with nature Communities and the relationship within and between them Access to equal opportunities Peace and conflict resolution.	Climate change, food production and distribution.

We see the trans-disciplinary themes as a vehicle for delivery of skills and knowledge. To ensure we are able to show pupils are making rapid progress, we will devise clear criteria, compatible with National Curriculum sub-levels (or any revised national assessment arrangements) in the six PYP subject areas, taking into account the key skills we expect to develop and the knowledge we expect pupils to gain. In English and mathematics, we will use the nationally used assessment criteria from the National Curriculum to ensure compatibility with national data.

This will begin in the pre-opening stage, with the headteacher designate taking a strong lead, drawing on available material, and gradually involving other senior leaders and team leaders as their appointments commence. We will work from a broad base of knowledge within the PYP's six subject areas, and the skills developed in the six trans-disciplinary themes, to complement assessments in English and mathematics. In this way our assessment framework will provide us with clear evidence of the attainment and progress of each pupil. All internal assessments will be moderated by a team or senior leader.

D1.9   Enrichment activities

Akaal Primary School will operate an extended school day, with core curriculum time and time before and after school for enrichment. We see the enrichment sessions as a vital part of what the school offers, and there will be an expectation that all pupils will attend at least some sessions during the week. We will provide a programme that links children with their heritage, ensures that they learn a language formally as a life skill, and accelerates the learning of those that are not at the levels which will allow them to engage fully in the core curriculum without that additional support.

We will offer breakfast club to ensure that all pupils have a good start to the day and that working parents are fully supported. We see breakfast as a vital meal to enhance pupils' attention and good learning. Breakfast club will provide a healthy breakfast with a balanced diet for all who wish to attend.

Lunch will similarly offer an affordable fresh healthy menu with every pupil encouraged to eat fruit daily. Our expectation is that all children will enjoy school lunches, that the experience will be a social activity and an integral part of the school day. School meals will be entirely vegetarian (see D4 below), and we will ensure the food is healthy by following national guidelines on nutrition. We want pupils to look forward to their lunchtime and have an involvement in how the lunch is delivered.

After-school clubs and activities will provide a safe and happy environment for learning and play. This is particularly relevant for parents whose working commitments mean that they are not able to be at home at the end of the normal school day. We know from our prospective parents that many work and, as a community hub, we intend to support them fully in a way that helps us achieve the school's ambitions for all its pupils. Examples of the enrichment activities proposed are included in the table at the beginning of section D. They will be staffed by a mixture of volunteers among staff, as in any school, and volunteers from the local community. In some cases we may wish to buy in specialist support using voluntary funds.

The extra-curricular activities will include a range of heritage, culture, language, dance and music options. Some of these will have a Sikh focus, for example Sikh studies and Punjabi. While we would expect the majority of participants in these options to be Sikhs, all activities will be open to all pupils. There will also be plenty of parallel choices for children of other faiths and no faith, again open to all pupils, so that all can enjoy learning about arts, sports and improve their communication. All these activities will celebrate pupils' backgrounds and heritage. Activities will offer variety, interest and challenge. They will widen horizons and help to provide a greater breadth of learning than is usual for our young people. Pupils will gain the confidence to explore and learn for themselves

A further use of our enrichment programme will support, extend and challenge all learners, including those who are gifted and talented, allowing the school to reinforce key learning requirements in small group settings. Identified pupils of all levels of ability who are at risk of falling behind will be expected to attend sessions to accelerate their learning.

D1.10   Education in the community

We will continue to develop close links to local community groups, including through the Community Centre adjacent to our local Gurdwara and other Gurdwaras and community centres. Our current links mean that we are confident that, with volunteer support and some community funding, we will be able to offer a number of community learning options

such as ICT classes for beginners, English as a second or other language (ESOL) classes at low or no fees. We expect that many of those attending would be parents, who might well engage in an educational activity while their children are themselves following enrichment activities at the end of the school day. We would also make the school available for community and voluntary groups to use, again at no or low cost.

We have contacted local community groups with regard to delivery of ESOL courses to support parents in their ability to speak and write English, and in turn to support their children. We are confident that we can secure the delivery of ESOL courses at the school in its first year through the St James Centre based in Derby College. Such courses will support our vision and ethos for the success of our school.

Other activities will include family learning, skill-based training for parents to support them towards employment, activities such as common celebrations that will support community cohesion. Our aim is to create a school which is a community hub, aiming to build a sustainable multi-cultural community which itself is cohesive and forward thinking. With this focus in mind we aim to make Akaal Primary School a catalyst of positive change for the local area. This will support community cohesion and stem directly from the element of the Sikh ethos focusing on service to others.

D1.11   The school day and school terms

To ensure Akaal Primary School can deliver all it intends to provide, it will need an extended day, compared with the school day in many primary schools. Our local research tells us that parents welcome the security this brings for children at the beginning and end of the school day, particularly among families where both parents work. The diagram below sets out an outline of our proposed school day for the Reception year and Key Stage 1. As the school grows to capacity, we expect we will need to stagger breaks, so break and lunchtime for pupils in Key Stage 2 could differ as numbers increase. The table sets out how we expect curriculum and enrichment time to be distributed.

Times		Enrichment		Main school day		Curriculum time
8.00 – 8.30		Breakfast club				
8.30 – 9.00				Reg'n/Assembly		
9.00 – 10.30						1.5 hours
10.30 – 10.45				Break		
10.45 – 12.15						1.5 hours
12.15 – 13.15				Lunch		
13.15 – 14.15						1 hour
14.15 – 14.30				Break		
14.30 – 15.30						1 hour
15.30 – 16.30		Enrichment				
15.30 – 18.00		After-school care				
15.30 – 22.00		Community classes				

We intend to operate the school with a five-term year. With a large number of parents wishing to take holidays abroad, a single week is not sufficiently long during traditional half-term breaks. All breaks will be for two weeks or more to give parents maximum flexibility and to maintain high attendance. A typical year for the school might be as in the

table below (occasional days for bank holidays are not noted in the table) and would ensure national test dates (early-mid May) fall into term time.

The use of breaks of two weeks instead of one for what are traditionally described as half-term holidays has been found to reduce absence through extended holidays in the all-through Djanogly Academy in Nottingham and at Landau Forte Academy in Derby. The shorter holiday summer holiday period has also been beneficial in this academy in reducing the need to recap on learning from the last term of the year as pupils move into the school or up year.

Term 1	24 August 2015 – 16 October 2015	8 weeks
Pupil holiday	17 October 2015 – 1 November 2015	2 weeks
Term 2	2 November 2015 – 18 December 2015	7 weeks
Pupil holiday	19 December 2015 – 3 January 2016	2 weeks
Term 3	4 January 2016 – 26 February 2016	8 weeks
Pupil holiday	27 February 2016 – 13 March 2016	2 weeks
Term 4	14 March 2016 – 13 May 2016	9 weeks*
Pupil holiday	14 May 2016 – 29 May 2016	2 weeks
Term 5	30 May 2016 – 22 July 2016	8 weeks
Pupil holiday	23 July 2016 – 21 August 2016	4 weeks

*Statutory Easter holidays will be taken.

D1.11   Oral confidence

At Akaal Primary School we believe that facility with oral language is fundamental to the acquisition of reading and writing skills. Being able confidently to put forward explanations and question others is a key support for rapid learning. In the Reception year we will devise activities that include role-play, discussion and explanation to create a stimulating environment in which children can enjoy experimenting with and learning language, with adult support. We will use these strategies to raise children's achievement in language and increase parents' and carers' involvement in their children's language development. We will increasingly focus on language activities that will support transition to Year 1.

This focus on oral language will continue throughout the school. We will use oral language to support literacy, whether through reading or to develop pieces of writing. Pupils will become confident in reading out loud to adults and their peers, and use oral strategies to plan their writing. We will use strategies such as paired and well-focused group work and presentations to their peers, in class and in assemblies. We will expect pupils to develop their oral skills through, for example, arguing a case to peers, questioning others and making presentations so that they develop their higher-order thinking skills and are confident in presenting to others. We intend to put in place the resources that pupils need to generate internal audio and video programmes for local broadcast in the school, making use of links with the University of Derby.

D1.12   Levels of challenge

In addition to providing them with basic skills, we intend to develop our pupils into creative and critical thinkers, capable of interpreting information and making well-informed decision. This means designing activities that ask pupils to go beyond factual recall and a basic

understanding of what they have learned. We will use short-term ability grouping within one or two year groups to maximise the levels of challenge we provide and enable support and intervention resources to be used effectively.

We will use the following diagram to support teachers in planning activities that generate higher-order thinking skills with pupils at all levels of ability. In many schools, too few pupils are challenged to develop the higher-order thinking skills represented in the top rows of the table. At Akaal Primary School one of our aims will be to plan activities that use the whole spectrum of thinking skills set out below and with the full range of pupils' ability.

Creation	Evaluation
Making something new	Coming to conclusions
Key actions: design, build, construct, plan, devise, invent, produce, develop	*Key actions: review, comment, test, conclude, judge, critique, appraise*

Analysis
Exploring information and relationships
Key actions: organise, compare, contrast, categorise, analyse, examine

Application
Using knowledge in an unfamiliar situation
Key actions: use, apply, chart, draw, extend, solve

Understanding
Making sense of information
Key actions: explain, interpret, summarise, infer, discuss, clarify

Knowledge and factual recall
Remembering information
Key actions: find, list, name, locate, describe, pinpoint, specify, mention

D1.13 Approaches to teaching and learning

The goal is for consistently good and outstanding teaching in all lessons for every pupil, so they can make rapid progress. Through careful planning and inspiring delivery by creative and passionate staff, our pupils will develop independence and curiosity as they learn. They will learn through exploring, investigating and experimenting. These characteristics will in turn feed enthusiasm for more learning, and help to deliver our targets – not least that of instilling a life-long love of learning in every pupil at the Akaal Primary School. Teachers will use assessment for learning strategies to develop their work and involve pupils in the learning process.

Teachers' planning will focus clearly on pupils' learning outcomes and each piece of learning will have clear objectives. Teachers will plan differentiated approaches to learning through variations in tasks, resources and level of challenge. The school will expect detailed lesson plans that clearly set out what will be learned during the session. Teachers will take account of pupils' preferred learning styles, whether they be visual, auditory or kinaesthetic. Planning will include an indication of how activities will develop higher-order thinking skills in all pupils and how learning will be differentiated.

Pupils will be guided towards the level of task which stretches them and allows them to make good progress in their learning. They will know their targets, how well they are

currently doing and the teacher will provide a clear indication of what they need to do next to accelerate their learning. Pupils will have opportunities to select the activities, individually or in small groups, that will stretch and challenge them and enable them to meet their targets.

We will provide support for those who need it through teaching assistants, who will be trained to go well beyond task completion and discuss with pupils how well they are learning. This will typically be through smaller groups and one-to-one discussions for more individual support and challenge.

Our cross-curricular thematic approach to learning will also be investigative, experiential and problem-solving. Each theme will have a key question to be answered, along with a range of potential processes or activities. This sets the scene for personalised and independent learning experiences, guided by teachers and teaching assistants. Learning will be supported by significant external inputs from visits, experiences, speakers and interactive technologies to widen and develop pupils' individual experiences.

Classrooms will include display walls and working walls where students can contribute to other pupils' learning experiences through sharing their findings from their own work. Pupils will make extensive use of the school's virtual learning environment (VLE) for research, presentation and storage of their work. We expect to make extensive use of portable tablet computers through a wireless network for maximum flexibility.

Teaching will place great emphasis on paired and small-group work to enhance pupils' communication skills, particularly with each other as they discuss approaches to solving key questions that will be posed at the beginning of a piece of learning. Careful assessment will enable teachers to cross-check individual pupils' attainment and progress against the scheme of work and ensure that they are making rapid progress.

Teachers will set homework, which is likely to start with 20 minutes reading a night with parents in the Reception year, and extend to 40 minutes a night in Year 6 across a range of subjects and personal projects.

D1.14   In-class assessment

We place a strong emphasis on teachers assessing learning rigorously as it is taking place, and expect that this will happen daily using assessment for learning strategies. Teachers will use a wide range of assessment strategies to evaluate learning and pupils' progress towards short-term learning goals and end-of-year targets. This will enable them identify which pupils are in a position to move on quickly with their learning and which need further support. Part of this is an expectation that pupils will reflect on their own learning.

To support this, we will encourage extensive use of **self-assessment and peer assessment**. In the Reception year, teachers and teaching assistants will observe learning and make use of tablet computers to capture images of children at work, annotating these to create a visual record that will help them to generate assessments for the Foundation Stage Profile. We will ensure rigour in the Reception year by insisting achievement is evidenced by a criterion being met on three occasions.

As pupils grow older and more aware of the learning process, pupils will record their thoughts and comments on what they have read and on the learning activities they have

taken part in. They will use these thoughts to reflect on their learning, and begin to undertake self-assessment guided by the teacher.

From Year 1 pupils will begin to create a diary that will become increasingly focused on how well pupils have met assessment criteria across the whole curriculum. Where needed, staff will provide support for this process, typically through using teaching assistants. These self-assessments will help pupils become confident in setting their own targets for progress and achievement, giving the child ownership of their learning. By the end of Key Stage 2, pupils will be making confident use of assessment criteria to come to conclusions about their work, and to think about what they need to do to improve it.

Formative assessment will take place continuously during lessons. Teachers will use 'assessment for learning' strategies to gauge pupils' understanding and devise suitable next steps in learning. Teachers will observe, comment on and often record progress during everyday classroom activities, discussing their views with pupils. They will have access through the VLE to any work that pupils have stored and can make some assessments based on this evidence. These formative assessments will enable teachers to modify the learning experiences, materials and strategies that they use in subsequent teaching.

Typical formative assessment strategies are likely to be:
- question and answer sessions, during a lesson or in a plenary session
- observation of pupils working individually and in groups
- on-going assessment of practical tasks
- assessment of written work, either completed in class or as a homework task, with feedback on how pupils can improve their work
- assessment of pupils' presentations.

We will expect teachers to use nationally recognised assessment for learning strategies to support effective learning, for example:
- sharing learning goals/intentions with pupils in all lessons
- establishing and communicating clear success criteria.
- consistent feedback and marking strategies, orally, in writing and through self-marking
- effective and open-ended questioning techniques
- extensive use of self-assessment and peer assessment
- setting realistic and challenging targets for improvement.

Summative assessment will take the form of end-of-unit assessments, internal school tests and national assessments. End of term assessments will be an essential tool for identifying progress over a period of time. These assessments will be based on the relevant subject national criteria. The use of summative assessment is developed further in section D2.3.

D1.15 Use of computers and other devices

Information and communication technology (ICT) exists to support the school in achieving its aims. We will make as much use of ICT in teaching and learning as is possible, and will capitalise on many learners' enthusiasm and skills for adopting and embracing technology. The use of new and emerging technologies, for example tablet computers, will play a central role in learning for our pupils. With the detail depending on finances, we expect to invest heavily in tablet computers.

These will provide innovative approaches to learning, support rapid progress in literacy and numeracy, and engage and motivate pupils. We expect that some of our pupils may not have access to new technologies at home, and so our provision throughout the school day and into the evening will not only help them to bridge the digital divide, but provide a wider community facility. These approaches will root the curriculum in today's real world, and provide stretch, ambition and interest for all our pupils.

We will teach computing as a discipline in its own right as well as by using devices across the curriculum to support subject learning. Pupils will develop their skills through the use of programmable devices such as *Roamer* and *Bee Bot*. This will build up a range of competencies, including pupils' ability to devise algorithms and make decisions about how they can use computers to support learning. In this way we are supporting pupils' personal, learning and thinking skills as well as their ICT skills.

We will develop a virtual learning environment (VLE) in the first two years of operation. The development of the VLE will be supported by substantial staff training. The VLE will provide opportunities for pupils to access their work, particularly remotely from home, enabling them to share a wider range of work with their parents. Pupils will be able to access homework from home. Remote access will enable parents to access their children's assessment and other records securely from home. We intend to develop this in the future to record pupils' target levels and short-term goals so that pupils and their parents can see progress towards them.

The use of technology will be a key tool in ensuring that the curriculum is personalised to meet the individual needs of all learners. We intend to ensure that interactive white boards are available in all classrooms and that, through training, teachers and pupils use them effectively and creatively. We will enhance learning, especially using in-class software that supports the achievement of lower-attaining pupils and through a greater degree of independent learning for higher-attaining pupils.

In the longer term, we intend technology to play a significant part in pupils' learning, and expect that:
- the VLE will enable pupils to access work from home so they can carry on their learning outside of the classroom
- students without facilities at home will be able to use the school's resources during enrichment time, minimising any disadvantage they may be experiencing
- homework will be enhanced and individualised more effectively, with independent project work playing a stronger part
- the VLE will be used to record pupils' targets, their progress towards them and the short-term goals they set with their teacher to improve their work and accelerate their progress towards their targets.

D1.16   Pupils who speak English as an additional language

The multicultural nature of the areas to be covered by the school, and the fact that it includes many new arrivals from other countries, gives the average EAL intake for the 12 local primary schools listed in section C at 65%, against a national average of 15%. We expect our intake, therefore, to include a high proportion of pupils to speak English as an additional language. The most dominant community languages in the area currently are Polish and Slovakian. Management of EAL as a barrier to learning is therefore a key strategic issue for the school.

We expect our pupils who speak English as an additional language will fall into three broad stages across the language spectrum:

- beginners or early bilingual pupils with little or no English when they join the school
- developing bilingual pupils who can access the curriculum through an increasingly effective acquisition of English
- more advanced bilingual learners who have sufficient English to gain virtually unrestricted access to the curriculum.

The school will undertake an initial assessment of all new pupils to determine their language levels in English, using external specialist support and drawing on our links with Derby's specialist EAL support unit at Bemrose School. Having determined their level of need, support will be provided in one of three ways:

- individualised intensive language teaching for those with little or no English through intensive in-class support or withdrawal for short, time-limited one-to-one or small group teaching
- individual or small group, differentiated in-class support for early and developing bilingual pupils to enable them to access the curriculum more effectively
- continued subject-specific, in-class support for more able bilingual learners, as required.

Our intervention language teaching will aim to provide sufficient language skills in a short period of time that will enable pupils to access the full curriculum. Evidence from schools in the US with a high proportion of students who have very limited English suggests that focusing on intensive support for English and mathematics for much of the week builds language confidence quickly. Depending on need, this may be through intensive in-class support or through withdrawal for one-to-one or small group teaching, with activities such as physical education, music and art followed alongside other pupils.

We recognise that language acquisition is driven by linguistic, academic, cognitive and cultural development in both English and the pupil's first language. The school's approach through initial assessment and individualised learning will benefit pupils who speak English as an additional language greatly, as they will be able to learn at their own pace, with one-to-one support from teachers.

Out-of-hours classes will also provide an additional learning opportunity for those pupils who may require extra assistance. A number of pupils who speak English as an additional language may also have special educational needs, and intervention staff will monitor pupils' progress so that their needs can be accurately identified and met.

Pupils who are able to access the curriculum will be supported in their language development through in-class support. Language acquisition will be at the core of all lessons, and applies to all pupils, regardless of the level of English use they have.
In addition to this, the acquisition of language, respect for and learning about other countries and cultures, and an international outlook will be inherent to the school's ethos and approach to learning. Diversity will be celebrated and valued, and will be a strong element reflecting the school's Sikh ethos.

