

SEVA SCHOOL (COVENTRY)

Free Schools in 2014

Application form

SEVA SCHOOL

As part of the NSN
Development
Programme 2012

Application checklist

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

Section A: Applicant details

| Main contact for this application | |
|---|--|
| 1. | Name: [REDACTED] |
| 2. | Address: [REDACTED], Warwick, [REDACTED] |
| 3. | Email address: [REDACTED] |
| 4. | Telephone number: [REDACTED] |
| About your group | |
| 5. | Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 6. | If Yes, please provide more details: [REDACTED] |
| 7. | How you would describe your group: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else |
| 8. | If 'Something else', please provide more details: |
| 9. | Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 10. | If Yes, please provide more details: |
| 11. | In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 12. | If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: |
| Details of company limited by guarantee | |
| 13. | Company name: Sevak Education Trust |
| 14. | Company address: 47-49 Cross Road, Foleshill, Coventry CV6 5GR |
| 15. | Company registration number and date when company was incorporated: October 2012 Registration Number 8267703 |
| 16. | Does the company run any existing schools, including any Free <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

| | | |
|---|--|------------|
| | Schools? | |
| 17. | If Yes, please provide details: | |
| Company members | | |
| <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p> | | |
| 18. | Please confirm the total number of company members: 5 | |
| 19. | Please provide the name of each member below (add more rows if necessary): | |
| | 1. Name: | ██████████ |
| | 2. Name: | ██████████ |
| | 3. Name: | ██████████ |
| | 4. Name: | ██████████ |
| | 5. Name: | ██████████ |

| | | |
|--|--|---|
| Company directors | | |
| <p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p> | | |
| 20. | Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary): | |
| | ██████████ | |
| | ██████████ | |
| | ██████████ | |
| | ██████████ | |
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| | ██████████ | |
| | ██████████ | |
| | ██████████ | |
| 21. | Please provide the name of the proposed chair of the governing body, if known: | |
| Related organisations | | |
| 22. | Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

| | | |
|---------------------------|---|---|
| 23. | <p>If Yes, please provide the following information about each organisation: [REDACTED] and [REDACTED] are trustees for S.H.A.R.E Charity (<u>Registered Charity number 1120428</u>). S.H.A.R.E will only help in fund raising for the proposed school. [REDACTED] is also [REDACTED]. The Sikh Gurdwara will only help in fund raising for the proposed school.</p> | |
| 24. | <p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Our school will be a faith school based on the Sikh faith without any specific denomination.</p> | |
| Existing providers | | |
| 25. | Is your organisation an existing independent school wishing to convert to a Free School? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 26. | Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 27. | Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 28. | If Yes to any of the above three questions, please provide your six digit unique reference number here: | |
| 29. | If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity: | |
| 30. | If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: | |
| 31. | If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: | |
| 32. | If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: | |

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



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

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

Signed:


Position: [REDACTED]

Print name: [REDACTED]

Date: 4th January 2013

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

Section B: Outline of the school

| | | |
|-----|---|--|
| 1. | Proposed school name: | Seva School |
| 2. | Proposed academic year of opening: | September 2014 |
| 3. | Specify the proposed age range of the school: | <input type="checkbox"/> 4-11 <input checked="" type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify: |
| 4. | Date proposed school will reach expected capacity in all year groups: | Primary Years will reach full capacity 2019/20 Secondary Years will reach full capacity 2018/19 |
| 5. | Will your proposed school be: | <input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed |
| 6. | Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 7. | Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| 8. | If Yes, please specify the faith, denomination, etc of the proposed school: | Our school will be a faith school based on the Sikh faith. |
| 9. | Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 10. | If Yes, please specify the faith, denomination, etc of the proposed school: | |
| 11. | If you have a preferred site, please give details, including the post code: |  |
| 12. | Please tell us how you found this site: | Contacting LA and commercial estate agents, internet searches |
| 13. | Is the site: | <input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know? |

| | | |
|-----|--|----------|
| 14 | If you have not identified a site yet, please tell us the postcode of your preferred location: | |
| 15. | Local authority in which the proposed school would be situated: | Coventry |
| 16. | If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities: | |
| 17. | <p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p> | |