Our research has shown us that best practice recommends learning English while still promoting and facilitating the maintenance of the pupil's home language. We will therefore encourage parents to learn English alongside their child, while continuing to use and develop their child's mother tongue because children's acquisition of a second language

builds on the skills and concepts they have acquired through their first language. Our contacts with local community groups about teaching ESOL mean we are confident that we can secure ESOL delivery at the school in its first year, through the St James Centre based in Derby College, which will support our vision and ethos for the school.

D1.17   Pupils with special educational needs and disabilities

With the expected 19% of students having special educational needs (SEN), the school will make early identification of disabled pupils and those who have special educational needs and will follow the national guidance on SEN as set out in *SEN Code of Practice* and relevant legislation. The school will also comply with its disability equality duties under the *Equality Act 2010*, particularly in ensuring our building provides access for all. From the data and engagement we have undertaken in the local area to date, we expect our intake to have a broadly average percentage of pupils with special educational needs.

Akaal Primary School will adopt a graduated response to meeting special educational needs, in line with the current code of practice. We will work closely with parents, staff and other partners and stakeholders to make high-quality provision for disabled pupils and those who have special educational needs so that we can remove barriers to their achievement. We will take particular care to distinguish between pupils with special educational needs and those who are learning English as an additional language, as support strategies may be very different.

Our focus on discussions with parents on transition into school will mean that we will be in a strong position to work with them closely where they have concerns about their children's needs. Pupils with special educational needs will be identified on entry to the school or as soon as a specific difficulty becomes apparent. Where necessary, we will involve the local authority in a formal assessment of their needs. All will have an individual education plan which will set out clearly their needs and how the school will provide personalised support and intervention to ensure they are met.

Pupils will be provided with support through a mix of one-to-one, small group and in-class support, according to need. Pupils supported through school action plus or a statement of special educational needs may also receive support from relevant external specialists. Where appropriate, we will make use of a sensory room to support pupils. Literacy teaching for pupils with special educational needs will be based, like that in the rest of the school, on phonics approaches. We will also expect pupils with special educational needs to develop the resilience they need to become confident and successful learners.

Pupils will have individual provision maps that show how the curriculum will be interpreted in a way that supports their intellectual and personal growth. These will be based on the pupil's individual education plan, and created jointly by the special educational needs coordinator, the class teacher and associated teaching assistants. Our approaches to planning in teams mean that there will be frequent discussions between teachers and teaching assistants about pupils' progress, and provision maps will be adjusted continually in the light of the progress made by these pupils. The provision maps will also give a clear indication of the resources that will be needed to support individual pupils and provided valuable support for budgeting.

We want all children to do well and will ensure that all pupils, including those with special educational needs, have access to a range of specialist support services which meet their individual needs. This includes links to health and social care, educational support services and voluntary support groups, making use of multi-agency approaches.

We intend to build a strategic partnership with the autism unit at our local secondary school, which is deemed 'outstanding', to extend our expertise in this specialism and supporting the delivery of training in special educational needs support for all staff.

Our clear and transparent approach to behaviour and discipline, which will be followed and modelled by all at the school, will help pupils with social and emotional learning difficulties to adapt to the school's expectations, as they are positively reinforced during their time at school.

D1.18   Meeting the needs of all pupils

We will welcome all pupils to the school, irrespective of their background and irrespective of their specific needs. As an inclusive school we will be committed to an integrated approach to learning and believe that we have a shared responsibility to ensure that each child is appreciated and nurtured. We demonstrate this through our attitudes and practice and by being a welcoming and empathetic school community. The attitudes and values we establish in our Sikh ethos will drive our practices. We recognise the importance of establishing very effective links with parents so that they feel confident to support their child's education.

Staff will be deployed to support vulnerable groups and some individual pupils, including those with significant behavioural challenges, so that they can focus on learning. The welcoming atmosphere we will provide will support those pupils who transfer to the school other than at the start of the year, with specific induction processes and buddies or mentors playing their part.

Our strategic approach to meeting the varying needs of all pupils focuses on differentiation, individual attention and being specific rather than general. These lie at the heart of planning, delivery and evaluation. Our clear focus on higher-order thinking skills will present high levels of challenge to all pupils in each class, including gifted and talented pupils. We will monitor curriculum activities and teachers' planning to ensure they identify differentiated activities and resources.

Akaal Primary School will provide pupils with personalised opportunities to approach their education independently and at a level which will ensure that they are fully engaged with learning. We will provide individualised or small group activities that enable our most able students to surge ahead and, on occasions, present their findings to other students. In literacy and numeracy, gifted and talented pupils will be grouped by ability at times so that a better match of activities can be made available.

In addition, pupils will have access to extra-curricular activities which will enhance their learning out of the classroom and enhance their social skills. They will also engage in activities with other pupils that are fun and provide balance in their learning.

D1.19   The role of the Assistant Headteacher (Inclusion)

We have given considerable weight to the central importance of meeting all varying needs by including the role of special educational needs coordinator (SENCo) within an assistant headteacher post. The assistant headteacher will have the responsibilities of the SENCo as part of a wider inclusion role designed to combat disadvantage and support our pupils who speak English as an additional language, as well as disabled pupils and those with

special educational needs. This arrangement will ensure that the SENCo, as a member of the senior leadership team, will be able to influence policy decisions and day-to-day practice effectively.

The SENCo will coordinate the school's provision for all vulnerable pupils and those whose individual needs demand additional support or intervention. This includes pupils who have or might have special educational needs, pupils who speak English as an additional language and those who are gifted and talented. The SENCo will be the lead professional in respect of the assessment, review and support for all students who have, or may have, special educational needs.

The SENCo will have particular responsibility for:
- leading, managing and evaluating the provision and regular review of all individual support and intervention activities, and overseeing the generation of provision maps
- ensuring the effective day-to-day operation of the implementation of all inclusion policies throughout the school
- identification and assessment of pupils who may have special educational needs to identify what, if any, support is needed, and contributing to the statutory assessment of a pupil
- maintenance of all support and intervention registers, including overseeing the records of all pupils with SEN
- ensuring that the available resources are allocated effectively for support and intervention activities
- checking pupils progress regularly
- ensuring that staff and governors are fully apprised of the school's legal obligations, particularly in respect of pupils with statements
- organising, delivering and monitoring high-quality professional learning opportunities for all staff so that the majority of pupils' individual needs can be met in the classroom by the teacher
- using ICT imaginatively and innovatively to overcome specific barriers to learning
- liaising with specialist external agencies (including, for example CAMHS and those supporting hearing and visually impaired students), the local authority's SEN and inclusion services, health and social care and voluntary bodies to ensure appropriate provision and care is made for pupils with individual needs.

D1.20   Transition to secondary school

The inquiry-based approach to the curriculum we will take at Akaal Primary School will support transition between primary and secondary education, supplemented with close links with our secondary partner schools.

We are confident that our proposed curriculum will improve outcomes for our pupils in the following ways and will support easy transition into Derby secondary schools:
- the literacy specialism will ensure that all children leave primary education ready to tackle a Key Stage 3 curriculum with confidence, and a very good level of functional language understanding
- our investigative and personalised learning approaches will help pupils develop independent learning at the next stage of their education
- specialist subject lessons in the upper part of Key Stage 2, particularly by inviting secondary staff in science, technology and languages, will familiarise students with specialist subject work they will find in Year 7

- visits to secondary schools after the offer date for admissions will support a confident start to the new term
- the sense of being an important part of a wider learning community will create confidence and a love of learning which will reach beyond the end of primary school.

We have forged links with a number of secondary schools. These schools have agreed to offer support to Akaal Primary School staff in the specialist areas listed, and in some cases provide specialist training (to be negotiated during the pre-opening phase) as noted below:

Secondary school	Potential link feature
Littleover Community School	An Ofsted 'outstanding' school
Derby Moor Community Sports College	Sports and physical education provision
Bemrose School	English as an additional language (EAL) provision (they have Derby City's language unit on site)
	Special educational needs (SEN) provision (they have an autism specialist base)
City of Derby Academy	Innovation and technology (the Academy's specialism)
Derby Grammar School	Gifted and talented provision

D2 Measuring pupil performance and setting targets

D2.1 Whole-school academic targets

We have set ambitious targets for Akaal Primary School. We want pupils to achieve results in national tests that are above national averages. In a relatively disadvantaged area the only way to achieve this is for pupils to make better progress than is expected nationally. For this reason we have set challenging targets for both attainment and progress.

Additionally, we wish to set targets that take account of pupils' performance that is much better than typical or even exceptional, rather than focus on just reaching the expected threshold. For this reason we are setting targets that cover the percentage meeting a threshold and an average measure, where possible, for both attainment and progress.

We expect pupils' progress to accelerate as they move the year groups, so our attainment targets have been set well above national averages at the end of Key Stage 2 and just above national averages at the end of Key Stage 1. We have set demanding progress targets throughout so that all pupils make better than average progress.

School targets at the end of Key Stage 2			
(Based on 2013 national data, shown)	Level 4+	Level 5+	Level 6
Reading	96% *(86%)*	54% *(44%)*	5%
Writing	93% *(83%)*	45% *(30%)*	3%
Mathematics	95% *(85%)*	51% *(41%)*	6%
Re, Wr and Ma combined	85% *(75%)*	30% *(20%)*	2%
(Based on 2013 national data, shown)	Average point score		
Reading	31.5 *(28.5)*		
Writing	30.5 *(27.5)*		
Mathematics	31.7 *(28.7)*		

School targets at the end of Key Stage 1		
(Based on 2013 national data, shown)	Level 2b+	Level 3+
Reading	82% *(79%)*	30% *(29%)*
Writing	70% *(67%)*	16% *(15%)*
Mathematics	81% *(78%)*	24% *(23%)*
(Based on 2013 national data, shown)	Average point score	
Reading	17.3 *(16.3)*	
Writing	15.9 *(14.9)*	
Mathematics	17.1 *(16.1)*	

School targets at the end of Year 1	
(Based on 2013 national data)	Expected standard (reaching a score of 32+)
Phonics check	72% *(71%)*

Progress targets Year 1 to Year 6		
	Minimum progress	Target progress
Average NC points gained per year: KS1	4	6
Average NC points gained per year: KS2	3.5	4.5

Targets at the end of Foundation Stage		
(Based on 2013 national data)	Meeting or exceeding the early learning goals	Exceeding the early learning goals
Communication and language	80%	20%
Physical development	85%	18%
Personal, social and em'l dev't	85%	16%
Literacy	70%	15%
Mathematics	75%	12%
Understanding the world	83%	10%
Expressive arts and design	84%	12%
Good level of development*	55%	

Achieving the early learning goals in the three prime areas, literacy and mathematics

Other targets related to achievement
All SEN pupils will make at least the progress made nationally by this group from Year 1
All EAL pupils will make at least the progress made nationally by this group from Year 1
Pupils supported by the pupil premium will reach standards at least as high as their peers
Pupils supported by the pupil premium will make at least as fast progress as their peers
100% of teaching will be good or better
50% of teaching will be outstanding
The school will judged to be outstanding when it is inspected by Ofsted (*at least good in its first full inspection and outstanding in its second*)

D2.2   Behaviour and attendance targets

It is a primary aim of our school that every member of the school community will feel valued and respected, and that each person is treated fairly and well. Our values are built on mutual trust and respect for all. The school behaviour policy will therefore be designed to support the way in which all members of the school can live and work together in a

supportive, effective and considerate way. It aims to promote an environment where everyone feels confident, safe and secure.

The school behaviour policy will focus firstly on rewarding good behaviour as we believe that this will develop an ethos of kindness and co-operation. Our policy will be designed to promote good behaviour, rather than merely deter anti-social behaviour, with records of rewards issued. Pupils will be expected to adhere to an agreed code of conduct. The code will make our expectations of good behaviour very clear, including our expectations that children will listen carefully, try their best in all that they do, be considerate of others and their right to learn, and to behave in a way which keeps themselves safe and all those working with them.

Where behaviour falls below an acceptable standard and the pupil does not respond to a request from the teacher of other adult to behave appropriately, sanctions will be issued, with the level determined by the seriousness of the behaviour, and referral will be made to senior staff. This will result in contact with parents and a discussion about the ways in which the pupil's behaviour can be improved.

Although the headteacher will make use of exclusion where it is found to be absolutely necessary, our aim is to ensure that appropriate support is provided, including short-term withdrawal from class to provide individual or small group learning so that the learning of the rest of the class is not disrupted.

The school will place a high level of importance on attendance, working with parents to maximise attendance. We will not authorise extended absence in term-time, particularly for holidays, as we have built sufficient two-week breaks into the school year to enable these to take place.

Targets related to behaviour and attendance
Pupils' attendance will exceed 96%
Fewer than 3% of pupils will be persistent absent (<85% attendance)
No pupil will be permanently excluded
Fewer than 10 pupil-days of fixed period exclusions will be used
Internal referrals show that fewer than 1% of lessons are disrupted
The number of rewards issued to pupils will exceed twice the number of sanctions issued
The number of bullying incidents will be fewer than 1% of the pupil roll
The number of racially motivated incidents will be fewer than 0.5% of the pupil roll
Once an incident of bullying is resolved, no perpetrator re-offends
All pupils will attend at least two after-school activities each week
All pupils will attend at least one after-school sporting or physical activity each week
All pupils from Year 3 upwards will take part in a community activity each year

Other targets
Surveys indicate that 99% of parents are satisfied with the school
Surveys indicate that 99% of pupils are satisfied with the school
Staff morale, as indicated by surveys, is high
The school is fully subscribed or over-subscribed

D2.3   Assessing pupils' achievements

We expect staff to make accurate and consistent assessments of pupils' attainment as they learn and move through the school. Teachers and teaching assistants will be trained in assessment practices and work jointly within each year group and in their teams. We will establish links with other schools to moderate assessments and participate fully in any existing local arrangements.

Regular **summative assessment**s will be recorded centrally. They will be based on end-of-unit assessments, internal school tests and national assessments (where available), and pupils' written work. These assessments will be made using the relevant national criteria for the subject (where they exist) and our own criteria (where there is no national system) and levelled. These assessments will be an essential tool for identifying progress over a period of time.

We will make use of an Early Years Foundation Stage 'Passport' as pupils join the Reception year. This will enable parents to share with us essential information that will help staff plan activities that will engage and motive the children. Staff will also make use of any available assessments from any care or nursery setting that the child has attended in the earlier part of the Foundation Stage. Children without such an assessment will be carefully observed while learning so that a baseline assessment can be in place within three weeks of their start in the Reception year.

As we move through the Reception year we will assess pupils regularly against the early learning goals. This means we will have a clear picture of those pupils who are exceeding, meeting or not yet meeting ('emerging') the expected levels across the elements of the profile.

At the end of the Reception year we will record achievement on the Early Years Foundation Stage Profile (EYFSP), making use of the moderation facilities available through local groups and the Derby City local authority. As pupils leave the Early Years Foundation Stage we will make comparisons with national standards.

In Years 1 to 6 we will assess pupils in reading, writing and mathematics using the sub-levels of the National Curriculum (or similar national system as it is introduced). This will be done rigorously towards the end of each of our five terms in both key stages. If necessary, we will use P-scales where attainment is very low. In the other four areas of the Primary Years Programme (PYP), we will use teachers' assessments against our own criteria, annually in Key Stage 1 and termly in Key Stage 2, to establish a broad picture of pupils' attainment.

At the level of an individual pupil, these assessments will enable us to determine whether a pupil is on track to meet their challenging targets. In this way, class teachers, tutors and

senior staff will use them to identify individual pupils who are at risk of falling behind and put in place suitable support and intervention strategies (see section D2.6).

Additionally, we will compare average attainment at the end of each unit with the average attainment at the end of previous units, building up a picture of the progress of groups of pupils over the year. Teachers will use the information gained from assessment data to guide and improve their own planning and teaching. The leadership team will use the aggregated data to evaluate the performance of the school, year group, subject or specific group of pupils. This will enable senior staff to identify outstanding practice that can be shared and where intervention, at staff level, might be needed across the whole school as part of a professional development programme or with individual teachers (see section D2.9).

Diagnostic assessment will be brought into play, both for screening purposes and where pupils encounter persistent difficulties with their learning. We will use the national phonics check in Year 1 and intend to screen for dyslexia, for example, in the early part of Key Stage 2. Where individual difficulties persist, we will use a variety of diagnostic tests and assessments to enhance the assessment process.

We will provide training for staff in the use of appropriate diagnostic tests so that we can use a teacher or teaching assistant as a resource in specific areas. Diagnostic analysis will be used to identify attitudes, knowledge, understanding and/or skills which may be preventing or hindering progress. This includes the identification of the learning styles of individual pupils and the impact this may have on achievement.

We intend also to keep careful checks on behaviour and attendance, so that we can link any lack of academic progress to influences that might exist outside the classroom, following any absence or behaviour issues up rigorously.

D2.4   Tracking pupils' progress

We will use a computer-based tracking tool to record and analyse pupils' attainment termly. We will set annual targets for the attainment of individual pupils in reading, writing and mathematics, using national sub-levels or their future equivalent. In Key Stage 2 we will include a target for science and the other three subject areas of the PYP. Pupils will know their targets and discuss with their teachers the progress they are making towards achieving them. When marking pupils' work, teachers will ensure that all pupils know what levels they are working at and, more importantly, what they need to do to improve it.

With the youngest pupils, teachers will discuss their learning and progress with their pupils and record for each what improvements are needed, conveying those to pupils orally. As pupils grow more mature, we expect that pupils will take on responsibility for recording their next steps in learning following discussion with their teacher. Ultimately we see this being done through computer software into the VLE, creating an e-profile for each pupil, with pupils and parents having access from home and teachers being able to collate the next steps in learning for the whole class to support planning.

Termly assessments will be recorded centrally and analysed in two ways:
- a colour-coded (red/amber/green) track of the attainment and progress of individual pupils
- the attainment and progress, of the full range of pupil groups present in the academy.

This will enable senior staff and coordinators to identify potential underperformance of individual pupils and put in place support or intervention classes, focusing mainly on literacy and numeracy. Teachers will use this data to support their planning.

Additionally, the school will make extensive use termly of the available data to identify the average progress of groups of pupils in National Curriculum points per year. This will enable us to have better means of identifying exceptional practice that can be shared and where intervention may be needed among staff or for particular groups of pupils. We will set minimum progress targets for the school as a whole and all groups of pupils, as well as a target for average progress (below).

The range of groups to be identified include gender, pupil premium (including free school meals), and ethnic groups, English as an additional language, gifted and talented, the three levels of special educational needs support, year group, classes, and whether the pupils are taught in mixed or single year groups. For pupils up to Year 2, we will monitor progress by term of birth.

	NC points per year	Current equivalent in levels
Minimum acceptable progress for groups	3.5	More than two levels in Key Stage 2
Target progress for all groups of pupils	4.5+	Three levels in Key Stage 2, or better

We will make specific use of the termly assessments in reading, writing and mathematics (and science in KS2) to evaluate the impact of the academy's teaching in these areas. This will enable senior staff to focus clearly in lesson observations on staff whose teaching leads to the slowest progress, and to provide coaching and other support to bring about improvement.