Section C: Education Vision

| | | |
|---|---|--|
| <p>MISSION</p> <p>“Seva School will meet the needs of the community in Coventry as a high achieving Sikh faith school for 4 to 16 year olds. The school will deliver excellent educational development through a framework that supports the wellbeing of all. This will be underpinned by the principles and teachings of the Sikh faith.”</p> | | |
| <p>RATIONALE</p> <p>Catering for Sikhs and the deprived communities in the Holbrooks, Foleshill, Upper Stoke and Longford areas</p> <ul style="list-style-type: none"> • Underachievement in current schools • Lack of school places • The need for a Sikh Faith school • Health and Wellbeing • The need for an All-through School | <p>VISION</p> <p>Adopting and instilling the SEVA core principles</p> <ul style="list-style-type: none"> • Service • Excellence • Virtues • Aspiration | <p>ETHOS</p> <ul style="list-style-type: none"> • Inspiring, Practical Values • Harmony between spirituality and secularity • Achieving the best morally, socially and intellectually • Tolerance for all • A universal philosophy |
| <p>ASPIRATION & OUTCOMES</p> <ul style="list-style-type: none"> • High Attainment in subjects through high expectations • Raise aspiration of all irrespective of background • Excellence in teaching and learning • Strong, faith led, moral principles that builds virtues • Strong, trusting and collaborative partnership between pupils, teachers, parents and volunteers • Seva and spirituality are seen and felt throughout the school and reported from home • Strong partnerships with voluntary organisations • Successful and healthy transition through all phases of school life | | |
| <p>UNIQUE FEATURES</p> <ul style="list-style-type: none"> • A school based on the Sikh ethos and principles • An all-through school that is fully integrated at all stages • A longer school day that aims to give academic, moral, social and physical inspiration daily • An extended day with pre-catch up sessions and two twilight sessions that offer Sikh Studies and extra-curricular activities. • Personal study time to allow pupils to do homework in a stable school environment • An excellent relationship between the school and home which aims to create a consistent behaviour across both environments • Habits of minds are incorporated into programmes of study • ‘Math in Focus’ used through all Key Stages • Challenges are set that have to be completed in and out of school • A school that will tackle social issues head on with preventative methods along with services and support aimed at reducing the problems facing children in Coventry • Pre-classroom catch ups for those who are finding areas of the curriculum challenging • Saturday enrichment and extracurricular offerings for all pupils • Extensive focus on the wellbeing of all children within the school | | |

C1: Educational Vision

The Sevak Education Trust was formed by a group of collective minded parents and community members who have lived and studied in Coventry. Working as volunteers within the framework of a charity trust, we have collaborated closely with the local and wider communities of Coventry for over 15 years. We run and manage a successful academic after school 'Khalsa Academy' with over 80 children regularly attending from ages 3 -18 years. We have created an exciting enrichment programme for these children where lessons are taught through a formalised Sikh based curriculum. This curriculum has evolved through collaboration with other similar minded organisations both nationally and internationally. The teachings are based on the Sikh ethos and nurture universal morals such as honesty, sharing, compassion, contentment, volunteering and hard work. Regular enrichment events and trips are and have been arranged, which are focused on understanding key health concerns, on the local community and the environment. These can have ranged from hands-on volunteering events, workshops by health specialists to education trips.

Our approach has been to develop and use a range of innovative and creative, global educational resources, which have included educational websites, children friendly smart phone applications and activity books. We are currently working on developing an innovate approach to teaching Indian classical music and languages. Our fusion of technology to our teaching has been well received.

We have formed long running and trusted relationships with the children, parents, communities, local charities, councillors and local businesses. This has enabled us to understand the needs and concerns of Coventry parents and their children. We feel that we now have significant experience in working with children from wide ranging socio-economical background. We have provided a safe environment for academic support and personal development through universal teachings of the Sikh faith.

We have received an overwhelming demand and positive support for an all-through Sikh faith school that caters for the needs of the community in providing high quality education underlined with good ethical and moral teachings.

The word 'Seva' literally means to perform selfless service without seeking reward. A 'Sevak' defines a person who lives their life serving, while being a successful and well-rounded individual. We have successfully instilled this key message in our teaching and we feel that an educational establishment that bases itself on this principle can have a profound and long lasting effect on the wider community in Coventry.

Our Rationale

The basis for our rationale to create a school in Coventry is twofold. Being a faith group, we want to create an educational establishment that is grounded in the high values and ethos of the Sikh faith. We also want to serve the deprived areas of Coventry, where schools are clearly failing to provide a high level of quality education. The largest concentration of Sikhs in Coventry is in the Holbrooks, Foleshill, Upper Stoke, Longford and Radford areas. These areas also have the highest concentration of deprivation in Coventry, so Seva School's aim will be to cater for these areas. The distribution map on the left shows the areas where there are higher percentages of Sikhs. If we compare this to the deprivation map within Coventry, there is a close correlation between the two when we compare the areas that we are looking to target.

% of population that are Sikhs by Area (2001)

Sikhs In Coventry

- Nearly 14,000 in Coventry
- Highest concentration in Holbrooks, Foleshill, Upper Stoke and Longford followed by Radford.
- Distribution shown is from 2001. There has been some migration from Foleshill since that time so an updated map may show a lower percentage.