For other areas of the curriculum we will record and analyse assessment data in the same way (annually in KS1, termly in KS2). This will give us information about pupils attainment and progress which is compatible that in English and mathematics

The headteacher will report formally to the governing body every term about pupils' attainment and progress, allowing detailed consideration of outcomes. We expect the governors to challenge the senior team to ensure consistent improvement.

D2.5   Reporting to parents

We will make assessment data available on the VLE for secure pupil and parent access from home. Nearer to opening we will evaluate the best software package to support this. Parents will have an update on their child's attainment (sub-level assessments or their future equivalent) and progress (red/amber/green colour coding) every term through a short report. They will be able to access current assessments at any time using the VLE. Attendance and behaviour data will also be available on-line.

Where staff are concerned about pupils' progress, they will make contact with parents to discuss how best to accelerate progress. We expect much of this contact to be made

through the class teacher, but we recognise that, in some cases, the Family Support Worker or a member of the senior leadership team will need to become involved.

D2.6   Support and intervention for pupils

Staff teams will meet weekly to consider how well pupils are learning and, if needed, the level of support needed for individual pupils. This is part of the normal process of joint planning to meet the needs of all pupils in the class.

At the beginning of every term, making use of assessment data from the previous term, senior staff will meet with staff teams will look carefully at the progress being made by each individual pupil towards their targets. This might lead to upward revision of a pupil's target if their progress is exceptional and sustained. If an individual pupil is not making the progress needed to achieve their target levels, support or intervention strategies will be put in place. Discussion with parents would follow to reinforce the solution. Our close involvement with parents from the outset would help to ensure their agreement. We would also work with them to ensure that they can support their child as effectively as possible.

Support and intervention strategies, designed to help get the pupil back on track, might involve:
- modification of resources or activities within the normal class
- specific or general support from a teaching assistant with the normal class
- withdrawal for specific one-to-one or small group intervention teaching
- mandatory attendance at an after-school enrichment or support class
- the involvement of specialist input from outside the school, through the SENCo.

Members of the senior leadership team will teach for an average of half of the school week, with the headteacher expected to contribute less and other SLT members contributing a little more, but they will not have class responsibilities. We will expect the members of the SLT to act as role-models for the rest of the staff, and intend to use their skills flexibly. For example, their input in literacy would enable three groups to be formed in a year group rather than two. They might provide support and intervention teaching, especially in literacy and numeracy. If they have particular specialism, for example technology or music, they might take a class in this subject during the class teacher's PPA time. In this way, we expect senior leaders, collectively, to interact with pupils in each year group. This arrangement would also provide enable senior leaders to bring their personal experiences to bear when supporting other teachers and teaching assistants.

D2.7   Involvement of parents

Our ethos involves working closely and collaboratively with parents (which includes carers) in all aspects of pupil's education. We have high expectations of our parents in the way that they will support their child's learning and cooperate with the school. We will make use of a home-school agreement to ensure this key message is well understood. We will build a supportive dialogue between the home and the school, and we will inform parents immediately if we have concerns about their child's welfare or behaviour. We will expect teachers to make contact with parents to celebrate their children's successes, too.

To ensure this work has a high profile, we will have a full-time Family Support Worker post. The Family Support Worker will be the lead professional in ensuring the school has the full support of parents and carers. His or her work will begin with the transition programme as all children start school and focus increasingly on hard-to-reach parents where the school will need to make considerable efforts to maintain their engagement. The Family Support

Worker will also follow up cases of significant or unexplained non-attendance to ensure the school meets its attendance targets,

Parents will receive a full written report towards the end of each school year. They will have an opportunity to meet their child's teachers twice each year, and once at the end of the year to discuss the written report. Where parents are unable to attend the relevant parents' meeting, staff will make every effort to ensure a meeting takes place at another time. In exceptional cases, we will visit the pupils' home to ensure we make contact with parents.

This will be supplemented by regular invitations to participate in theme days, visit the school to see classrooms in action, and other opportunities for contact with staff. We expect teachers and parents will be in contact through emails, text messages and telephone calls. We expect parents will have brief conversations with their child's teacher at the beginning or end of the school day to exchange information, or arrange a more formal discussion if it is needed. In this way we will build up outstanding relationships between staff and parents. The school will have an 'open-door' policy in respect of parents.

This contact will be enhanced by access through a parent portal on the school's website. Parents will be able to access a variety of information including data on their child's progress and attendance, the curriculum, news about the school in action, parent activities, a diary and calendar, reports and important links. We will also provide a range of messaging services (text, email, phone calls) to inform parents of important information, and where needed, to ask them to come to discuss with staff any issues with their child. We will use translation services (as we have done in our consultations) to ensure that we reach all parents.

Parents will be given briefing sessions in advance of, and shortly after moving into, each new year group, and we will prepare for the arrival of our new pupils by arranging home visits before they join the school. We will provide regularly curriculum overviews, so that they know what their child will be studying in each term. Some elements of the curriculum will be supported by parental workshops so that parents are in a better position to help their children at home.

We also intend to ask frequently for feedback, and provide a variety of methods for parents and others to communicate with the school, growing out of the collaborative approach we have taken to setting up the school. One important element of this will be a parent forum, made up of an elected parent representative from each class, which will meet with senior staff termly to discuss policy and practice in the school.

D2.8   Assessing pupils' holistic development

The school's faith ethos will be foundation for each pupil's character development at Akaal Primary School. From Year 1, pupils will be supported in self-assessing the way their personal qualities are developing through a specific element or profile in their diary.

Peer assessment and adult validation will help younger pupils to evaluate where they stand in a range of areas represented in the school's Sikh ethos. As pupils grow older, they will develop the skills of evaluating and providing evidence for their achievements in the areas set out in the table below.

Name of Virtue	Definition
Courage	Acting with bravery in fearful situations
Justice	Acting with fairness towards others by honouring rights and responsibilities
Honesty	Being truthful and sincere
Kindness/compassion	Exhibiting care and concern for others
Self-discipline	Acting well in the presence of tempting pleasures
Gratitude	Feeling and expressing thanks for benefits
Humility/modesty	Estimating oneself accurately within reasonable limits
Contentment	Being satisfied with one's state, one's actions and oneself
Service to others	Serving humanity selflessly without any expectation in return
Resilience	Sustaining a positive outlook despite disappointment, setbacks or suffering
Determination	Persevering to an endpoint with drive and commitment
Creativity	Using materials or ideas to generate a unique contribution

D2.9   School organisation and pastoral support

The school will be organised by year group, with two mixed-ability classes in each year. With the exception of the Reception year, the teams of teachers will span two year groups (Y1/2, Y3/4 and Y5/6). There will therefore be four teams of staff, each with its team leader. We intend to operate smaller groups for English and mathematics by using a mix of senior staff, additional support and intervention staff, and teaching assistants to provide the additional resources that will ensure we meet the needs of all pupils.

For occasions where larger groups are needed, for example for assemblies and some enrichment activities, we intend to work by key stage, with the Reception year joining Key Stage 1. There will also be some whole-school events.

Support for the care and well-being of our pupils will also be organised by year group. Teaching staff and team leaders will work with the Family Support Worker to resolve any issues with pupils' parents and carers. We will run a nurture group that will enable us to support our most vulnerable pupils until they are ready to re-integrate with their mainstream class.

We will provide a framework of emotional support, within and outside the curriculum, that helps our pupils deal with the challenges of entering a school as a young child and dealing with the transition to being a young adult, with the emotional needs that arise during this time. This will include counselling. We will strive to ensure that all our staff remember how difficult this transition can be, and how much more difficult it can be for some children whose home circumstances are not stable.

We intend to introduce a series of approaches that will help the school grow into a highly supportive and inclusive school community. The variety and range of our enrichment activities will provide many and varied opportunities for pupils to mix with pupils of different ages. In addition, we will introduce:
- a **buddying system**, where older children support new arrivals, those who are particularly vulnerable, after training and with support from staff
- a **friendship bench**, where those in need of a chat, or a friend, can sit and a trained buddy (or indeed any child) will come and join them to talk about what is worrying them

- a **restorative justice approach** to deal with situations where there is disagreement or where problems occur
- an **elected school council** which will give a pupils a real voice in the way the school is run from day to day.

Our pastoral support arrangements will be supplemented by a wide-ranging personal, social and health education programme and the use of circle time as part of the curriculum so that important issues and messages can be shared, particularly reinforcing good patterns of behaviour and work. We will make use of compassionate approaches in our transactions with pupils. Staff will be trained in this area, and we will make counselling and 'talking therapies' available to pupils and staff, drawing on the work of Prof Paul Gilbert at the University of Derby.

We will ensure all safeguarding arrangements are fully in place. Leadership of this area, and that of child protection, will be through a member of the senior leadership team, with the headteacher retaining oversight and ultimate responsibility.

D2.10   Quality assurance to maintain strong performance

The school's quality assurance system will be designed to hold teachers accountable for the attainment and progress of pupils in their classes and to enable the governing body to hold the school to account for its overall performance.

In addition to taking account of feedback from pupils, staff, parents and carers, quality assurance in the academy will follow two main strands:
- analysis of attainment, progress and other data
- the observation of teaching and learning.

Five times a year, the recorded assessment data for each pupil will be aggregated in a variety of ways to gain a clear picture of the attainment of different groups of pupils at that point in the year, and the progress made since the last assessment and from the beginning of the school year. These groups will include analysis by:
- class, year group and gender (B/G)
- ethnic group (all represented in the school)
- language (EAL/non-EAL)
- disadvantage (FSM or pupil premium / non-FSM or pupil premium)
- term of birth (autumn, spring, summer) for pupils up to Year 2
- special educational needs (non-SEN, SEN–SA, SEN–SA plus, SEN–statement).

The value of regular measures of progress for the school, and for all relevant sub-groups in it, is that senior leaders are able to pinpoint exceptional practice that can be shared. This will provide a rich resource that can support discussion about approaches to teaching and learning and teachers' professional development. We will extend the analysis to attendance, behaviour and parental involvement to provide as broad a picture of possible of the impact of the school on pupils' lives.

Well-analysed data also means that senior leaders will be in a good position to identify practice that needs improvement. The measure of progress related to classes and other groups of pupils will provide concrete evidence that indicates underperformance (for example, when teaching in one class does not generate the progress that is happening in others, or when the support given to a particular group of pupils does not accelerate progress) that is difficult to dispute.

Senior leaders are then able to combine this data with other evidence, for example from observation, to find a remedial solution. The senior team will plan strategies that will improve progress for a particular group of pupils. Where the issue relates to a class or a year group, support or intervention strategies for one or more teachers will be used to bring about improvement. Senior staff will also evaluate the success of these strategies in accelerating progress.

Senior leaders and team leaders will monitor teaching regularly, with an expectation that all teaching will be at least good, and include constructive feedback to the teacher. As well as single-person observations, observations will be jointly undertaken by senior leaders and team leaders. The sharing of evaluations in this way will ensure the school takes a consistent approach to evaluating the quality of teaching and learning and that staff feel confident in reaching conclusions and giving feedback. From time to time we will work jointly with observers external to the school to validate our own observations.

Monitoring will include both formal observations related to performance management (section D3.5), and other observations and learning walks, often with a particular focus, so that they can gather evidence across the whole school of the quality of that aspect of teaching. These observations will focus more on whole school issues, such as differentiated learning, assessment, questioning to generate higher-order thinking, and marking. The findings will enable senior leaders to celebrate successes and ensure that precise briefings and training can be provided to bring about improvement across the school where a specific need is identified.

The table indicates how the school might respond to a variety of issues of underachievement and parental involvement that monitoring could identify, indicating how the level of support will intensify if the issue is not quickly resolved.

Issue	*Examples of monitoring strategies and possible responses*
Underachievement in a class or subject	Termly review of data and observations of teaching leads to identification of areas of concern
	Senior leader discusses issue with teacher and agree an informal plan of action with support from identified senior leader
	Continued underachievement identified through further monitoring of teaching and data leads to capability procedures (teacher) or formal plan for improvement (subject/key stage)
Underachievement in core subjects, especially literacy and numeracy	Data review leads to identification of concern and support (usually through professional development) is provided for relevant teachers, equipping them with strategies for improving achievement in the area of concern.
	Advice, guidance and support will be provided for team leaders to assist them in preparing sharply focused development plans that set out clear actions to raise standards
	Continued underachievement leads to further advice, guidance and support, making use of outside consultants where necessary.
Low levels of parental involvement in their child's education	Low attendance at parents' evenings, checks on parental signatures in learning diaries lead to the school re-communication of its expectations of parents, including voluntary sessions for parents.

	Where the issue persists, targeted parents are asked to meet staff at school in groups to discuss how they can support their children's learning
	The most hard-to-reach parents receive home visits from relevant staff to ensure they recognise the importance of parental support

D2.11 Whole-school self-evaluation

Akaal Primary School will conduct an annual self-evaluation of its performance and provision, based on pupils' attainment and progress and the quality of teaching. This will involve subject and key stage or team evaluations, and will generate a development plan for each team for the following year, as well as a high-level plan for the whole school focusing on the key priorities. This will also include a range of surveys to provide quantitative and qualitative data about the school from pupils and parents.

The self-evaluation work we undertake will be summarised as an annual self-evaluation document in the same format as the Ofsted inspection framework. This will be updated annually. In the second and subsequent years, the self-evaluation will consider how effective the actions in the development plan have been in bringing about improvement, particularly in accelerating pupils' progress.

The school's development plans will set out the key action to be taken to meet the school's priorities, those responsible, costs, and criteria against which to measure the success of the actions in bringing about improvement. The diagram below links the various monitoring activities into the development planning cycle of review/evaluation, planning, taking action, leading back to review/evaluation.

High-level view of quality assurance at Akaal Primary School

Key

Individual pupil focus	Data analysis and collation	Individual teacher focus and CPD	Monitoring of practice	Evaluation across the school
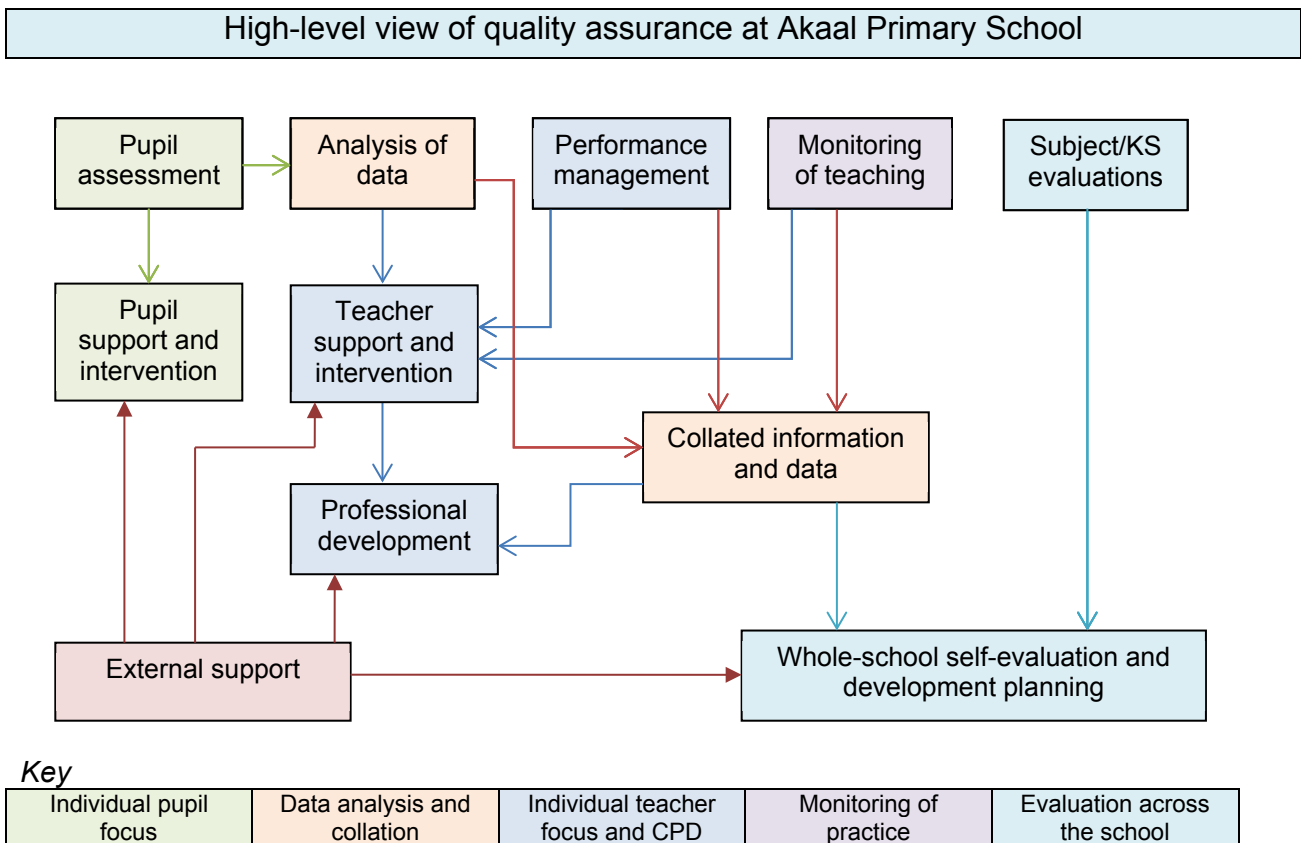
D3   Staffing and staffing structure

D3.1   Staff expertise and experience

We intend to recruit high-quality and qualified (QTS) teachers. We will expect teachers and other staff to contribute their experiences to the school within our very clear ethos and curriculum plan. The expertise and commitment of the staff of the school are critical to delivery of our targets. The key expectations of staff at Akaal Primary School are:

- a commitment to providing challenging activities that engage all pupils fully in the learning process and ensure they take increasing responsibility for their learning
- a readiness to work in pairs and larger teams to plan learning, assess how much learning has taken place, and engage in dialogue about pedagogy, for example through sharing innovative practice
- a commitment to meeting regularly to discuss pupils' progress and ways of accelerating it
- a commitment to giving to the wider life of the school, including extended activities and trips
- confident and routine use of information technology, supported by staff training in new technologies to enhance learning, as part of our continuing professional development programme
- providing time for staff with additional responsibilities to fulfil them
- a willingness to work with a number of partner schools, including Khalsa Primary School, Slough, and our local secondary schools
- attendance at 'twilights' training sessions in term time, to minimise difficulties and disruption to parents
- attendance at whole-school training days outside pupils' term time to maximise the use of their role as full-time paid employees
- an expectation of participating in continuing professional development, including an enquiry-based activity using the Improving the Quality of Education for All (IQEA) model of process development.

All staff will provide enrichment or extra-curricular activities after school as part of their terms and conditions of contract, as these are essential elements of our provision, without which the school would not be able to deliver its goals.

D3.2   Staffing structure

At full complement, the senior leadership team (SLT) of the school will consist of the headteacher, a deputy headteacher and an assistant headteacher. The school will need a business manager/finance director from the outset. We feel it is important that the business manager is a full member of the SLT so that educational decisions are made in the full knowledge of their implications for the school's budget. Additionally, the school will require a special educational needs coordinator (SENCo) from the start, and this post will be at the level of an assistant headteacher with additional responsibilities for whole-school inclusion. The SENCo will also be member of the SLT.

We will use teaching and learning responsibilities to provide leadership of teams of teachers. We expect to adopt national pay scales, although our conditions of service will be modified to reflect the expectations above.