Deprivation in Coventry (2010)

Coventry Statistics

- 32% of city live in the top 20% most deprived LSOA
- 18% of city live in the top 10% most deprived LSOA
- Higher than national average % of Pupils with Special Educational Needs in secondary level at 23.5%

The link between the socio-economical background of a child and low education attainment is well documented. Our proposal aims to tackle this with very positive outcomes that significantly improve attainment in the city.

Underachievement in Current Schools - The current schools within Coventry perform below average against national statistics from KS1 through to KS4. This has a direct effect on the quality of the education and potential academic attainment achievable for a child.

Primary Schools

| Key Stage 1 Level 2 or above | Coventry 2011 | England 2011 |
|---------------------------------|------------------|-----------------|
| KS1 Reading | 82% | 85% |
| KS1 Writing | 78% | 81% |
| KS1 Mathematics | 86% | 90% |
| KS1 Science | 88% | 89% |

| Key Stage 2 Level 4 or above | Coventry 2011 | England 2011 |
|---------------------------------|------------------|-----------------|
| KS2 English | 78% | 81% |
| KS2 Mathematics | 71% | 74% |

The attainment at KS1 and KS2 all fell below the national average in 2011. The new Ofsted League table ratings, which were released in November 2012, ranked primary schools in Coventry in the bottom 5 of the country. The likelihood of attending a good primary school in Coventry is only 42%. The 2011 breakdowns for Coventry of pupils achieving KS2 Level 4 or above also show a significant difference between boys and girls (7%). Seva School aims to provide strong prevention and intervention measures to ensure that all abilities are catered for and are achieving to their maximum potential.

Secondary Schools

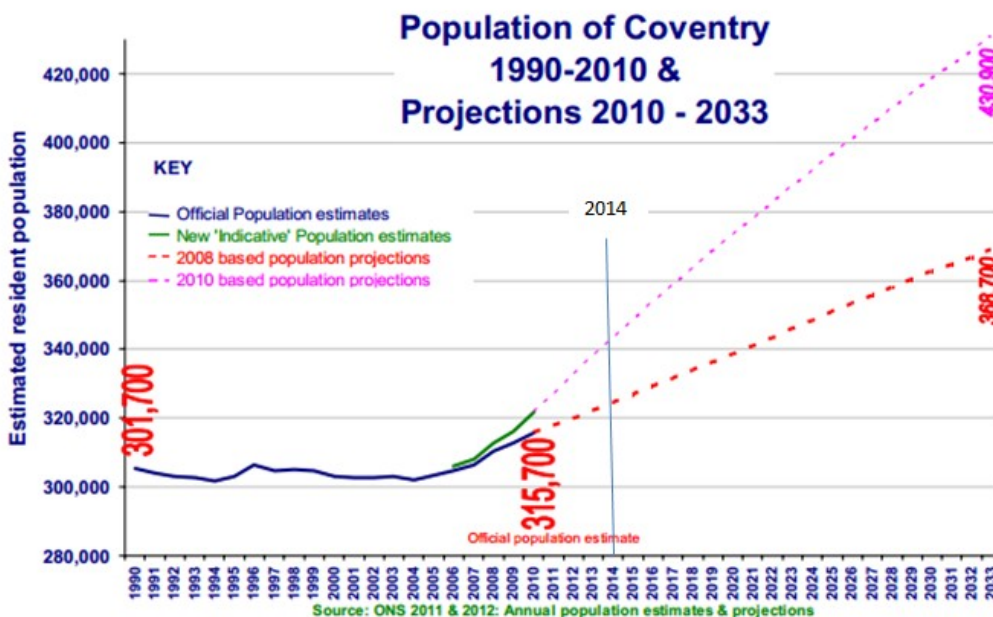
The table below shows the secondary schools in Coventry along with their percentages of five good GCSEs (or equivalent) including English and Maths GCSEs. All the schools bar one fall below the national average. Finham is the only school that does not serve our targeted areas.

| Results for Secondary Schools in 2011 | % achieving 5+ A*-C |
|---|---------------------|
| England - state funded schools only | 58.2% |
| The Coventry Blue Coat Church of England School and Music College | 78% |
| Finham Park School | 78% |
| President Kennedy School and Community College | 52% |
| Sidney Stringer Academy | 52% |
| Lyng Hall School | 49% |
| Barr's Hill School and Community College | 48% |
| Cardinal Wiseman Catholic School and Language College | 45% |
| Foxford School and Community Arts College | 41% |
| Stoke Park School and Community Technology College | 41% |

The Sikh community in particular have traditionally preferred Finham Park School or Coventry Blue Coat as first choice. A small percentage has relocated to the catchment area of Finham Park School. Blue Coats offer only 20% of places to the non-Church of England community. With such a large Sikh community in Coventry, this obviously only caters for a small fraction of the overall Sikh population. The remainder attend schools that are either coasting or underperforming, with a small percentage choosing independent schools. It is clearly evident from the results above that the schools in our targeted areas are underperforming.

Seva School will provide an opportunity for parents to send their child to a high performing all-through school, where they can be confident that their child will receive a sound and rounded education.

Lack of school places - Coventry is the eleventh largest city in the UK, with an estimated population of over 300,000 according to national statistics from 2009. The ONS Population Estimate for 2009 reported that the population growth in the last few years has been the highest in the last two decades, primarily due to rising birth rates and migration. Local and national reports have highlighted that there is a clear shortage of local school places for children living in the city. The situation will reach a critical stage as the projected population growth is expected to accelerate dramatically over the next decade. The chart below from 2010 Coventry Annual Schools Census Reports shows the growth projection for the next decade in Coventry.



The red dotted line shows the estimated projection line based on 2008 projections. The pink dotted line shows a new projection based on the ONS for 2011 and 2012. Growth over the last few years has been significantly higher than the previous projections and this has led to a substantial shortage of school places. The new 2014 projections show an underestimation of around 17,000 people.

The DfE statistics rank Coventry as tenth in the top twenty local authorities who are projected to have the greatest deficit of mainstream primary school places by 2014/15. The statistics show a predicted shortage of approximately 3586 primary places in Coventry by 2014/15

(total number for Coventry). Coventry Council attempted to open two new schools in October 2012. Their attempts failed because they did not look to establish free schools or academies, as per the 2011 Education Act. The council has now outlined a plan to expand existing schools in the city. This is clearly not the right approach since the expansion of underperforming schools is not addressing key issues that we have outlined. The growth will also have an impact on secondary schools in coming years.

The Need for a Sikh Faith School - Coventry is ethnically diverse, with 26% of the population coming from minority ethnic communities compared to 16% for England as a whole. There are close to 14,000 Sikhs within Coventry, making them the largest minority by representation, with the Sikh native language of Punjabi being the most widely spoken language second to English.

There are no schools in Coventry that are based on, or have any formal links with the Sikh faith. Faith schools have historically performed well and according to Ofsted reports for 2011, 73% of Catholic faith secondary schools were rated good or outstanding, compared with 60% of English schools nationally. At primary level, 74% of Catholic faith schools were rated outstanding or good, compared with 66% nationally. Existing Sikh schools in England such as Guru Nanak Sikh School in Hayes and Khalsa Primary in Slough, have also achieved excellent academic results.

The fundamental values of Seva School are encapsulated in the Sikh teachings outlined in our vision. The principles of Sikhism form an excellent framework and foundation for education because they are centred on discipline, achievement, compassion, equality for all, responsibility and tolerance of others. All of these principles are essential for a successful and harmonious society. Education for life and lifelong learning is adopted in the very meaning of the term 'Sikh' which means 'to learn'. A specific feature of the rounded education provided by Seva School will be that it transcends the classroom. The school will aim to instil critical, independent and rational thinking tools that will help all pupils make important life decisions.

Health and Wellbeing - Seva School's strong character building framework will help to improve the life chances and opportunities for young people in the city. A city where there are clear health and wellbeing problems and significant deprivation in areas. The Coventry Child Profile (March 2012) clearly shows that there are many issues facing children in Coventry. The key issues highlighted, which we feel could be factors in low attainment, were alcohol, smoking, drug misuse, lack of exercise and higher than average obesity. We intend to build strong relationships with local charities such as Compass, who provide good preventative programmes and sessions around drug and alcohol abuse, that will be held in the school. Our healthy vegetarian diet approach and extracurricular activities will help tackle the health issues.

All-through School - It is clear that Coventry is in need of a school that will improve outcomes through all stages of education. Seva School will be the first all-through state school in Coventry and will provide a unique local offering that is also cost effective. It would lead to improvements in teaching and learning, and improved outcomes for pupils, particularly in the transition phase between primary and secondary schools. An all-through approach will allow for different routes for progression from one stage of learning to the next, and will promote learning across a wide range of contexts and experiences. This will enable every child to develop his or her full potential through a broad range of challenging, well-planned experiences which help them develop qualities of citizenship, spirituality, high morals, enterprise and creativity. Another key benefit is the ability to monitor not only academic progress across stages but also mental, social, emotional and physical wellbeing. The areas targeted also have a high percentage of EAL pupils, so this approach will also ensure that they get targeted support and continuum across key phases.