The diagram below sets out key responsibilities and line management links. The specific staff and teams that are managed by the senior team will be fine-tuned closer to opening

to reflect the limited range of staff in the first few years of the school. The eventual pattern of responsibilities may also change to reflect the talents and interest of senior staff.

Headteacher			
L18–L24			
Line management of all members of the senior leadership team			
Deputy headteacher	**Assistant headteacher (Inclusion - SENCo)**	**Assistant headteacher**	**Business manager**
L9–L15	L1–L6	L1–L6	L1–L6 or equivalent
Line management of EYFS and KS1 team leaders and intervention teachers	Line management of higher level teaching assistants and intervention teachers	Line management of both KS2 team leaders and intervention teachers	Line management of support staff team leaders

The teaching members of the senior leadership team will not have class responsibilities but will contribute to literacy and numeracy through additional daily teaching that will create specialised, smaller classes in English and mathematics. They may also contribute other specialist teaching to support class teachers' PPA time. The contribution of the senior team will be set at an average of 2.5 hours per day per team member, with an expectation that the headteacher will contribute less than this. In this way, senior leaders will collectively gain experience of teaching across the whole school, while having the time to devote to their leadership of agreed areas without the on-going responsibility for a class.

Class teaching staff will be organised into four teams, with team leaders having full-time teaching roles in their own area. In each team, teaching staff will have common planning and assessment (PPA) time, to facilitate joint planning. This will be led by the team leader, who will have responsibility for driving forward innovative practice in that team.

Foundation Stage Year R	**Key Stage 1 Year 1 and Year 2**	**Key Stage 2 Year 3 and Year 4**	**Key Stage 2 Year 5 and Year 6**
TLR2	TLR2	TLR2	TLR2
Line management of one teacher and some TAs	Line management of three teachers and some TAs	Line management of three teachers and some TAs	Line management of three teachers and some TAs

D3.3   Staff roles and responsibilities

The table below sets out the broad responsibilities for each senior leader and more generally for team leaders, teachers, teaching assistants and other staff. Where there is more than one staff member at a particular level of post, roles can usually be assigned flexibly within the team of staff at that level. Within the senior team, for example, the italicised main whole-school responsibilities could be distributed differently, although the role of the Assistant Headteacher (SENCo) is more precisely specified. Similarly, the line

management responsibilities of each member of staff will be assigned in more detail when the school is open.

Role	Responsibilities
Headteacher L18 – L24	Overall responsibility for delivery of the school's outcomes *Lead on attainment, progress and other performance data* School self-evaluation and development planning Finance; marketing; community liaison and developing the school as a community learning hub Support and intervention teaching, especially in literacy and/or mathematics Line manager of the senior leadership team
Deputy headteacher L9 – L15	Support for the headteacher in delivery of the school's outcomes Deputise for the headteacher in his/her absence *Lead on teaching, learning and assessment* Support and intervention teaching, especially in literacy and/or mathematics Line manager of two of the teaching teams
Assistant headteacher L1 – L6	*Lead on behaviour* *Lead on child protection and safeguarding* Support and intervention teaching, especially in literacy and/or mathematics Line manager of two of the teaching teams
Assistant headteacher (Inclusion) L1 – L6 *This post includes the role of SENCo*	SEN strategy: managing the overall effectiveness of the teaching assistants, and overseeing the planning and delivery of Individual Education Plans for children supported through, School Action and School Action Plus and a statement of Special Educational Needs EAL strategy; managing the support for pupils who speak English as an additional language. Literacy specialism: development of functional and continuing literacy for learning Support and intervention teaching, especially in literacy and/or mathematics Line manager of the Family Support Worker, HLTAs and some TAs
Business manager L1 – L6 or equivalent	The school's finance director Lead person on all business and HR matters, making use of specialist external support. Lead on maintenance of the single central register (DBS checks) Line manager of all support staff team leaders and finance staff
Team leaders TLR2	Four (4) team leaders Standards, curriculum, teaching and learning in: • Years R (incorporating induction into Year R • Years 1 and 2 (KS1)

	• Years 3 and 4 (lower KS2) • Years 5 and 6 (upper KS2, incorporating transition to secondary schools) Line manager of teachers and some TAs
Class teacher	One per class Each year group has an identified teaching assistant to support the delivery of our demanding targets We intend to appoint some bilingual teachers (Polish, Punjabi and other languages where possible) to support our EAL strategy
Family support worker	The key person for contact with parents and families, outside the usual class-teacher relationship, in respect of support for vulnerable children, attendance, behaviour issues. Works closely with the Assistant Headteacher (SENCo)
Higher level teaching assistant	Two HLTAs to support the SENCo in the coordination and delivery of SEN and EAL support. Line management of some TAs
Teaching assistant	One TA will be linked to each year across the school, and will be used specifically to support named pupils and, flexibly, to provide general learning support. Additional TAs will be used to support pupils where the need is greatest, for example those with special educational needs. We intend to appoint some bilingual teaching assistants (Polish, Punjabi and other languages where possible) to support pupils' language development
Office manager	Personal assistant to the Headteacher Oversight of attendance data and the school's efficient day-to-day organisation Line management of office staff.
Office staff	Responsible for all aspects of administrative support to the teaching staff and assistants, ensuring the smooth running of the school, and allowing the meeting of the workforce reform agreement.
Finance/HR staff	Working with the Business Manager, provides supporting support for the headteacher in managing the budget, keeping staff information in order, and supporting recruitment.
Midday supervisor	Responsible for the overseeing, monitoring and enhancing of lunch times for children by modelling the role of midday supervisor, working with the midday team to ensure purposeful play and good behaviour. Line management of the midday staff
Midday staff	Part-time sessional staff supporting children in their lunch time, and supporting the ethos of the school by appropriate intervention in the playground and around the school.
Site manager	Responsible for security, maintenance and the cleaning of the school and grounds, administering the recycling policy, and bin management. Line management of site/cleaning staff

Site/cleaning staff	Responsible for the site maintenance and cleaning of the inside of the school, including toilets, recycling, but not the kitchen.
Catering manager	Responsible for the timely delivery of nutritious meals and snacks to pupils for breakfast club, break times, lunchtimes, and the cleanliness of the kitchen. Line management of kitchen staff
Kitchen staff	Production and delivery of nutritious meal and snacks to pupils for breakfast club, break times, lunchtimes. Kitchen cleaning

D3.4   Organisational chart at full capacity

The following chart indicates how we envisage the staffing structure of the school looking when it reaches full capacity. At this stage there is clearly scope for variation in precisely which senior leader takes on which responsibility and which senior leader will manage which team, for example, but the general principles are set out clearly.
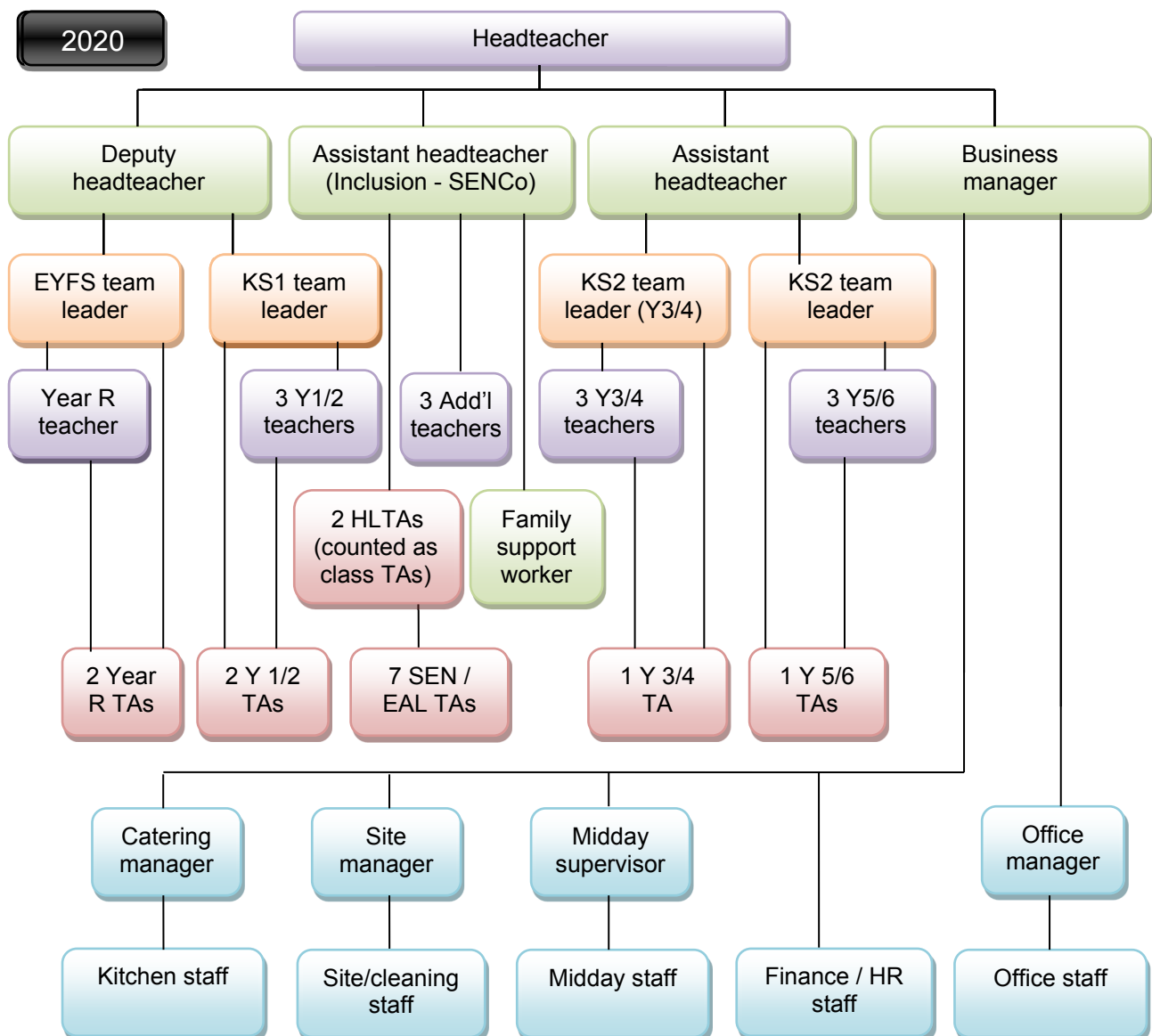
D3.5   Phased growth

The table sets out the number of staff in each category from the opening of the school until it reaches its full complement of two classes in each year group.

Additional teaching staff are included to cover planning, preparation and assessment (PPA) time at 10% in all year groups as well as additional teaching for literacy and numeracy (support and intervention) at 1.5 hours per class per day in Years 1 to 6. Members of the senior leadership team will contribute an average of 2.5 hours per day flexibly towards this additional teaching. Additional staff will be recruited, with at least some on part-time contracts, to fulfil the requirements of the curriculum and its organisation. This type of support for Year R will be provided through full-time teaching assistants, working with class teacher, in addition to specialist SEN and EAL support.

Staff / Year (September)	2015	2016	2017	2018	2019	2020	2021
Pupils on roll	120	180	240	300	360	420	420
Classes	4	6	8	10	12	14	14
Leadership team							
Headteacher	1	1	1	1	1	1	1
Deputy Headteacher			1	1	1	1	1
Assistant HT (SENCo)	1	1	1	1	1	1	1
Assistant Headteacher						1	1
Business manager	1	1	1	1	1	1	1
Total leadership team	**3**	**3**	**4**	**4**	**4**	**5**	**5**
Teaching staff (FTE)							
Team leaders	1	2	2	3	3	4	4
Other class teachers	3	4	6	7	9	10	10
Additional teaching staff	0	0.8	1.1	1.9	2.2	3	3
Total teaching staff	**4**	**6.8**	**9.1**	**11.9**	**14.2**	**17**	**17**
Pupil teacher ratio	*20.0*	*20.5*	*19.8*	*20.1*	*19.8*	*20.0*	*20.0*
Family support							
Family support worker	**1**	**1**	**1**	**1**	**1**	**1**	**1**
Teaching assistants (FTE)							
HLTAs (also class TAs)				1	1	2	2
Other class TAs	3	4	4.5	4	4.5	4	4
SEN TAs	1	1.5	2	2.5	3	3.5	3.5
EAL TAs	1	1.5	2	2.5	3	3.5	3.5
Total teaching assistants	**5**	**7**	**8.5**	**10**	**11.5**	**13**	**13**
Support staff (FTE)							
Office manager					1	1	1

Office staff (FTE)	0.5	1	1	1	1	1	1
Finance/HR staff (FTE)				1	1	1	1
Site manager	1	1	1	1	1	1	1
Site/cleaning assistant				1	1	1	1
Catering manager	1	1	1	1	1	1	1
Total support staff	**3**	**3**	**3**	**5**	**6**	**6**	**6**

Support staff (above) have been allocated on the basis of:
- in the Reception year, 1 class-based TA per class
- in KS1, one class-based TA per year (*0.5 per class*)
- in KS2, 0.5 class-based TA per year (*0.25 per class*)
- in the Reception year, 0.5 SEN TA per year (*0.25 per class*), and 0.5 EAL TA per year (*0.25 per class*)
- in other years, one SEN TA per team (*0.25 per class*) and one EAL TA per team in KS1 (*0.25 per class*).

We intend to employ two HLTAs, nominally at this stage working as class-based TAs, but their precise roles may extend to precise roles in SEN and EAL support if this is more appropriate. The overall total TA support is just over one per class in the Reception year, one per class in KS1 and just less than one per class in KS2.

Hourly based staff in midday supervisor, cleaning and kitchen roles have been allocated hours per day (term-time only) as follows:
- midday supervisors, including the team leader, at one per class for 1.25 hours per day to allow for briefings and debriefings outside the one-hour lunch break
- cleaners at 2.5 hours a day at one per year group, but also to cover common areas of the school
- kitchen staff at 4 hours per day.

Staff / Year (September)	2015	2016	2017	2018	2019	2020	2021
Pupils on roll	120	180	240	300	360	420	420
Hourly paid staff (hrs / day)	*Hours per week/FTE*						
Midday supervisor (hrs)	6.25	6.25	6.25	6.25	6.25	6.25	6.25
Midday staff (hrs)	18.75	31.25	43.75	56.25	68.75	81.25	81.25
Total midday FTE	0.625	0.938	1.250	1.563	1.875	2.188	2.188
Cleaning staff (hrs)	20	30	40	50	60	70	70
Total cleaning FTE	0.5	0.75	1	1.25	1.5	1.75	1.75
Kitchen staff (hrs)	20	40	40	60	60	80	80
Total kitchen FTE	0.5	1.0	1.0	1.5	1.5	2.0	2.0

The colour-coded diagram on the following page indicates how the staffing structure will evolve as the school increases to full capacity, giving the start of the school year in which

at least one member of staff first take up those roles. Initially the headteacher, assistant head teacher who is the SENCo and the EYFS team leader will have a critical role in developing policy and practice in the school. As further middle and senior leaders join the staff, these roles will be distributed to match the roles set out in D3.2.
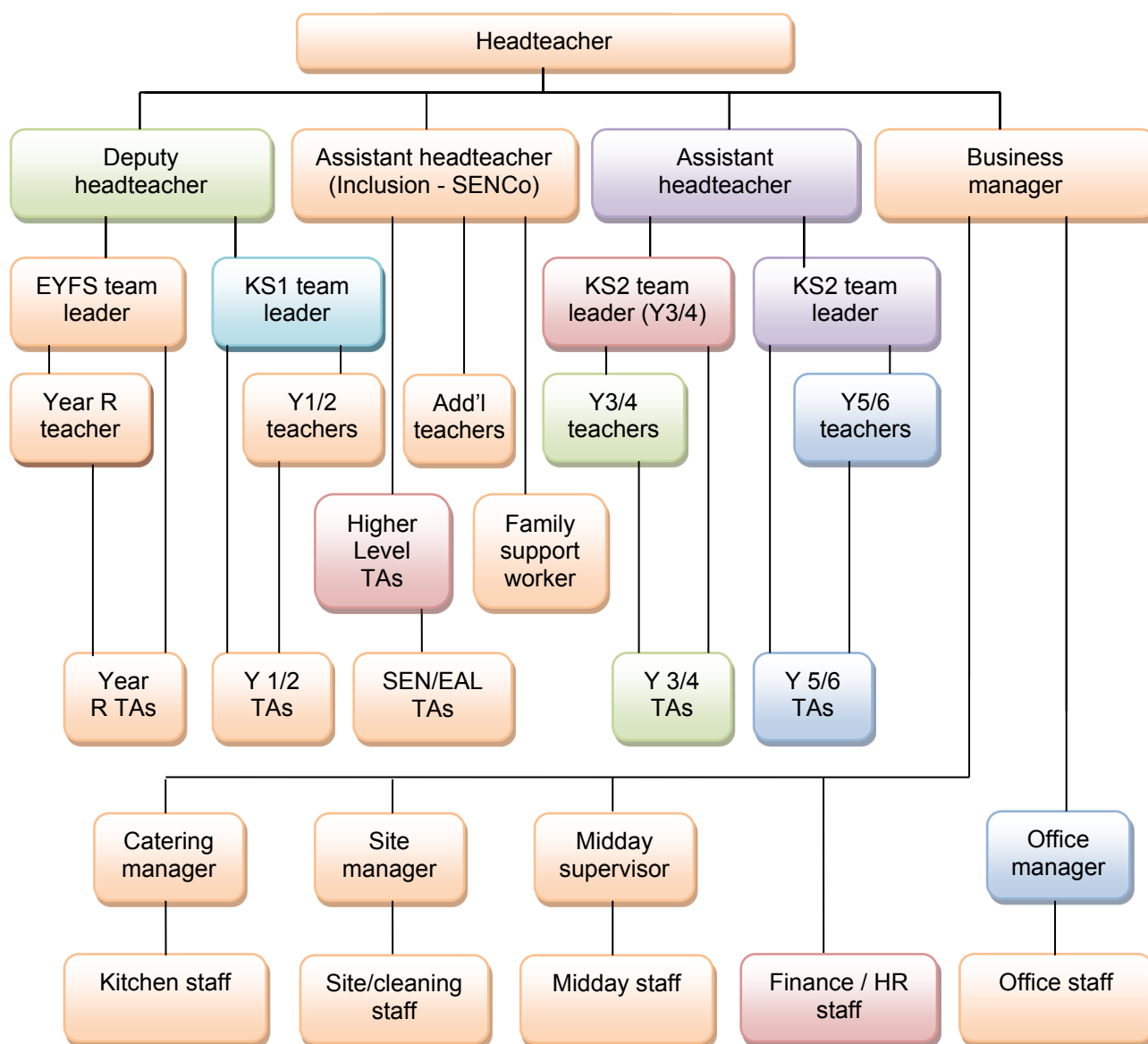
Staff in a particular year or role introduced first in the years noted by the colour below

| 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |

D3.6 Performance management

All staff will take part in the school's performance management scheme (appraisal). Working with their line manager, they will meet initially to discuss and set targets that link to the school's development plan (where appropriate) and support individual professional development.

A mid-year review will provide an opportunity for the line manager and appraisee to discuss the progress being made towards achieving their targets. This will also take into

account the progress of a teacher's classes, so that support or intervention can be provided, if it is needed.