Conclusion - There is a clear need for a school within Coventry that provides adequate assessment, appropriate intervention and seeks to address the needs of socio-economical disadvantaged children. Seva School's all-through offering would be a realistic, economical and high quality solution for the problems facing pupils in Coventry's deprived regions. The large Sikh community is firmly in favour of such a school.

Mission

"Seva School will meet the needs of the community in Coventry as a high achieving Sikh faith school for 4 to 16 year olds. The school will deliver excellent educational development through a framework that supports the wellbeing of all. This will be underpinned by the principles and teachings of the Sikh faith."

Vision

We aim to create a high achieving, all-through school from ages 4 to 16, which will follow the principles and values of the Sikh faith. We will develop an exciting but rigorous curriculum which will produce excellent examination results, while also creating rounded and morally sound individuals who are prepared for the global challenges that face them.

Seva school will achieve the above by creating a school of "Sevaks"; selfless citizens that abide by the four **SEVA** principles:

Seva – selfless service is a key principle in the Sikh faith. It is an important part of responsible citizenship and it instils a giving nature by removing selfishness and ego. It can be summarised as an attitude of serving without expecting reward.

Excellence - Seva School will develop a reputation as a leader in providing high quality academic teaching that engages pupils for their success. Excellence is achieved through strong collaboration between pupils, teachers and parents/carers. The school will educate to the highest standard by utilising the most appropriate and creative educators, implementing best principles and innovation.

Virtues – Seva School will promote Sikh values to increase the confidence of individuals. These virtues will nurture personal growth, tolerance, sharing and having respect for all. They are all inclusive and universal for the benefit of pupils, staff and parents alike. They form the foundation for rational decisions based on good values and sound thinking.

Aspiration – All pupils at the school will aspire to be the best that they can be in order to contribute to society effectively. Aspirations will not be limited to academic goals but will also include health and relationships. The nurturing environment will ensure that pupils are operating in a dynamic state in which they reach their full potential. It will allow them to be creative, productive and capable of building strong and positive relationships.

Ethos

- Inspiring, Practical Values
- Harmony between spirituality and secularity
- Achieving the best morally, socially and intellectually
- Tolerance for all
- A universal philosophy

The Ethos of Seva School will be grounded in the Sikh faith. Inspired by Sikh values, it will actually have a great deal in common with other faiths as they are based on universally accepted values. These are included in the egalitarian approach to all things. Seva School will ensure that our educators and learners are instinctively exercising these values in every decision, action and thought. We feel that our excellence is constituted in a unique and strong partnership between committed pupils, parents and passionate staff. Parents can rest assured that Seva School will be the catalyst that provides their children with the best tools to become outstanding members of society.

In the Sikh tradition, following the path of Khalsa means to become the best person you can be morally, socially and intellectually. This is our vision for our pupils – to follow the way of Khalsa and learning to become vital and outstanding global citizens regardless of their background. For the Khalsa, spirituality and secularity should co-exist harmoniously and we want that to be felt at Seva School.

An important feature of the Sikh faith is tolerance and that that it does not seek converts. This is clearly set out within the Guru Granth Sahib, the holy scriptures of the Sikhs. Therefore it is astonishingly apparent that when one reads from the Guru Granth, one finds not a message for Sikhs alone, but a message for all. The universality of Sikh scriptures explicitly shows that it is based on the human condition which can evidently be applied to all. The philosophical underpinnings of the Sikh Scriptures are fundamentally related to what can be experienced as individuals as well as a community.

Aspiration and Outcomes

Through our vision we aspire to achieve:

| | |
|---|---|
| <p>Seva</p> <ul style="list-style-type: none"> • Inspire the community to serve and be spiritual • To foster an atmosphere of serving that is seen and felt throughout the school and reported from home • To nurture responsible citizens who care for the environment | <p>Excellence</p> <ul style="list-style-type: none"> • High attainment in subjects through high expectations • Excellence in teaching and learning • Successful and healthy transition through all phases of school life |
| <p>Virtues</p> <ul style="list-style-type: none"> • Strong, faith led, moral principles that build virtues • To nurture sensitive individuals who recognise the consequences of their actions • Respectable individuals that demonstrate mannerisms which facilitate social relations | <p>Aspiration</p> <ul style="list-style-type: none"> • Raise aspiration of all irrespective of background • To provide a variety of opportunities that nurture academic, physical and emotional growth • Cultivation of real contributors who are ready for the fast changing global market |

Our aspirations will be measurable through monitored achievement, effective feedback, and efficient use of technology.

Outcomes

Profile of a Sevak:

Seva School will transform the lives of the children and their families by delivering an outstanding education. Pupils will leave the school as confident, well rounded Sevaks that have a strong

sense of moral and ethical values. They will be fully equipped with the skills and knowledge to succeed in the global market.