A final end-of-year review will determine whether or not the member of staff has met their targets for the year and, where such progression is possible, whether the member of staff moves up the pay scale. Pay increases will be dependent on staff meeting their targets and, in the case of teachers, their pupils making secure progress.

Each teacher will be observed at least three times a year. Any observation where the criteria for good teaching are not met will trigger a further observation within two weeks. If improvement is not noted during the second observation, a support programme will be put in place using a member of the leadership team or, if appropriate, an external specialist. Lack of improvement following support will activate the use of capability procedures.

The performance management of the headteacher will be conducted by a small subgroup of the governing body, including the Chair of Governors, and supported by an external advisor. The headteacher will undertake the performance management of all members of the senior leadership team. The senior leadership team will appraise team leaders and some other staff; team leaders will appraise some of the staff in their teams.

This process allows the governing body and headteacher to hold teaching staff to account for their pupils outcomes, and motivates people to work hard to achieve the goals set. It also provides an on-going 'dialogue' so that the senior leaders can have a better understanding of the reasons for any underperformance that they pick up on through monitoring.

D3.7 Professional development

Continuing professional development (CPD) is an essential ingredient that will enable Akaal Primary School to be outstandingly successful. We will ensure a continual investment in staff development so that all staff whatever their role feel valued and that their contribution is recognised. CPD will enable staff to reach their potential and provide opportunities for progression. In addition to formal training sessions, our teachers will become reflective practitioners, engaging in research activities with colleagues, in house and in partnership with other schools.

We intend to engage a range of partners and other organisations to deliver exciting staff development and mentoring programmes in the future so staff can gain further practical experience. We are already in discussion with Bemrose School about support and professional development for our teachers in respect of pupils with autism and those who speak English as an additional language.

Continuing professional development for the staff as a whole will stem from:
- national initiatives
- common issues affecting the whole school, specific key stages or year groups, identified through self-evaluation and reflected in the school improvement plan
- areas for development identified through focused observations of teaching
- the analysis of assessment and other data.

We will be making good use of our existing long-standing relationship with Khalsa Primary School in Slough and with Anand School in Wolverhampton. We have already established their willingness to share their outstanding practice. We will draw on the support of

Lightwoods School in Sandwell and the Affinity Teaching School Alliance, support organisation for schools in the region. Initially we would see the alliance supporting Akaal Primary School over professional development.

D3.8 Sensitivity analysis

We have considered how the staffing structure would need to change in response to a reduced number of pupils at 70% of target. This would involve some significant changes to the class organisation and changes to the leadership structure.

Class organisation would need to be modified as follows:
- instead of two classes per year, we would need classes to span two year groups, although we would not intend to do this in the Reception year after 2015
- this would mean three classes in each of Years 1 and 2, Years 3 and 4, and Years 5 and 6
- instead of four teams and team leaders, we would move to two teams, each with its own team leader, one for the Reception year and Key Stage 1, and one for Key Stages 2
- the number of class teachers would be reduced by three, and there would be proportionate reductions in the number of additional teachers and the number of teaching assistants, including in Year R
- we would need to reduce the amount of additional time allocated to support and interventions teaching from 1.5 to 1 hour per class per day.

There would be one fewer post in the senior leadership team:
- the leadership team would not have a second assistant headteacher, and those areas of responsibility would be redistributed among other senior leaders
- the assistant headteacher who takes on the role of SENCo would remain
- the build-up of posts would be similar to that described in section D3.4, once deleted posts had been removed, except that the deputy head position would be delayed by a year.

D4   Providing for the needs of all children

D4.1 Designation as a Sikh faith school

We intend to apply for designation as a school with a religious character (Sikh faith) under section 124B of the School Standards and Framework Act 1998 (as amended). This will enable the school to do two things:

- teach religious education (RE) using a syllabus based on the agreed syllabus from the Slough SACRE from a broadly Sikh perspective and within the school's Sikh ethos
- include in its admission arrangements the ability for up to 50% of its intake to come from the Sikh community and 50% from the local area more generally.

Religious education

We expect approximately half of the school's intake will be non-Sikhs, and we wish to provide a broadly based curriculum for RE that will be acceptable to both Sikh and non-Sikh parents. For this reason we intend to make use of the Slough agreed syllabus, which takes a multi-faith approach, to develop our syllabus for RE. Just as a community school would use an agreed syllabus from a broadly Christian perspective, we will use one from a broadly Sikh perspective. Our Sikh ethos means we will use the four main values of Sikhism (see D4.2 below) as the basis of our approach to RE. Time spent on RE will be over an hour per week, located in the diagram at the beginning of section D with in the area of social studies and personal, social and health education (5% of curriculum time)

We will use a similar approach to collective worship, where our daily act of collective worship will be from a broadly Sikh perspective, in much the same way as collective worship in a community school is broadly Christian.

We do not intend to offer any lessons devoted to Sikh religious doctrine during the core curriculum time. We expect that, as in most schools, parents of other faiths and none will want their child to attend RE lessons and worship, but will make alternative arrangements if any parent chooses to do this.

Admissions

We wish to provide an outstanding education for the children of the immediate Normanton and Pear Tree areas of Derby, which includes a significant Sikh population. We recognise, however, that many members of the Sikh community who lived and grew up in this area, and whose children attend the Punjabi school, now come from a little further afield. Our research among the Sikh community indicates that these parents, too, would welcome the opportunity for their children to attend a Sikh faith school.

As standards rise through the opening of the Akaal Primary School, we expect the school to be oversubscribed. If the school does not have designation as a school with a religious character, distance criteria alone would prevent some Sikh children from attending a faith school that was opened specifically to fulfil their needs. For these reasons, designation as a faith school is preferable to simply adopting a faith ethos.

D4.2   Providing a value-based education

The Sikh Sangat (congregation) of Derby believes that children who attend value-based schools become better citizens because they are taught a way to live and engage with individuals in society. Akaal Primary School will be underpinned by Sikh religious tenets such as liberty, equality and fraternity in which an individual is a part of local community,

country and the whole world. The Sikh community feels that children in this deprived area of Derby will benefit from working with and socialising with the children from other ethnic backgrounds, particularly those from the Sikh and other South Asian communities who statistically achieve high standards and good results. We believe that their success is partly through the way they are brought up to adopt Sikh values and attitudes at home.

Sikhism is the most modern religion and is based on inclusion and equality of all humanity, regardless of caste, creed, ethnicity, gender and origin, and respects the values, customs and right of every individual. It believes in no oppression and segregation within the society. A Sikh, while maintaining individuality, identity and uniqueness is supposed to live and integrate in the society without discrimination. This means that the Sikh ethos we will put in place in the school will promote equality, with no gender, racial or other discrimination. The school will be tolerant of other faiths and cultures and we will expect pupils to show loyalty to their family, community, faith and country.

The guiding Sikh principles for this vision are:
- *Kirat Karni* (economic Independence through honest earning)
- *Naam Japna* (individual and collective welfare to realise corporate responsibility for well-being for all)
- *Vand Chhakana* (learning to share all forms of wealth to create equality in society)
- *Sewa* (service beyond self)

The school therefore will have children from all faiths, including those from deprived backgrounds, so that they experience an inter-faith and inter-community peer interaction and appreciate well inter-community concerns and sensitivities. By taking the approaches we have described through the rest of this application, a Sikh ethos will guide the culture of the Academy and, as a result, we will ensure that all feel included and welcomed.

D4.3   Uniform and the wearing of religious symbols

We will have a clear uniform for pupils which will consist of non-branded trousers, skirts and polo shirts, with a school sweatshirt. Pupils of all faiths will be allowed to wear religious symbols of their faith. In this way we believe that there will be a sense of identity created by all wearing one uniform, and that no one will feel discriminated against by not being able to wear an article of their faith. We would expect any item that constituted a safety hazard during activities to be temporarily removed and safety stored.

D4.4   Dietary issues

We will have a vegetarian policy on all food in school, which is not only a tenet of Sikhism, but can be argued to be the only viable way forward for the feeding of the planet's population in the future. The local population is fully aware about the vegetarian only foods (including milk and milk products) being served in the free kitchens of Sikh Gurdwaras.

We want to follow a universally acceptable diet so that we do not have problems in catering for the different needs of different religious groups in respect of meat and fish. A vegetarian diet will support the current national drive to eat more fruit and vegetables through the *Five-a-day* approach. Pupils will receive one healthy meal per day which will be nutritionally balanced as per national advice. A vegetarian diet is also a way of mitigating of climate change as it contributes to reducing the national carbon footprint.

Parents were fully informed about our proposed policy during parental surveys (Section E) and will be carefully informed about the policy before their children start school. They will be able to decide to opt out of school meals, but we do not expect large numbers to do so. If parents do this, then they will be informed about the schools policy and advised what the school would prefer them pack in their child's lunch boxes. While we would clearly prefer to exclude meat and fish entirely from packed lunches (although milk products such as cheese would be acceptable) we recognise that this may not be achievable in practice. The approach we have adopted accords with those in other schools and academies that we know of.

D4.5   Meeting the needs of those with other faiths or none

Our whole approach is welcoming – for example, as well as enrichment activities focused on Sikh culture, we intend to provide similar cultural studies sessions for other heritage groups, working with their communities. By learning about and experiencing each other's cultural heritage, Akaal Primary School will be a place for cultural understanding and sharing.

Similarly in assemblies, a range of lessons and ideas, morals and values will be explored and illuminated using stories and experiences from all cultures and peoples. Assemblies and reflection time will draw upon Sikhism as a basis for drawing out universal values upon which our school is founded. This will be used as appropriate and not exclusively. All pupils will be invited to contribute to assemblies from time to time, and circle time at all times, so that we learn more about each other and our wider world.

Finally, we have consulted widely with non-Sikh communities. Among these have been a range of Christian denominations, and Hindu and Muslim faith groups. We have had overwhelmingly positive responses from these groups who are respectful of the approach that we intend to take, and are keen to opt for places where excellence in learning in a secure, safe and welcoming environment is the school's vision.

As we have taken a thematic approach to learning, and religious education is included within a broad area of humanities, we will not specifically timetable time to religious education in the curriculum. We will base our teaching of religious education on the Slough agreed syllabus, and will plan that into our thematic learning as appropriate. Although parents will have the opportunity to opt out of religious education and collective worship for their child, if they so wish, as in most schools we do not expect many, if any, will do so.

Reference to Sikhism will be made within the religious education programme derived from the multi-faith Slough SACRE syllabus, in the context of the multi-faith approach it promotes. For students who wish to gain a deeper understanding of the Sikh faith, we will offer these opportunities in enrichment sessions. Additionally, we will provide a range of opportunities to study religious and cultural elements of other cultures and religions represented by our children. The choices and options are clearly detailed in section D2 above, and all enrichment activities will be available to all pupils of the relevant age.

Section E: Evidence of need – part 1

We have engaged with the parents of children in the Normanton and Pear Tree areas of Derby, and in the surrounding areas, and have collected a definitive declaration of support for the proposed Akaal Primary School. The school would make new provision for 120 pupils in September 2015 in the Reception year and Year 1 (two classes of 30 each year). The following table summarises the support that we have gathered from parents who have told us that they would choose Akaal Primary School as their **first** choice.

	2015				2016			
	A	B	C	D (=B/Ax100)	A	B	C	D (=B/Ax100)
Reception	60	132		220%	60	113		188%
Year 1	60	125		208%	60	132		220%
Year 2	-	-		-	60	125		208%
Totals	120	257		214%	180	370		205%

Column A - proposed number of places in each year group.
Column B - the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
Column D - demand (column B) as a percentage of the places available (column A). i.e. D = (B/A) x100.

Section E: Evidence of need – part 2

1. Underperforming local schools

We have shown in section C that, of the 12 local schools[18] in the primary phase situated within one mile of the centre of the Normanton and Pear Tree areas of Derby (Pear Tree Street), one school is inadequate and three are satisfactory or require improvement. Although the majority of schools are now good, 48% of children in the area (over 2,000 children) are educated in schools that do not provide what Ofsted defines as an acceptable standard of education.

The average achievement for these 12 schools for Key Stage 2 was below the national average. Only 67% of pupils achieved Level 4 in both English and mathematics in 2012 compared with the national average of 79%, and this varied from 31% to 84% across the 12 schools. The average point score (English and mathematics) of pupils leaving Year 6 in these schools (26.3) was much lower than the national average (28.2).

2. Oversubscription for primary places

Despite these factors, we have shown in Section C that there is oversubscription in the Normanton and Pear Tree areas following an influx of Eastern European immigrants and some schools have been asked to double their usual intake in September 2013 (see Derby Telegraph of January 12, 2013[19]). The schools in the area are already struggling with high pupil numbers and high levels of deprivation. Expansion has been planned for 595 additional places in seven good schools in Derby under the Targeted Basic Need Programme. The City Council approved an increase in admission numbers in 10 schools in October 2012[20].

However, only two of these schools (Arboretum and Osmaston Primary Schools) are in the Normanton and Pear Tree areas, and the expansion in these schools will provide only an additional 45 places per year. The 2011 census showed an increase of 150 children a year among 0-4 year olds compared with 5-7 year olds in Arboretum and Normanton wards and this planned increase in the area will not, satisfy local demand. The data from 2012 show that demand for places in the 10 schools in the Normanton and Pear Tree area admitting pupils to the Reception year is high, with applications running at 215% of capacity. This means parents are seeking school places in the area for several hundred children. Only one of these 10 schools was not oversubscribed and this was found to require improvement in its last Ofsted inspection early in 2013. Discussions with the manager of Bosnia and Herzegovina Centre revealed that some children from these communities travel about 4 miles from Sinfin to Mackworth schools on the other side of Derby city to find a school place. The additional places planned by Derby local authority will only satisfy part of the local demand for primary school places, giving the Akaal Primary School an opportunity to fill an obvious gap in provision.

---

[18] Pear Tree Infant and Junior Schools, St James' CofE Infant and Junior Schools, Rosehill and St Chad's Infant Schools, and Arboretum, Village, St Joseph's Catholic, Hardwick, Osmaston and Dale Primary Schools.
[19] 12 January 2013 *'Race for places as Derby's primary schools burst at seams'*
http://www.thisisderbyshire.co.uk/Race-places-Derby-s-primary-schools-burst-seams/story-17829542-detail/story.html#axzz2Q3HTkkyH
[20] Report of the Cabinet Member for Children and Young People, Derby City Council 17 October 2012

3. Specific parental demand for schools

We have shown in section C that Normanton and adjoining areas have high rates of deprivation and crime. The areas also have a high level of immigration, with children who speak English as an additional language and, when they start school, have very little or no English. Parents of all ethnic backgrounds in the area have shown overwhelming support (see next section) for a school like Akaal Primary School that lays emphasis on high moral values and character building, based on our Sikh ethos. Equally, they support our aim to provide an excellent education with a literacy specialism and a high level of engagement with parents. Parents have a vision for their children to attend a school that will enable them to explore moral, ethical and spiritual issues with confidence. This point is echoed in Ofsted's recent report which indicates that more than half the schools in England place too little emphasis on religious education[21].

Parents in the Normanton and Pear Tree areas are demanding choice from a wider range of good schools than is available now, and schools that have ability to unfold more innovative programmes than traditionally possible. This has been clearly been demonstrated in the success of Grampian School after becoming an academy (see section C).

Evidence of demand from parents

In addition to expressions of interest by parents of children eligible for admission in 2015 and 2016, we also recorded interest from parents of 71 younger children who would be eligible for to join a Reception class in 2017.

We presented all potential parents with a clear statement of our vision and set out clearly the school's Sikh ethos in a leaflet about the proposed school, a printed parental survey form and frequently asked questions (see Annex A). Along with other questions the FAQ sheet had a clear statement about the proposed vegetarian diet policy of the school (which includes milk and milk products). This matches the practice of free kitchens in Sikh Gurdwaras, of which local population is fully aware. In the survey form (also in Annex A) we them if they would choose our school as the first choice for their child's primary education. We specifically asked them:

- What is your belief (Sikh, Non-Sikh or None)?
- Do you support the ethos and objectives of Akaal Primary School?
- Would you be interested in sending your child(ren) to Akaal Primary School (separately as first choice or one of their choices)?
- How many children do you have?
- What are their birth dates (month and year)?
- What is your postcode?
- Would you like to be updated on our progress?

---

[21] *6 October 2013, 'Over half of schools failing in religious education, says Ofsted'*
http://www.bbc.co.uk/news/education-24399813

- Contact details and the method that you would like us to contact you.
- Additional comments

We provided details of our website for filling in the survey form on line, and gave a telephone number and a website for contacting us with any queries.
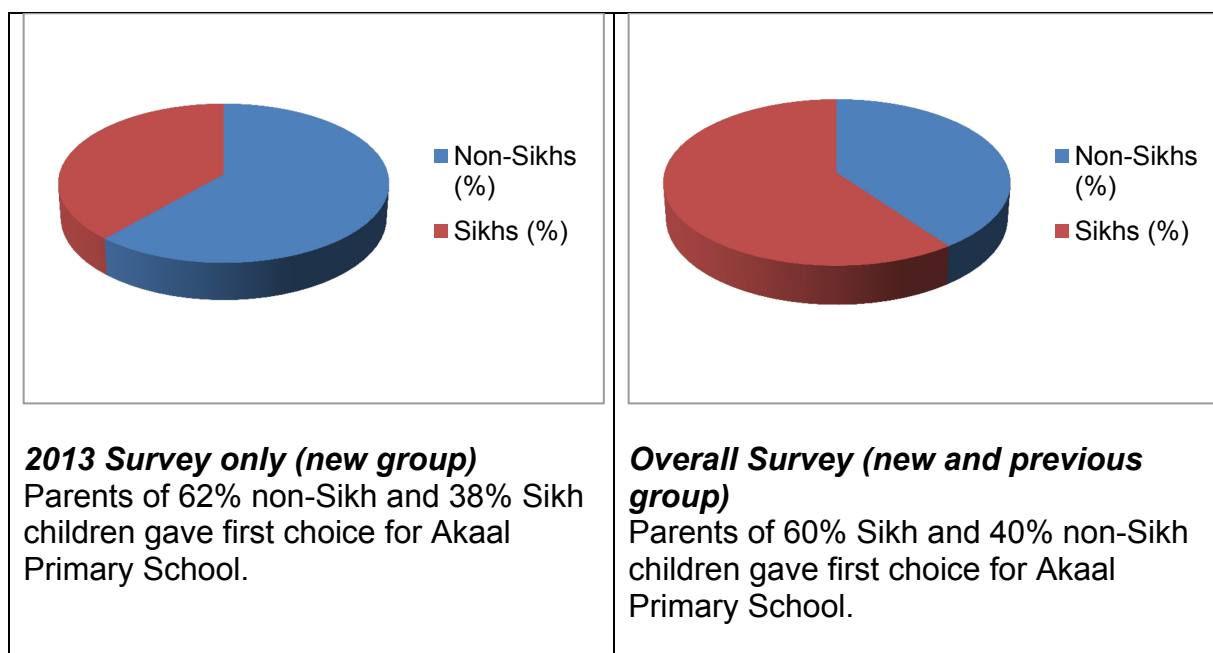
There was overwhelming response from both Sikh and non-Sikh parents for sending their children to Akaal Primary School as their first-choice school. We collected demand in two phases:

- new parents contacted in 2013 for potential admission to Akaal Primary School

- parents who expressed their interest in a Sikh school in the area in 2012, who were asked to renew their interest by filling up of new forms for Akaal Primary School.