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| <p>Seva - Responsible Citizen</p> <ul style="list-style-type: none"> • Serve others with humility • Takes responsibly for own actions • Cares for the environment | <p>Excellence – Successful Learner</p> <ul style="list-style-type: none"> • Lifelong learner • Recognises own ability and potential • Academically prepared for next step |
| <p>Virtues – Confident</p> <ul style="list-style-type: none"> • Spiritually developed • Morally developed • Respect for all | <p>Aspiration – Effective Contributor</p> <ul style="list-style-type: none"> • Strong desire for success • Physically and emotionally healthy • Positive about life and relationships |

Our Targets

We have put together a set of ambitious targets that aim to make Seva School the highest performing school at primary and secondary level in the whole of Coventry. We are aiming at some of the lowest attaining areas of the city. The academic targets were established by looking at the local and national statistics.

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| <p>Seva</p> <ul style="list-style-type: none"> • 100% pupils complete Seva challenge • 100% pupils achieve ASC Award • 100% pupils achieve ASDAN PLTS • 100% pupils achieve bronze Duke of Edinburgh • At least two enrichment activities offered | <p>Excellence</p> <ul style="list-style-type: none"> • 100% Year2 reach KS1 Level 2 • 100% Year6 reach KS2 Level 4 • 100% Year8 reach KS3 Level 5 • 90+% attain 5 GCSE's including English and Maths • 80+% achieve English Baccalaureate • Ofsted 'Outstanding' rating within 1 year • 100% parental satisfaction • Fully subscribed school • 90% of lessons observations are graded at least good and 50% outstanding |
| <p>Virtues</p> <ul style="list-style-type: none"> • All pupils understand high morals • All are aware of Sikh spirituality • Pupils demonstrate positive attitudes, values and behaviour • <2% serious behaviour incidents per year • <2% lessons disrupted | <p>Aspiration</p> <ul style="list-style-type: none"> • All pupils participate in 1 sport per week • All pupils participate in 3 enrichment activities per week • 98% Attendance |

Why Seva School Will Achieve the Targets

To achieve our ambitions, Seva School will employ a strong and effective leadership to drive through our vision. The senior leadership team will adopt an approach of strong collaboration, communication and teamwork across all levels. Our staff will reflect our ambitions by being creative, proactive and resilient. All will see themselves as leaders in their own right and will have the autonomy to produce excellent results. This inclusive approach will also reach out to parents and members of the community. This will allow for us to build excellent relationships and will also create opportunities for identifying and mitigate risks, recognise issues and work on solutions.

The Seva School belief that all have a responsibility to educate pupils, not just the teachers and staff in schools, will be instilled in all. Parents, carers, businesses, social service agencies, voluntary agencies and community institutions will all play a vital role in this effort.

A clear and shared focus on the SEVA principles will allow everybody to know what their goals are. Everyone will understand their role in achieving our vision because of our common beliefs and values which create a consistent direction for all involved. Seva School will set high standards and will have high expectations from all of its pupils. Teachers and staff will have a genuine belief that all pupils can learn and meet our high standards. Our approach, while optimistic, will be realistic in recognising that some pupils will need to overcome significant barriers, but these obstacles will not be seen as insurmountable. Our school will offer an ambitious and rigorous course of study that will bring out the best in all.

Our overall curriculum is designed around our SEVA principles. Our pupils will experience an exciting approach to learning that they enjoy and can influence too. Teachers and their assistants will have a clear understanding of the assessment process, what is being measured and how it is measured. Learning and teaching will be monitored frequently to identify pupils that are in need of help. Our extra support time during enrichment time will ensure that those who need help are sufficiently supported. Our assessment results will be used to make the necessary adjustments and improvements to reach our goals.

Seva School will be a safe, healthy and intellectually stimulating learning environment. Pupils will feel respected and connected with the staff and are engaged in learning. Their learning will be personalised and small learning environments will be provided where necessary.

On-going professional development will be a strong focus of the senior leadership team and they will look to identify areas of most need through learning and teaching feedback.