We have established a demand of 239 children for our proposed school from parents first surveyed in 2013. Of these, 147 (62%) were non-Sikhs. A total of 441 children have been identified as potential pupils, both from parents first surveyed in 2013 and those previously surveyed in 2012. Of these, 60% are Sikhs and 40% non-Sikhs. The increase in the proportion of non-Sikh parents expressing interest in Akaal Primary School, from the comments we received (see below), suggests that more parents are finding it difficult to find a good school close to their home. Parents clearly indicated to us that they appreciate our vision, the underlying Sikh faith ethos and our specialism of literacy.

Overall survey results

Parents from non-Sikh backgrounds are expressing support for the Akaal Primary School. Overall, 40% of parents who provided their postcodes in surveys and said that Akaal Primary School would be their first choice came from non-Sikh-backgrounds.

2013 Survey only (new group) Parents of 62% non-Sikh and 38% Sikh children gave first choice for Akaal Primary School.	*Overall Survey (new and previous group)* Parents of 60% Sikh and 40% non-Sikh children gave first choice for Akaal Primary School.

Our proposed intake of students for 2015 and 2016 is presented in the maps on the following page. The vast majority of our proposed intake from the local area is likely, to come from the local areas of Normanton, Pear Tree, Osmaston and Sunnyhill, with some from Littleover.

The vast majority of addresses are, therefore, well within walking or commuting distance for those attending the school in Normanton and Pear Tree areas. However, a small number of Sikh parents living outside these areas also showed interest in Akaal Primary School. Most of these parents live on the outskirts of Derby but a few live as far away as the western edge of Nottinghamshire and as far south as Burton-on-Trent. These few parents are used to sending their children to distant schools for the sake of good education, and we feel pleased about the confidence they are placing in us.

Map 1: postcodes plotted by category – Sikh (red) and non-Sikh (blue) – for the first 216 responses

Map 2: postcodes plotted by category – Sikh (red) and non-Sikh (blue) – for all responses after 217 (225 responses)

Gathering demand and market strategy

We started engaging with our community in 2012 as part of an earlier free school application and continued the process in 2013 with the current application for Akaal Primary School. We have used a five-phase community engagement plan of launch, awareness, interaction, participation and advocacy[22]. The area local to our proposed school is ethnically diverse. Intending to become an inclusive school we have engaged with all ethnic groups and tried to reflect the distinct mix of cultures that our community represents. As well as identifying ethnic background in our discussions with parents, we have involved local community groups such as those supporting Eastern European recent immigrants. This has enabled us to gain a better understanding of the needs of disadvantaged and hard-to-reach groups such those from the Roma and the Bosnia and Herzegovina communities.

To involve non-Sikh members of the community we took several measures such as constructing four news releases, with the resulting news items published in Derby Telegraph[23,24,25,26] and taking part in five BBC Radio Derby interviews. We conducted several public meetings in local libraries, the Market Square in Derby city centre[27]. We

---

[22] http://constructingsocial.com/2009/07/community-engagement-modeling/

[23] Tuesday Oct 2, 2012 Derby Telegraph, *"Sikh temple reveals plan for new Derby faith school"* http://www.thisisderbyshire.co.uk/Sikh-temple-reveals-plan-new-Derby-faith-school/story-17018888-detail/story.html

[24] Tuesday, October 9, 2012 Derby Telegraph, *"Sikh school proposals attracting 'lot of enthusiasm'"* http://www.thisisderbyshire.co.uk/Sikh-school-proposals-attracting-lot-enthusiasm/story-17055539-detail/story.html

[25] Tuesday, October 11, 2012, Derby Telegraph, "*Community's excitement over plans for free new* http://www.thisisderbyshire.co.uk/Community-s-excitement-plans-free-new-Sikh-school/story-17065978-detail/story.html

[26] Thursday, August 29, 2013, Derby Telegraph, *"Move to create an 'eternal' free school by Sikhs gather pace"* http://www.thisisderbyshire.co.uk/create-eternal-free-school-Sikhs-gather-pace/story-19720740-detail/story.html#axzz2dLB57EBo

[27] Saturday, September 07, 2013, Derby Telegraph, *"Urban Turban recipe for harmony in Derby's Market Place"* http://www.thisisderbyshire.co.uk/VIDEO-Urban-Turban-recipe-harmony-Derby-s-Market/story-19767338-detail/story.html#axzz2eHUbXCLQ

visited the Hindu Temple, Islamic centre, Indian Community Centre. We also spoke with members of the community on road sides, in shopping centres, children's clinics and St. James Centre. We contacted the Roma community through its leaders and made door-to-door visits in the local area. A Family Fun Fare was especially organised for members of Eastern European communities on 24 August 2013 which attracted them in hundreds. Slovakian and Polish speaking people who were fluent in English volunteered to help steering group in engaging with the community. We also published information in other languages such as Polish, Slovak, and Punjabi for the non-English speaking people. Our website www.akaalprimaryschool.org has been accessible to all. We shall continue to engage with local communities during pre- and post-application stages and pre-opening periods by becoming involved in community functions, individual discussions, media highlights and website interactions.

We believe our school should reflect the distinctive makeup of our local community and we have worked hard to ensure that Akaal Primary School is an attractive proposition for all pupils in our area by approaching parents from a wider range of ethnic backgrounds. We have taken great care to ensure that we are perceived as welcoming to all and not a school that should be considered only by Sikh families. We have made, and continue to make, every effort to welcome pupils from all ethnic groups, faiths and backgrounds

Since 2012 we have organised many events in the local Sikh Gurdwaras, community centres and public places. The dialogue began in the Sikh community with the families who gave initial support for our school. Subsequently we have worked hard to reach families from the full range of ethnic, cultural and economic backgrounds that make up our community, and the survey has indicated we have had considerable success in the non-Sikh group as well. We have also organised door-to-door distribution of leaflets to raise awareness of the proposed school.

Some comments given by parents in survey forms are summarised below:
- The more schools open, the better is for community.
- There is need for good quality new school due to low standards, high demand and shortage of spaces.
- Good to have another school when others are full nowadays.
- The school will provide choice in quality education in Derby.
- We like you people opening a school. We will support you.
- We look forward to hearing from you. Should have been done years ago. Better late than never. We wish you success.
- Happy to send children to this school.
- Happy for an additional primary school.
- Feel happy about opening a new school in Derby. Congratulations. Glad to know that Sikh community are opening a school.
- Excellent Idea to have Sikh faith school.
- Looking forward to opening of this school. I like this school to go ahead.
- Good for the community.
- Good for all faith children to come together.
- Would like my child to learn Sikh values.

Creating awareness about Akaal Primary School

Meetings, events and media interest in 2012 *(brought forward from previous application)*

- 30 Jan 2012 – Representatives of all four Gurdwaras and the Hindu Temple meet in Indian Community Centre ; 12 Feb 2012 – a larger meeting at Singh Sabha Gurdwara; 18 Nov 2012 –meeting at the Pakistani Community Centre; 21 Nov 2012 –meeting at St Augustine Church of England, ███████.
- 1 Oct 2012 – Derby Telegraph news report
- 9 Sept 2012, 8 Oct 2012 – BBC news report
- 6 and 7 Oct 2012, 1 to 10 Nov 2012 distribution of leaflets in the area.
- 8 Oct 2012 – Public meetings Sinfin Library; 10 Oct 2012 – Public meeting in Pear Tree Library
- 14, 20 Nov 2012 – meeting at St James Centre, ████████
- 17 Nov 2012 – Derby Market Square switching on of Christmas Lights

Meetings, events and media interest in 2013
- 17 July 2013, 31 July 2013 – All Gurdwaras meet; 2 Aug 2013 – meet ████████ of New Communities Fusion Project
- 14 and 23 Aug 13; meet Derby West Indian Community Association
- 18, 24, 25 Aug 13; BBC Radio Derby interviews
- 20, 27 Aug 13 – interview with ████████
- 21, 22 Aug 13 – distribution of leaflets in Normanton and other places.
- 24 Aug 13 – Family Fun Fare in Pear Tree School Green Fields
- 7 Sept 13 – Turban Awareness Day by all Sikhs for whole day in Derby Market Square, Assembly Rooms.
- 8 and 16 Oct 13 – Public meetings Sinfin Library on 8th Oct; Public meeting in Pear Tree Library on 16 Oct
- 3 Nov 13 - local supermarkets, Hindu temple and all Sikh Gurdwaras
- Oct, Nov and Dec 13 – Several meetings with Roma communities; 18 Oct 13 at Rose Child Centre, and 6 Nov, 30 Nov and 7 Dec at Bosnia and Herzegovina Centre
- 14 and 21 Dec 13 – Stalls at Sainsbury and Pak stores in Normanton and Asda in Sinfin (10 am to 2pm)
- 31 Dec 13 – New Year's Eve at all four Gurdwaras and Hindu Mandir

Conducting the parental survey *(to identify parents in the non-Sikh community, we have focused on local shopping areas which give a good spread of local response)*
- 9, 10, 11, 13, 17 Nov 12 – Diwali celebration in Hindu temple and all four Gurdwaras, and other celebrations such as dramas.
- 4, 11, 18 Aug 13 – Singh Sabha Gurdwara and Guru Arjan Dev Gurdwara; 2 Sept 13 Singh Sabha Gurdwara 7-10 pm.
- 17 Aug 13 – Normanton Road at all major stoppings and shopping area
- 20 Aug 13 – ASDA store, and Toddler and Infants clinic in Sinfin
- 21 Aug 13 – Pear Tree Clinic and Pear Tree and Normanton Roads
- 24 Aug 13 – near Pear Tree Clinic and Atwal Petrol Pump
- 24 Aug 13 – Family Fun Event at Pear Tree school ground. 11am to 3pm
- 25 Aug 13 – Sainsbury store.
- Sept, Oct, Nov 13 – door to door filling up of forms

- 18 Oct 13 – Contacting leaders of Roma community, Rosehill Children Centre
- 3 Nov 13 – All four Gurdwaras and Hindu Temple on Diwali festival, and around local supermarkets (Lidl, Home Bargain, Co-op etc).
- 13 Nov and 14 Dec 13 – Derby Arts and Craft Fun Fare, Market Hall (10 am to 4pm)
- 30 Nov 13 – Bosnia Centre
- 14 and 21 Dec 13 – Stalls at Sainsbury and Pak stores in Normanton and Asda in Sinfin (10 am to 2pm)
- 31 Dec 13 – New Year's Eve at all four Gurdwaras and Hindu Mandir

Section F: Capacity and capability

F1 Pre-opening skills and experience

The work of the core team and wider group

The Akaal Primary School has built up, over the last two years, a group of people with a wide variety of skills that has established the essential vision and ethos of a Sikh free school in Derby school which will bring great benefits to our multicultural community.

We are confident that we have assembled a competent core team that will be responsible for driving the various elements of this current application. It has been instrumental in designing the curriculum and in setting up governance and staffing structures. We now have a strong educational input from an Ofsted school inspector and the headteacher of an outstanding primary school. Financial support within the core team comes from a chartered management accountant, supported by an accountant currently working in a Derby school. The core team is well supported by a wider team of professionals with expertise in project management, team leadership, marketing, ICT and human resources. The core team will steer the Akaal Primary School project from a proposal into a flourishing and outstanding school.

Most members of the core team meet weekly as a steering group to drive the project forward, tasking sub-groups and individuals to undertake research and development tasks that have been necessary in developing the application. There has been a strong focus on developing a secure and innovative curriculum that can be staffed within the expected budget for the school. Market research has been extensive to ensure we have sufficient support for the school in the local area. This has been particularly important in view of the recent difficulties in respect of an all-age free school in Derby.

Partnership with others

We have recognised that the school will only be successful if it is part of the local community of schools and of the national group of Sikh schools. The core group has had strong support from the local community in Normanton and Pear Tree and this has allowed us to bring on board others with a range of different skills and experience. During the application process, we have worked very hard to plant the seeds of partnership locally, and to identify and fill gaps in skills as we have noted them.

- **Contacts with local schools:** We have contacted a wide range of **schools in the local community (20 primary and five secondary)** and more selectively in the Sikh community nationally. We have held discussions with head teachers of five infant and primary schools in the Normanton area and thus have already begun the dialogue that will form the basis of future partnerships. Many of the schools locally wish to wait until we gain approval from DfE before making a firm commitment to work with us. We have also benefited from support from an outstanding school in Sandwell, which is also a teaching school. The ▮▮▮▮▮▮▮▮ (▮▮▮▮▮▮▮▮) has agreed to support us as part of our wider group, particularly in respect of the curriculum and teaching, and by becoming a governor.

- **Students who speak English as an additional language:** ▮▮▮▮▮▮▮ (▮▮▮▮▮▮), an 11-18 school in Derby, has agreed to share its extensive staff expertise in meeting the needs of students with varied backgrounds, including autism and EAL.

- **Secondary transition:** ▮▮▮▮▮▮ (▮▮▮▮▮▮) has shown interest in our proposal since Sinfin Community School's conversion to become an academy in June 2013. This will be the natural secondary school of choice for most of our students. We shall work closely with this academy for transition from Key Stage 2 to Key Stage 3. ▮▮▮▮▮▮ (▮▮▮▮▮▮) has also shown interest in our school. The ▮▮▮▮▮▮ (▮▮▮▮▮▮) has agreed to extend support to our school since pupils from our school could compete for bursaries for entry to Year 7 at this school. ▮▮▮▮▮▮ (▮▮▮▮▮▮) is also supportive of our proposal.

- **Links with other Sikh schools:** We have longstanding relationship with **Khalsa Primary School**, Slough, with whom we shall work in partnership to get support for our Principal, staff training, advice and guidance in education briefs and budget development. They will also support us in the establishment of our assessment and tracking arrangements in the pre- and post-opening stages of the school. We also have close links with **Anand Primary School, Wolverhampton,** which opened in September 2013. ▮▮▮▮▮▮

- **Professional partnerships:** Our association with **Lightwoods Primary School** will enable us to benefit from its status as a national teaching school. The Head of Lightwoods Teaching School Alliance has agreed to support our teaching staff through continuing professional development (CPD). Links have also been made with the **Affinity Teaching School Alliance** through ▮▮▮▮▮▮ of ▮▮▮▮▮▮, Leicester for future support. By becoming member of Affinity Teaching School Alliance following opening, we shall benefit from an established support organisation that will improve learning outcomes for pupils and provide continuing professional development (CPD) for teachers and potential teachers.

- **Links with providers for extra-curricular activities:** We have already gathered support from a number of providers for extra-curricular activities for our pupils in the form of after school clubs, breakfast clubs and sessions during holidays. Examples include: ▮▮▮▮▮▮; ▮▮▮▮▮▮; ▮▮▮▮▮▮ for French; Premier Sports Derby for physical education and sports during holidays; ▮▮▮▮▮▮ for breakfast and after-school clubs.

F1 (a) Pre-opening skills and experience: All involved people

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.

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
Core group – lead roles				
██████████ Member of the Trust	Y	Project lead Project management and education	████████	10 to 20 hours
██████████	Y	Lead on education	████████	6 hours
██████████	Y	Education	████████	4 hours
██████████	Y	Education: standards and governance	████████	4 hours
██████████	Y	Lead on finance Financial management and budgeting	████████	6 hours
██████████	Y	Lead on public relations, media	████████	10 hours
██████████	Y	Lead on human resources, child care, health and safeguarding	████████	6 hours
██████████	Y	Lead on marketing	████████	6 hours

Wider group – supporting roles				
███████	N	Education	███████	2 hours
███████	N	EYFS and KS1 Education	███████	2 hours
███████	N	EYFS education	███████	2 hours
███████	N	Opening of Free School, Sikh faith, RE	███████	2 hours
███████	N	Opening of Free School, IT expert	███████	3 hours
███████	N	Project management , legal matters and human resources Liaison with LA	███████	1 hour
███████	N	SACRE syllabus and inter-faith issues	███████	1 hour
███████	N	Communicati on and networking	███████	4 hours
███████	N	Finance and project management	███████	8 hours
███████	N	Finance	███████	4 hours
███████	N	Finance	███████	4 hours
███████	N	ICT and website maintenance	███████	6 hours
███████	N	ICT and Marketing	███████	4 hours
███████	N	Human	███████	4 hours

		Resources		
▓▓▓▓▓	N	Marketing	▓▓▓▓▓	4 hours
▓▓▓▓▓	N	Public relations and link with the local authority	▓▓▓▓▓	4 hours
▓▓▓▓▓	N	Governance of a Sikh Free School	▓▓▓▓▓	2 hours
▓▓▓▓▓	N	Sikh studies	▓▓▓▓▓	2 hours
▓▓▓▓▓	N	Legal matters	▓▓▓▓▓	As needed

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Technical areas connected with the pre-opening stage of a free school	We expect to use pre-opening funding to procure a specialist project management company to support the core group between agreement and opening.
	The main areas where we feel support from specialists would be helpful would mainly be in the identification and sequencing of all legal matters, for example on property, registrations and contracts.
	Developing relationships with recently opened Free schools to share experiences.
	Use of outside consultants, if required.

F2: Governance structure, roles and responsibilities

The Akaal Academy Trust Derby

Governance of Akaal Primary School will be through the Akaal Academy Trust Derby, a charitable company limited by guarantee, which has been registered at Companies House (8628019 – 29 July 2013). Its members are:

- ███████
- ███████
- ███████

The constitution of the company will change to follow the model Memorandum and Articles of Association set out by the Department for Education (DfE) for a single academy (free school), once agreement has been reached and new articles prepared and agreed.

The members provide key elements of the vision and direction for the school and will be the guardians of its ethos. Members will appoint directors / governors / trustees to form the governing body of Akaal Primary School, in accordance with the articles of association. Most members will have limited responsibility for the leadership of the school, and will primarily be responsible for:

- oversight of the achievement of company objectives
- appointing some of the governors and ensuring that the governing body has secure procedures for electing parent and staff governors
- removing the governors if this were to become necessary.
- conducting an annual general meeting and any extraordinary general meetings that are needed.
- signing off the company's financial accounts and annual report.
- amending the articles of the company where necessary.

Akaal Academy Trust Derby

Members: responsible primarily for the company

Directors/governors/trustees: responsible primarily for the governance of the school
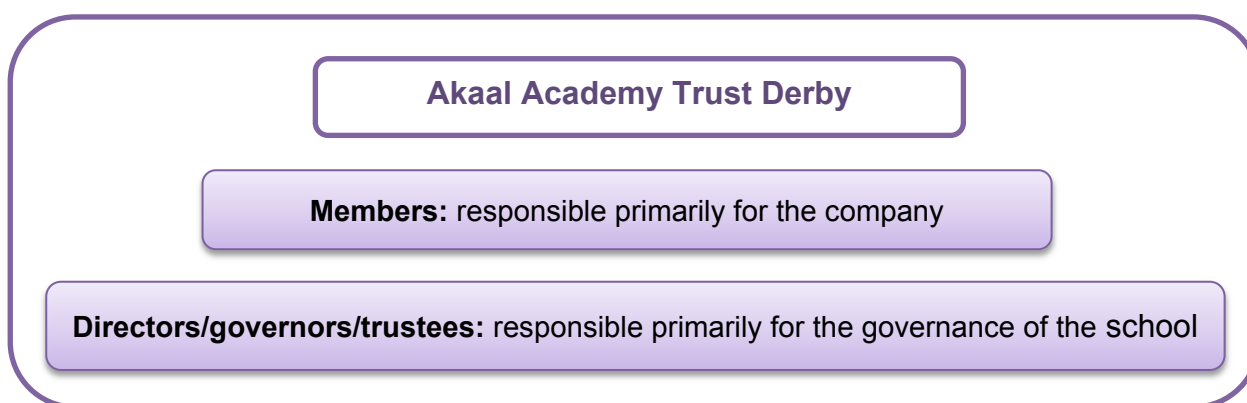
The governing body of Akaal Primary School

For clarity the term governor will be used for the role of director, governor and trustee. The governing body of Akaal Primary School will consist of 12 governors:

- 7 appointed by the members of the Akaal Academy Trust Derby, including one to represent the Sikh faith
- 2 elected parents (post-opening)
- 1 elected member of the teaching staff (post-opening)

- 1 elected member of the support staff (post-opening)
- the headteacher of the school

The headteacher and two staff governors will be the only school staff on the governing body to ensure that less than one third of the governors are Trust employees.

The governors of Akaal Primary School will have three areas of responsibility as:
- directors in respect of company law
- governors in respect of education law
- trustees in respect of charity law.

As the employer of all staff, the governing body will also take on the responsibilities for implementing all requirements on schools under health and safety, employment and equalities law. It will ensure the school's procedures for child protection and safeguarding are fully in place.

The full governing body will determine the strategic direction of the school and hold it to account for its performance, ensuring that its resources are used wisely and efficiently. To do this effectively it will work with five main committees. The governing body and its committees will act as critical friends of the school, providing challenge to ensure accountability and support for staff in promoting improvement. Further committees will be formed, as needed, to deal with hearings and appeals.

Governance in the pre-opening and post-opening stages

The core team will use the pre-opening grant to procure a project management company to support the shadow governing body in the pre-opening stage. The shadow governing body will be formed as soon as possible after agreement that the school should proceed and will be formed of the non-elected members of the eventual governing body. Its seven members will meet at least monthly to ensure that a headteacher designate is appointed and that suitable premises are available.

We intend to go through an intensive training programme with the governing body making use of the two advisers listed, both of whom have long experience of working in school governance including in academies.

Additionally, and more extensively after the appointment of the headteacher designate, the shadow governing body will ensure that the school's intended ethos is translated into practice through the curriculum, the full range of policies that the school will need and the appointment of other staff, including a clerk to the governing body.

Once the school is open, meetings of the governing body will continue to take place at least monthly for the first term. The governing body, still at this stage consisting only its seven non-elected members and the headteacher, will arrange for the election of parent and staff governors to ensure that it is at full complement. Once the governing body is at full complement, the committee structure will be set up during the first term, to operate fully from January 2016.

Committee structure

The size of the governing body has been selected so that we have an efficient decision making forum. At the same time there will be sufficient governors to ensure that our

committee structure can run effectively, and that we can separate the business of decision making from any subsequent appeals. It is intended that the governing body will nominate governors as the chair of each committee and its other members. We expect most governors to serve on two committees, with exception of the audit committee, whose members will not serve on other main committees, but will be available to join hearing and appeal panels. Any gaps in the skills necessary to operate the committees effectively will be filled by co-options to committees.
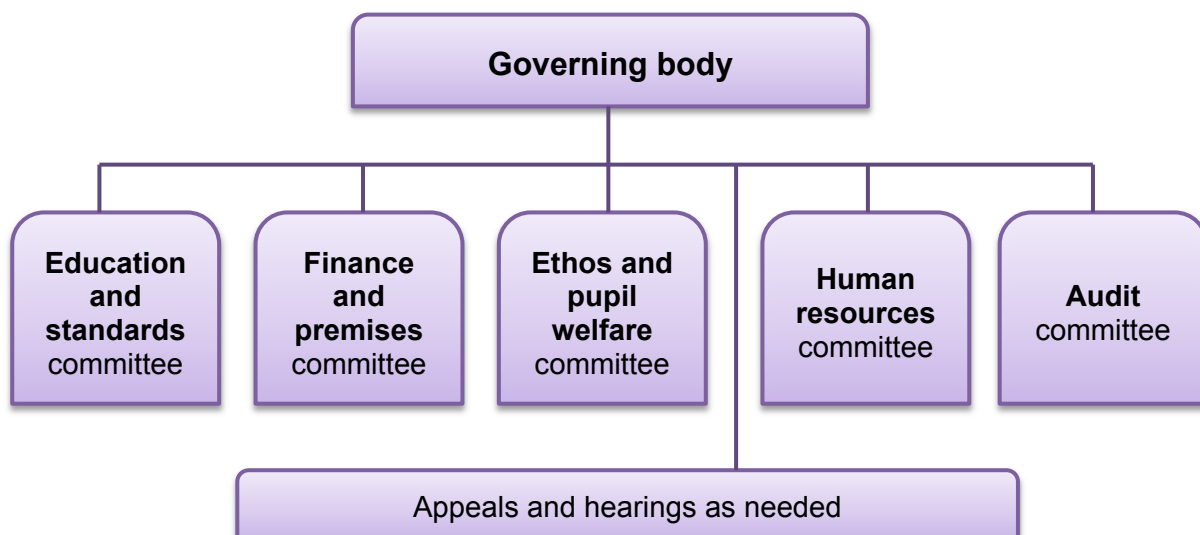
The ultimate measure of success of the governing body will be in outstanding academic outcomes and personal development for all pupils. This will be underpinned by decisions that bring about continuous improvements in the quality of education delivered by the school.

To fulfil this aim our members and governors will:
- exercise independent judgement
- exercise reasonable care, skill and judgement
- act fairly in all its decisions, ensuring that decision making is based on full and rigorous scrutiny of evidence
- not accept benefits from third parties
- avoid conflicts of interest and declare any interest they may have in any proposed transaction or arrangement with the Akaal Academy Trust Derby or the Akaal Primary School
- only act within their powers as set out in the articles of association to promote the success of Akaal Primary School, always taking account of:
    - the best interests of the school's pupils, their parents and its employees
    - the long-term consequences of their decisions
    - its relationship with suppliers and customers
    - the interests of the community and environment
    - the reputation of the Academy Trust.

Governors, in their capacity as directors and charity trustees of the Trust, will ensure that it is solvent, well run and delivering the charitable outcomes for the benefit of the public for which it has been set up.

Delegated responsibility

The governance, leadership and management of Akaal Primary School will be determined by a scheme of delegation. The clerk to the governing body will ensure that the scheme is prepared, seeking external advice where needed, during the pre-opening phase of the school.

The scheme of delegation will list all the main decisions that need to be made, whether the governing body, one of its committees or an individual employee is responsible for each decision, and set out the financial and other limits on action. By identifying where key decisions are most effectively taken, the governing body will ensure that all committees and individuals are clear about the full extent of their responsibilities. The schedule will be reviewed annually to ensure it reflects best practice and includes any new features.

As part of the scheme, the governing body will formally approve terms of reference for all of its committees. For each committee, these will set out:

- the aims and purpose of the committee
- what powers are delegated to the committee by the governing body
- the specific decisions it will make or advice it must give and to whom
- its membership and quorum
- how it will report on its work.

The broad areas of responsibility, to be determined in detail during the pre-opening phase, are set out in the table below. The timelines given below are the expected steady-state frequencies when the school is fully established. In the pre-opening phase and the first term, we expect to hold meetings of the governing body at least monthly, as detailed above, to ensure that key decisions are made with the full involvement of all governors. We expect subsequent meetings of the governing body and its committees will still be more frequent than the eventual timeline as the school grows to its full capacity.

The governing body and its main committees	
Full governing body *Meets at least three times a year*	Set out the vision for the school
	Appointment of chair and co-opted governors; appointment of committees and committee chairs; appointment of clerk; agree a scheme of delegation
	Arrange for elections of parent and staff governors Induction and training of governors; succession planning for governors
	Compliance with statutory requirements
	Approve the budget and policies
	Agree an annual self-evaluation and development plan
	Policy approval, following recommendations from committee
Education and standards committee *Meets at least five times a year (termly)*	The school's performance; reviewing national test results, and internal assessments of attainment and progress
	The quality of teaching and its link to pupils' progress
	Effective provision of the curriculum, including Sikh studies and other enrichment activities
	Use of educational technology, ensuring latest

	developments are considered Relevant policy development and recommendation
Finance and premises committee *Meets at least five times a year (termly)*	Budgets, accounting and financial control procedures, debt collection, banking arrangements Monitoring major premises projects, overseeing developments; fundraising; the financial and operational efficiency of the Trust Review and advise on any areas that require financial and other areas that require legal compliance. Relevant policy development and recommendation
Ethos and pupil welfare committee *Meets at least five times a year (termly)*	Ensure the school's vision is interpreted in its ethos Oversight of child protection, safeguarding and pastoral matters Marketing, responding to demographic and economic changes in the catchment area Identifying and building partnerships with schools and other organisations at transition points; admissions Relevant policy development and recommendation
Human resources committee *Meets at least five times a year (termly)*	Employment legislation; staffing structures, recruitment and salary levels Performance management of staff, health and safety matters The effectiveness of leadership and services in the school Relevant policy development and recommendation
Audit committee *Meets at least twice a year*	*(Members of this committee do not sit on other committees)* The adequacy and effectiveness of the Trust's systems of internal control and its arrangements for risk management and governance processes All aspects of the appointment and work of the Responsible Officer (RO) and external auditor.
Appeals and hearings	Set up as and when needed to deal with hearings and appeals related to exclusions, disciplinary and other matters

The headteacher's responsibilities for the day-to-day leadership and management of the school will also be laid out. These will be linked to the cycle of meetings of the governing body so that it is clear when and how the headteacher and other staff will be required to report to governors on the outcomes and operation of the school.

Key roles

The trust will ensure that there is a clear distinction between the roles of chair of the governing body and the headteacher.

Chair of the governing body	Headteacher
The smooth running of the governing body The strategic vision for Akaal Primary	The implementation of the agreed strategic vision for Akaal Primary School The day-to-day leadership and

School, the accountability of staff and ensuring that all its activities and education provision comply with company, education or charity law The public face of the school, where necessary Dealing with any complaints	management of the school, including its finances and premises The main point of contact with parents, prospective parents and others Resolving any issues so that there is no escalation to a complaint

Individual governors will be also identified to take a particular interest in a range of aspects of the school, particularly in respect of safeguarding and child protection, and the provision the school makes for literacy support, disabled pupils and those who have special educational needs, and those who speak English as an additional language.

Operation of the governing body and its committees

The governing body will establish a good working relationship with the headteacher designate once in post, and work in partnership with him or her to move efficiently to opening. This will include generation of schemes of work, policies, procedures, and arrangements that will support the school's ethos and set the conditions for high levels of achievement. We will expect regular reports on progress towards opening in all areas of appointments, admissions, premises, resource deployment, policies and procedures.

Once open, the governing body (and in due course its committees) will expect regular reports on the work of the school, including the roll, attendance, staffing, behaviour, the quality of teaching and pupils' progress. Additionally, governors will expect to visit the school to familiarise itself with the school and its work. Governors will be made aware of the distinction between visits that enable them to acquire an understanding of the school and what might be seen to be inappropriate evaluations where professional education expertise is needed.

Managing conflicts of interest

Any conflict of interest between a governor's personal interest and the interests of the school will be managed carefully. This area will be dealt with in some detail in the pre-opening training for governors. We will maintain a register of interests for members and governors that will be updated regularly. Each governor will be required to sign a declaration of interest relating to themselves and close family members when appointed and annually thereafter. In completing this declaration, and to avoid any misunderstanding that might arise, all governors (and staff with financial or spending powers) will be required to declare any financial, personal or family interests they have in companies or individuals from which the Academy may purchase goods or services.

The audit committee and Responsible Officer (see below) will be expected to scrutinise our procurement processes, particularly in respect of potential conflicts of interest. We expect them to report to the full governing body on financial and other decisions made, and to identify where they have any concerns about the process.

Members when appointing new governors, and the governing body in agreeing any co-options, will be expected to take account of any relationship between existing and new governors that may potentially inhibit or influence a governor in their role.

During the pre-opening phase we will establish a code of conduct for governors. We will have a standing item on all meeting agendas that will require governors to declare any potential conflict of interest at the beginning of a meeting. Where there is any potential personal interest in a decision to be made by the governing body, that person will not be part of the decision making process. We will also establish procedures for managing any situations where a potential conflict of interest may damage the reputation of the school.

Securing independent challenge

The governing body will bring a wide range of skills and experience to the school. Governors will be committed to the aspirations and vision for the school and will make a significant time commitment to ensuring it is set up and managed effectively and efficiently. This will inevitably mean that governors will provide considerable challenge to the staff of the school to ensure that they are held accountable for the school's performance and pupils' attainment and progress.

In addition, the governing body will appoint a Responsible Officer (RO) who will report to its finance and premises committee, and to the full governing body if necessary. The RO will provide independent monitoring of the finances of the school, so the governing body can be sure that it is compliant with the law and that the accounting processes used conform to best practice. We will ensure that the person appointed will have appropriate qualifications and expertise in financial monitoring to be able to carry out the role securely.

We expect the headteacher, in conjunction with the governing body, to appoint an external school improvement partner (SIP) with the expertise to analyse the school's performance data and support the school's evaluation of teaching and learning. We expect the SIP to provide challenge to the headteacher and other members of the senior leadership team, particularly where performance needs strengthening. Additionally the adviser would be expected to support innovative ideas to bring about improvements. The governing body would wish regularly to receive reports and meet the SIP.

Additionally, the governing body would appoint an external adviser (who may or may not also be the SIP) to support their management of the performance of the headteacher. Bringing experience of this field, the adviser would work with a small committee of governors drawn from the chairs of the committees, to ensure the process was sufficiently robust and matched the national expectations of such a process. The adviser would support the governors in setting appropriate personal targets for the headteacher so that they were challenging but achievable.

F3 (a) Proposed governors

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
███████████	Project lead	███████████	███████████	10 to 20 hours
███████████	Education and Standards Committee	███████████	███████████	6 hours
███████████	Education and Standards Committee	███████████	███████████	4 hours
███████████	Human Resources Committee	███████████	███████████	6 hours
███████████	Finance and Premises Committee	███████████	███████████	6 hours
███████████	Ethos and Pupil Welfare committee	███████████	███████████	2 hours
███████████	Audit Committee	███████████	███████████	4 hours
Advisers to the Governing Body				
███████████	Setting up QA procedures and ensuring there is sufficient challenge	███████████	███████████	As needed
███████████	Independent view on the workings of governance arrangements	███████████	███████████	As needed

| ▇▇▇▇▇▇ | Ensuring EYFS is set up appropriately | ▇▇▇▇▇▇ | ▇▇▇▇▇▇ | As needed |

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Opening a school	By appointing an experienced and capable headteacher.
	By creating relationship and seeking support from the already opened or recently opened free schools. We have the support of existing Khalsa School, Slough and Anand Primary School Wolverhampton which opened in 2013.
	By using specialist consultants when required (for example HR, procurement, legal matters).

F4 Appointment of headteacher

F4.1 The headteacher's role

The choice of the headteacher is the probably the most important task for any governing body. In selecting the Headteacher of the Akaal Primary School we will look for a talented and inspirational leader with the drive to embrace and implement the ideas and vision of the Trust. We will make use of the National Standards for Headteachers and guidance from the National College of School Leadership. The selection process will be designed to secure a person who has deep empathy with the vision and ethos of the school, and the experience and track record to achieve our challenging outcomes.

Additionally, because this post requires the headteacher to set up a completely new school, we intend, if a suitable candidate can be found, to appoint an existing primary headteacher to the role. The appointment of an existing primary deputy head would, we feel, present a much greater risk to the school as that person is unlikely to have experienced the full range of headship responsibilities and have demonstrated success in them. It is not intended that the school, in its appointment process for the headteacher, would have a specific preference for a member of the Sikh faith. It is more important to the school for headteacher to be confidently capable of developing an outstanding school with a Sikh ethos, regardless of his or her background.

The key elements of the person specification for the headteacher of Akaal Primary School, in the form of essential and desirable elements, are set out in the table.

	Essential	Desirable
Qualified teacher status	✓	
Significant headship experience		✓
Successful experience in a good or outstanding school	✓	
Successful leadership in an outstanding school		✓
Understanding of the Sikh ethos of the school	✓	
Passion for inquiry-based learning	✓	
Experience of IB Primary Years Programme		✓
Strong personal motivation and drive	✓	
Proven ability to inspire and motivate staff and pupils	✓	
High-order analytical and problem solving skills	✓	
The ability to make judgements based on secure evidence	✓	

Driving up school standards and performance will be the key to attracting future students. In the early years a key role for the headteacher will be to embed our ethos and vision throughout all areas of the school and promote the inclusive nature of the school in the community. At the same he or she will need to set out the highest aspirations for all of our pupils from the outset, so that the school develops a staff culture of challenging targets and outstanding success.

The headteacher will be expected to lead the strategic and day-to-day management of the school in a number of key areas:
- shaping the future
- leading learning and teaching

- developing self and working with others
- managing the organisation
- securing accountability
- strengthening community

In **shaping the future**, the headteacher will lead the development of the school with a clear understanding of the values, vision and aims of the school, and how they provide the context for school improvement. The headteacher will be committed to the development of a distinctive school ethos based on Sikh values and the views of stakeholders. He or she will be able to communicate within and beyond the school, and work with the governing body in setting priorities, determining action and evaluating its impact.

Particularly in the initial years of the school, the headteacher will have a central role in **leading learning and teaching**, with a clear understanding of the curriculum and outstanding classroom practice. With a proven record of good and outstanding teaching, he or she will set out clear expectations for lessons, behaviour and attendance. Using his or her experience of evaluating the quality of teaching through observation, the headteacher will set challenging targets for the development of teaching and learning.

The headteacher will need to manage, inspire, encourage and empower staff. In **developing self and working with others**, he or she will be committed to the development of an open and fair culture based on Sikh values, understand the relationship between managing performance, CPD and sustained school improvement. The headteacher will manage his or her own workload and that of others to allow an appropriate work / life balance.

The headteacher will have a commitment to developing and sustaining a safe, secure, happy and healthy school environment. This will mean **managing the organisation** efficiently and effectively from day to day and managing the financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

One of the key tasks of the headteacher from the start will be in **securing accountability** among staff for their personal performance, the achievements of the pupils they teach and adherence to the school's ethos. The headteacher will use the outcomes from regular self-review to identify priorities for action. He or she will ensure the school works to enhance the spiritual, moral, emotional, social and cultural development of all pupils within the school's Sikh ethos. By providing information, objective advice and support, the headteacher will also work with the governing body to enable it to meet its responsibilities.

The headteacher will focus on **strengthening community**, through partnerships with parents and carers, and with other organisations. These partnerships will help to raise standards by supporting pupils' learning and helping to realise the distinctive vision and values of the school as a Sikh school. The headteacher will listen to, reflect on and act on community feedback.

F4.2 The recruitment process

The members of the trust will appoint a small selection panel that will consist of proposed governors. They will be supported by education and human resources advisers. The panel will meet and agree the job description and person specification for the post, which will be advertised nationally. For a school opening in September 2015, we intend to have the

headteacher in post by January 2015 to oversee other staff appointments and policy development. This implies the appointment should ideally be completed by the end of September 2014, with an outline timeline as follows:

- national advertisement in TES – mid-July 2014
- short listing – August 2014
- interviews – early September 2014
- assessment process complete and offer made by 30 September 2014.