D1. Curriculum Rationale

Curriculum Principles

Our curriculum at all key stages has been designed on these key principles:

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| <p>Seva to nurture Responsible Citizens</p> <ul style="list-style-type: none"> • Selfless service throughout the school • Collaboration before competition approach • Good enrichment opportunities to serve | <p>Excellence to nurture Successful Learners</p> <ul style="list-style-type: none"> • Develop mind habits to promote lifelong learning • Challenge based on ability • Children are supported to take ownership of their learning • Strong parental commitment to underpin the educational development |
| <p>Virtues to nurture Confident Individuals</p> <ul style="list-style-type: none"> • Spiritual and moral awareness based upon the core values of the Seva principle • Sound judgement based on good values particularly those promoted by Sikhism • Self-respect and respect for others | <p>Aspiration to nurture Effective Contributors</p> <ul style="list-style-type: none"> • Encouragement of hopes and ambitions • Physically and mentally healthy • Positive mind-set about life and relationships |
| <p>These areas are underpinned by: Personalisation and choice, Challenge and enjoyment, Breadth, Depth, Progression, Coherence, Relevance</p> | |

Rationale

Seva School, being an all-through school will open for three year groups in 2014. The school will aim to serve the areas of Holbrooks, Foleshill, Longford, Radford and Upper Stoke in Coventry. To provide the context for our curriculum principles, as noted above, it is important to describe the characteristics of the school's cohort which we expect when the school is open.

Proposed Number of Pupil Entry in Primary and Secondary Phase

The school admission numbers for each year group from 2014 to 2020 are given below:

| Year Groups | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|--------------|------------|------------|------------|------------|-------------|-------------|
| Reception | 90 | 90 | 90 | 90 | 90 | 90 |
| Year 1 | 90 | 90 | 90 | 90 | 90 | 90 |
| Year 2 | - | 90 | 90 | 90 | 90 | 90 |
| Year 3 | - | - | 90 | 90 | 90 | 90 |
| Year 4 | - | - | - | 90 | 90 | 90 |
| Year 5 | - | - | - | - | 90 | 90 |
| Year 6 | - | - | - | - | - | 90 |
| Year 7 | 120 | 120 | 120 | 120 | 120 | 120 |
| Year 8 | - | 120 | 120 | 120 | 120 | 120 |
| Year 9 | - | - | - | 120 | 120 | 120 |
| Year 10 | - | - | - | - | 120 | 120 |
| Year 11 | - | - | - | - | - | 120 |
| Total | 300 | 510 | 600 | 810 | 1020 | 1230 |

Pupil Profile

| Characteristic | Primary (number of pupils) | Secondary (number of pupils) |
|---------------------------------------|---|---|
| Low Attainers | 27 | 34 |
| Middle Attainers | 45 | 62 |
| High Attainers | 18 | 24 |
| English as an Addition Language (EAL) | 41 | 39 |
| With statements | 11 | 16 |
| Poverty | 25 | 33 |
| Looked after children | 1 | 1 |
| Disability | 0 | 0 |
| FSM | 20 | 27 |

Having compared statistics from local primary and secondary schools from the Department of Education website for School and Local Statistics, a high level of EAL pupils and children from a poor background have been identified, hence the rationale for our strong emphasis on literacy and numeracy, including provision for a breakfast club, which is described more fully below. Details of pupils with an Action Plus were provided from LEA statistics in the Financial Model which we have used in Section G. Ability characteristics and pupils with statements were calculated by comparing statistics to local schools.

As we know from personal knowledge and from our own research a high level of EAL pupils will have been brought up as bilingual by their parents. This will particularly be the case for pupils from a Punjabi family background where the main language spoken at home tends to be Punjabi. These families are supported by a well settled community, who can speak English, but choose to speak Punjabi at home. Similarly, we expect a number of pupils from a Polish and Tamil family background from similarly well settled communities in Coventry.

Seva

Giving and serving are qualities that can be taught. They are also fundamental principles of the Sikh faith, which underpins the rationale of Seva School whereby we wish to nurture both the child's education and his or her mind-set. Parents, teachers, and extra-curricular leaders can serve as exemplary role models and with this school we will be looking for individuals who will promote the ethos in their own behaviour. Children need a wide variety of teachers and serving opportunities and experiences to become model citizens in society. A key principle of the Sikh faith is to help others.

Collaboration is looking at nurturing and fostering opportunities for pupils to work together to raise attainment as a family of learners supported through a strong ethos. Within the curriculum there will be opportunities for pupils to learn from external agencies and partnerships which focus on delivering more than just the core curriculum, but also a strong sense of service and care for the community and environment.

Excellence

We believe it is essential to equip pupils with the mind-set and disposition to be good at learning, as this is a life skill and links to achievement, which is a very important objective for the school. Pupils need to act with intelligence when confronted with problems and uncertainties. Seva School will be targeting a section of disadvantaged young people, who as a result of their upbringing are often underdeveloped in this area. We wish to empower our pupils with mental attributes such as persistence and openness to new ideas. They need the skills to act on knowledge, ask the right questions and think critically to confront problems. They also need the

ability to deal with and overcome failure, as it too is part and parcel of life. At all stages, pupils of all abilities should experience an appropriate level of challenge, to enable them to achieve their potential. In order to achieve this, we recognise that they should be active in their learning and need to be presented with opportunities to develop and demonstrate their creativity and character. The curriculum will offer opportunities for pupils to develop different strategies of thinking and learning. As the pupils progress throughout the school, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding, which will be fulfilling for them too as they will be instrumental in their own learning. However, we recognise that pupils should be rewarded to sustain their efforts. Informal recognition of progress will be given by teachers along with regular appraisals whereby parents will be made aware of their child's progression.