This timescale allows for a second attempt to make this appointment for April 2015 if an appointment is not made on the timescale above.

Candidate applications will be shortlisted for interview based on their applications. The shortlisted candidates will be selected for a final interview based on the assessments listed below. As well as panel interviews, the shortlisted candidates will be asked to prepare a presentation highlighting their professional experience and will be given a task to prepare a presentation on the day of interview.

Interview questions will be common to all candidates. On the day of the interview, they will also be given a written exercise, a group exercise and, if thought appropriate, a psychometric test.

The key areas that we will evaluate are listed below in the context in which the evaluation will take place. We have sufficient expertise among our proposed chairs of governing body committees and advisers to manage the interview process professionally and make a well-judged appointment. Panels for interviews and other activities would include at least one governor and an education professional.

Context of evaluation	Areas to be assessed
Application	Evidence of previous employment; relevance and continuity of employment, previous achievement, match to Akaal Primary School's philosophy and vision, match to person specification, written communication skills, knowledge and professional qualities.
Presentation	Oral communication, ability to engage an audience, use of appropriate presentation medium, timekeeping, ability to present relevant information, knowledge of subject, research skills, utilisation and use of technology (where relevant).
Group activity	Leadership skills in the group, team-working, oral communication, knowledge of subject, interpersonal skills, including influencing and negotiating skills, diplomacy and sensitivity and ability to paraphrase.
Panel interview	In-depth subject knowledge around areas such as pupil achievement, teaching and learning, management and governance, curriculum, parents and community, resource management and ethos and vision.

Context of evaluation	Areas to be assessed
Written exercises	Written communication, design, awareness of audience, appropriateness of medium, knowledge of subject, using an in-tray exercise.
Psychometric tests	Various tests will be used to measure aptitude, ability, skill, personality, motivation, temperament and interests
Joint observation of teaching	If it proved possible (Akaal Primary School would not have any pupils at the time of this appointment), a joint evaluation of teaching by each candidate alongside an experienced inspector would be included.

Context of evaluation	Areas to be assessed
Final interview	Oral communication, knowledge of subject, range of previous experience, alignment to our vision and ethos, interpersonal skills, ability to be concise and maintain relevance, understanding of the role, overall match to person specification, knowledge and understanding of safer recruitment requirements, understanding of management techniques and governance, understanding people management and leadership skills, understanding of the school's place within the Derby community, knowledge and understanding of child protection and best practice in safeguarding, demonstrating the importance of the school being a learning community.

We would also need to ensure identity and DBS checks were carried out.

Section G: Initial Costs and Financial Viability

Please refer to the accompanying spreadsheets setting out our outline budget.

████████

Section H: Premises

Please refer to the Excel application form.

Annex A: Consultation documents

Parental Support Survey for The Akaal Primary School (APS)

This survey is to measure the support for opening a new Free Primary School in the Normanton / Peartree area of Derby, from September 2015. *We aim to start the new primary school with 2 forms of Reception and 1 form of Year 1, teaching the national curriculum to pupils enhanced by the instillation of good social values as promoted within the Sikh faith. We will focus on literacy and numeracy as the bedrock of learning, and we propose that APS will be firmly international in flavour and outlook.*

Our vision is of a highly successful school with great expectations of all our pupils. Our curriculum will be firmly focused on achieving outstanding progress for each child, whatever their ability on entry to the APS, and we consider that this is urgently needed in this area.

Sikhism is centred on inclusion and equality, and the APS will be founded on the basic tenets of liberty, equality, and fraternity in which an individual is a valued member of their local community, city, country, and wider world. *Our admissions policy will allow up to 50% of pupils to be selected on the basis of their Sikh faith, if demand for the school is greater than the number of places we offer. Importantly though, the school will welcome Sikhs and non-Sikhs alike without discrimination in respect of background, social status, religious beliefs, culture, colour, creed and gender.*

We are passionate that such an Academy will serve the best interests of our community and our children, and we hope that you agree with us. We would greatly appreciate if you could fill out as much of the following survey as is possible to assist us in assessing the demand for our school. We may share this information with the Department of Education as part of our application for a new school.

Your belief: Sikh/Non-Sikh/None (Tick one)
Do you support the ethos and objectives of Akaal Primary School?
(Pease tick as appropriate)

☐ Yes, I believe that my child(ren)'s education would be enhanced by these values.

☐ No, I do not believe that these values would add to my child(ren)'s learning experience.

Would you be interested in sending your child(ren) to Akaal Primary School?
(Pease tick as appropriate)

☐ Yes I would choose Akaal Primary School as my first choice.

☐ Yes I would choose Akaal Primary School as one of my choices.

☐ Perhaps, I would require more information.

☐ No, I am satisfied with our local education provision.

How many children do you have? ....

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

....

This will allow us to determine which academic year your child(ren) would attend Akaal Primary School.

What is your postcode? ....

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

Would you like to be updated on our progress?

☐ Yes

☐ No

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

Email address ....

Telephone number ....

Postal address ....

Additional Comments (continue on the reverse of this form) ....

....

....

....

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

You can submit this form on line by visiting our website WWW.AKAALPRIMARYSCHOOL.ORG or by email at INFO@AKAALPRIMARYSCHOOL.ORG , or you can post the completed form to Akaal Primary School c/o Sri Guru Singh Sabha Gurdwara, Prince's Street, Derby DE23 8NT. If you require any additional information prior to completing this form you can telephone 07799057846 or send an enquiry to our email address.

Akaal Primary School: Frequently Asked Questions

Our Motto: '*Sarbat Da Bhalla*'- Well-being of all.

Our Vision: Developing all rounded individuals based on excellence in education, moral values, health and wellbeing, independence of thought, inclusion of all regardless background, social status, religious beliefs, culture, colour, creed or gender for social cohesion to become better citizens.

How Akaal primary school will be different from other schools? We aspire for full expression of individual pupil's potential and to achieve excellent education standards for the whole school with holistic (mental, physical, social, cultural and spiritual) development of all pupils (including EAL, SEN, talented and gifted) as reflected in their better behaviour. The school will be all-inclusive with international outlook and value based education based on Sikh ethos. The school will have extended time with 5 term calendar and many extra-curricular activities. The curriculum will be holistic, broad and balanced with thematic approach and Literacy specialism. Pupils will receive individual attention. The school will be family centred with opportunities for parents to take part in their child's learning and also participate in some adult learning courses. The school will have a Family Support Worker.

What is the background of proposed school? Our experience of running Punjabi school with Sikh ethos for over a decade has shown that not only the pupils obtain excellent grades in GCSE and A levels in Punjabi but they also excel in their mainstream schools and the Sikh ethos taught in the Punjabi school help them to imbibe moral and humanistic values in life to make them more successful citizens.

What will be the site of the school? There is no pre-chosen site. The Education Funding Agency will locate a suitable site central to Normanton area with easily commutable distance for students.

When will it start and what classes will it start with? September 2015: Two forms of Reception and Year 1.

How much will it cost me to send my children to this school? Nothing, it will be directly funded by the Department of Education just like any other state school.

What will be its intake in terms of Sikhs and non-Sikhs? Admission will be made through the local authority. However, in the event of oversubscription, 50% Sikh students and 50% non-Sikh students will be taken.

Will it segregate Sikh students? No. We shall encourage students from other faiths and ethnic groups living in the area to join the school and benefit from its motto of 'Wellbeing of All' (*Sarbat da Bhalla*).

Why is there need for a new school? The existing schools in the area do not have high rating from Ofsted. Also they are oversubscribed. With the new immigrants settled in Normanton and surrounding areas there is a need to have more schools with high standards. The area is deprived and has high rate of drug and anti-social behaviour problems. This school on Sikh ethos will provide the youth new cordial environment for education and help them infuse moral values.

Why a Sikh school in Derby? There are 7 to 8 thousand Sikhs in Derby having four Gurdwaras. They would like to play a bigger role in developmental of society by sharing their good moral values with other communities. Sikh ethos of liberty, equality and fraternity and its three pillars of meditation, honest earning and sharing with no discrimination for gender, race or ethnicity can lay foundation for better inter-community understanding and building big society. Non-Sikh students will benefit from mixing with Sikh students who usually perform better in education. In turn, Sikh students will gain from non-Sikh students by understanding inter-faith relationships and tolerance.

What syllabus will be followed? National Curriculum with IBPYP approach will be followed. It will be holistic, thematic with specialism in literacy to address the needs of children with English as an additional language.

How much time will be given to Sikh religion? As provided in the National Curriculum. We shall follow SACRE rules for teaching of all faiths. No additional time will be given to Sikh faith in the normal school hours. However, enrichment classes after the school hours will have Sikh faith as an option. There will be enough options for non-Sikh pupils.

Will the staff be only Sikhs? No. Recruitment will be made openly following standards of Department of Education.

How will you teach RE? As in National Curriculum and contained in SACRE guidelines.

What type of diet will be served in school meals? The school will serve only a universal vegetarian diet (including milk and milk products) similar to the free kitchens of Sikh Gurdwaras. We will expect parents to observe this policy for packed lunches, if they opt out of school meals.

How you plan to raise standards? We have links with highly successful schools with outstanding grading. We shall benefit from their experience to raise standards of education. We shall have competent educational governance with a number of Head Teachers on our steering committee who will guide us to achieve excellence.

With emphasis on Literacy and Numeracy we shall develop a strong monitoring and assessment programme for each pupil. We shall provide appropriate individual support during the school and after school times. An environment will be created to improve social skills, independence, confidence and self-esteem of pupils.

Partnership with parents and carers will be created. Parent-Teacher partnership will be the basis for individual development plans. Breakfast clubs and Parent- Teacher linkages will be made to improve not only education but also general behaviour of students.

Why non-Sikhs should come to this school? APS aspirations, irrespective of the faith, are to achieve high academic attainments for all. Thus APS will be all inclusive. Our aim is not just to address the Sikh but all Multi-Ethnic children of the area as a good service to humanity. The major reason for parents should send their children to this school will be high academic achievements and inculcation of good social behaviour.

Will you collaborate with local schools? Yes. Our aim is to work together with local schools from the start to achieve high educational standards. We will encourage exchange of good practises with all local schools and form strong a partnership with them.

What impact it will have on other schools in the area? APS will have a positive effect on the existing schools as it will absorb over-subscription in schools beyond their capacity. In view of increasing school age population in Normanton our school will take some burden from the Local Authority. APS will create more choices for parents where they can send their children. It will encourage healthy competition for improvement of education in all schools of the area.

Will it result in job losses in schools of the area? There will be no job loss due to APS. In fact, APS will create new employment opportunities in the area as it will cater to oversubscription in schools. It will not result in the closure of any school in the area because Derby's population is growing. In addition, the opening of APS will be based on impact assessment before entering into a funding agreement by the Secretary of State for Education.

Where the students will be going after year 6? School leavers will have choice of going to secondary schools such as City of Derby Academy, Sinfin, Landau Forte College, Derby Moor Community Sports College, Littleover Community School, Bemrose School, Derby Grammar School etc.

How will you attract qualified staff? We shall attract high calibre teachers by providing exciting and innovative vision, National Pay Scales and incentives for additional input to meet vision standards.

How will you be monitored? There will be funding agreement with the Secretary of State for Education. OFSTED will inspect the school like other schools.

Will the local authority have any involvement in your school? We will work in partnership with LA where possible. LA will also be involved with our admission arrangement.

Will your admission be test based? No, we will be bound by the Admissions Code set by the DfE. The Local Authority will be responsible for the admissions process of our school. The school will be open to pupils of all abilities - EAL, SEN etc.

Annex B: Curriculum vitae

Members of the Trust

███████████

CV ████████

	CV template	
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	███████ ████████ ████████
4.	**For finance only**: details of professional qualifications, including:	N/A
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	N/A
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	N/A
6.	Brief comments on why your previous experience is relevant to the new school	████████

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	██████████

CV ████████

CV template		
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	████████
		████████
		████████
4.	**For finance only**: details of professional qualifications, including:	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	████████
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	████████

CV ██████

CV template		
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
		██████
		
		██████

4.	**For finance only**: details of professional qualifications, including:	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	██████
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	███████████

F1 (a) Pre-opening skills and experience: All involved people

Core Group-lead roles

- Member of Trust (CV as before): Project management.
: Education
: Education
: Finance
- Member of Trust (CV as before): PR and media.
: Human resources and child care
: Marketing

Wider Group- supporting roles

: Education standards and governance
: Education
 EYFS and KS1 education
: EYFS education
: RE, Sikh faith and opening a free school
: IT expert and opening free School
: Project management, liaison with LA
: SACRE, multi-faith and sociology of criminology
: Member of Trust (CV as before): Communication and networking.
: Finance and project management
: Finance
: Finance
: ICT and website
: ICT and marketing
: Human resources
: Marketing
: Public relations and liaising with LA
: Sikh studies
: Legal matters

CV ████████

CV template		
1.	Name	████████
2.	Area of expertise (i.e. education or finance)	Education
3.	Details of your last three roles including: - name of school/ organisation - position and responsibilities held - length of time in position	████████ ████████ ████████
4.	**For finance only**: details of professional qualifications,	Not applicable
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	Not applicable
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	████████
7.	**Optional**: brief comments on how the role you played	

	helped to raise standards in any or all of your three previous roles.	104
8.	Reference names(s) and contact details	██████████

CV ████████

	CV template	
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	████████
		████████
		████████
4.	**For finance only**: details of professional qualifications, including:	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available): ▪ 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 **16 to 19**, 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	
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	██████████
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	█████████

CV ███████

	CV template	
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
		███████
		
		███████

4.	**For finance only**: details of professional qualifications, including:
	
	  ▪ date of qualification
	
	  ▪ professional body membership number
	
	  ▪ how your qualifications are maintained
		███████

5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA

5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	████████
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	████████

CV ███████

	CV template	
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	███████ ███████ ███████
4.	**For finance only**: details of professional qualifications, including:	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	███████
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	███████
6.	Brief comments on why your previous experience is relevant to the new school	███████
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	██████████

CV ███████

CV template		
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	███████ ███████ ███████
4.	**For finance only**: details of professional qualifications, including:	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	███████

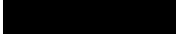| 7.	**Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	• ████████

CV ███████

CV template		
1.	Name	███████
2.	Area of expertise (i.e. education or finance)	███████
3.	Details of your last three roles including: me of school/ organisation sition and responsibilities held gth of time in position	███████ ███████ ███████
4.	**For finance only**: details of professional qualifications, including:	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	███████
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	███████████

CV ███████

	CV template	
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	███████ ███████ ███████
4.	**For finance only**: details of professional qualifications, including:	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available): 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 **16 to 19**, 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	116
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	N/A	
6.	Brief comments on why your previous experience is relevant to the new school	██████████	
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	██████████	

CV ███████

CV template		
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	███████ ███████ ███████
4.	**For finance only**: details of professional qualifications,	Not applicable
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	Not applicable
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	███████
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	███████

CV █████████

	CV template	
1.	Name	████████
2.	Area of expertise (i.e. education or finance)	Education
3.	Details of your last three roles including: • name of school/ organisation • position and responsibilities held • length of time in position	████████ ████████ ████████
4.	**For finance only**: details of professional qualifications,	Not applicable
5.a	**For education only:** if you are in a leadership position in your latest school (where available): • 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 **16 to 19**, 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	119
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	███████████
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	███████████

CV ███████

CV template		
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
		███████
		
		███████
		
		███████

4.	**For finance only**: details of professional qualifications,	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	███████

7.	**Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	███████
		121
8.	Reference names(s) and contact details	███████

CV ███████

	CV template		
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	████████ ████████ ████████	
4.	**For finance only**: details of professional qualifications,	N/A	
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	N/A	
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	N/A	
6.	Brief comments on why your previous experience is relevant to the new school	████████	
7.	**Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A	

8.	Reference names(s) and contact details	███████	

CV ███████

	CV template	
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	1. ███████
4.	**For finance only**: details of professional qualifications, including:	N/A
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	N/A
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	N/A
6.	Brief comments on why your previous experience is relevant to the new school	1. ███████
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	███████

CV ██████

	CV template		
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	(a) ██████ (b) ██████ (c) ██████	
4.	**For finance only**: details of professional qualifications,	NA	
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA	
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA	
6.	Brief comments on why your previous experience is relevant to the new school	██████	
7.	**Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	NA	
8.	Reference names(s) and contact details	██████	

CV ███████

CV template		
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
		███████
		
		███████
		
		███████

4.	**For finance only**: details of professional qualifications,	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	███████
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	███████

CV ██████

	CV template	
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	██████ ██████ ██████
4.	**For finance only**: details of professional qualifications, including: • date of qualification • professional body membership number • how your qualifications are maintained	██████
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	

5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	131
6.	Brief comments on why your previous experience is relevant to the new school	██████████
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	██████████

CV ▮▮▮▮▮

CV template		
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	▮▮▮▮▮ ▮▮▮▮▮ ▪ ▮▮▮▮▮
4.	**For finance only**: details of professional qualifications, including: ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained	▮▮▮▮▮
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA

5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	
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	███████

CV ███████

	CV template		
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	███████ ███████ ███████	
4.	**For finance only**: details of professional qualifications, including:	NA	
5. a	**For education only:** if you are in a leadership position in your latest school (where available):	NA	
5. b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA	
6.	Brief comments on why your previous experience is relevant to the new school	███████	
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	███████	

CV ███████

	CV template	
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
		███████
		
		███████
		
		███████

4.	**For finance only**: details of professional qualifications,	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is	███████

	relevant to the new school	
7.	**Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	136
8.	Reference names(s) and contact details	• ▮▮▮▮▮▮

CV ████████

CV template		
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	████████ ████████ ████████
4.	**For finance only**: details of professional qualifications,	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	████████
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	████████

CV ██████

CV template		
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	██████
		██████
		██████
4.	**For finance only**: details of professional qualifications,	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	██████

7.	**Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	████████ 139
8.	Reference names(s) and contact details	1. ████████

CV: ██████

CV template		
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	██████ ██████ ██████
4.	**For finance only**: details of professional qualifications,	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	██████
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	1. ██████████

CV ████████

CV template		
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	████████ ████████ ████████
4.	**For finance only**: details of professional qualifications,	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	████████
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	████████

CV ████████

CV template		
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
		████████
		
		████████
		
		████████

4.	**For finance only**: details of professional qualifications	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA

5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	████████
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	████████

CV ████████

CV template		
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	██████ ██████ ██████
4.	**For finance only**: details of professional qualifications, including:	NA
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	NA
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	██████
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	███████

CVs for F3 (a) Proposed Governors

██████████

Advisers to the Governing Body

██████████:

CVs for F3 (a) Proposed Governors

CV ███████

CV template		
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	███████ ██████ ██████
4.	**For finance only**: details of professional qualifications,	N/A
5.a	**For education only:** if you are in a leadership position in your latest school (where available):	N/A
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available):	N/A
6.	Brief comments on why your previous experience is relevant to the new school	██████
7.	**Optional**: brief comments on how the role you played	██████

	helped to raise standards in any or all of your three previous roles.	149
8.	Reference names(s) and contact details	█████████