Our aim is for children and young people to experience continuous progression in their learning from 4 to 16 years of age within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, but keep other routes and options open as ongoing achievement is open to all who attend the school.

We recognise that parents need full visibility to their child's education and need to be fully supportive of the school efforts and this is something that we will be promoting as well as monitoring, as it will be evident at any appraisals whether the parent is fully engaged and supportive of the school's efforts. We are conscious that most children have two main educators in their life – their parents and their teachers. Parents are the prime educators until the child attends an early years setting or starts school but they remain a major influence on their children's learning throughout school and beyond. The school and parents both have crucial roles to play.

We believe children achieve more when schools and parents work together. Parents can help more effectively if they know what the school is trying to achieve and how they can help. On-going communication with the parent(s) should ensure that the parent is engaged throughout the time that their child is at the school.

Virtues

The Sikh faith places particular emphasis on integrity and virtues i.e. on personal development. Therefore, having knowledge alone is not to be regarded as the only facet of achieving success in life. In accordance with Sikhism, acquiring and developing of virtues is an essential ingredient for a happy and prosperous life. Seva School's curriculum will encourage positive development of the individual and we aim to ensure that children see the value of what they are learning and how such virtues will apply and assist them in the future. By utilising these virtues, pupils should be able to make sound judgements and be ethically and morally aware of the consequences of their decisions.

One key virtue that the Sikh faith emphasises is respect. With a young child the emphasis is on self-respect and recognising the great opportunities life has to offer. It then expands towards respecting and tolerating all. A virtuous Sevak looks to find positives and good in all and celebrates diversity. Our curriculum will seek to exploit this important aspect with every child.

Aspiration

The curriculum will allow for different pathways and streams so that each pupil can achieve their full potential, whatever their ambitions and hopes may be. We believe pupils should have opportunities for a broad and suitably weighted range of experiences. Hence, the curriculum will be organised so that pupils will learn and develop through a variety of contexts, within both the classroom and other aspects of school life such as, enrichment, extracurricular activities, meditation and sport. These are examples of how a child's thought process can develop outside of a classroom at Seva School. It is important that mental and physical wellbeing will be nurtured in this way so that they develop as intelligent but also well-rounded individuals who have good aspiration and a positive outlook on life. This is very important to improve on the low attainment in Coventry schools at present, as this is a continuing pattern which has been repeated over many years without any real improvement. This is one key reason as to why we believe the Sikh principles and how they are implemented in Seva School will make us unique and innovative in the city of Coventry.

Delivery of curriculum

Seva School will approach the delivery of curriculum at all Key Stages with a strong focus on Quality First Teach, which originates from the DCSF's Guide to Personalised Learning 2008. The key characteristics of this pedagogy can be identified as:

1. Highly focused lesson designed with sharp objectives
2. High demands of pupil involvement and engagement with their learning
3. Appropriate use of teacher questioning
4. Modelling and explaining
5. An emphasis on learning through dialogue with regular opportunities for pupils to talk both individually and in groups
6. Regular use of encouragement and authentic praise to engage and motivate pupils.

The teaching at Seva School will be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; the use of lively, interactive teaching styles and maximum use of visual and kinaesthetic as well as auditory/verbal learning. These approaches will help to reduce, from Year 1, the number of pupils who need extra help with learning or behaviour. Each Head of Department will work on embedding this approach in their curriculum area. Some examples include:

directing and telling; demonstrating; explaining and illustrating; questioning and discussing; exploring and investigating; consolidating and embedding; reflecting on and talking through a process; summarising and reminding and guided learning.

Type of Curriculum

Seva School's Curriculum is underpinned by

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|---|--|
| <p>Seva to nurture Responsible Citizens</p> <ul style="list-style-type: none"> • Seva Initiatives • Seva Challenge • Seva Enrichment Opportunities • Free breakfast initiative | <p>Excellence to nurture Successful Learners</p> <ul style="list-style-type: none"> • Academic Enrichment Opportunities • Habits of Mind • Personal Study Time • Critical Thinking – PLTS • Saturday Morning Extra-Curricular Offering • Pre Catch Up Session |
| <p>Virtues to nurture Confident Individuals</p> <ul style="list-style-type: none"> • Sikh Studies • Moral based assemblies • Moral based tutor sessions • Meditation | <p>Aspiration to nurture Effective Contributors</p> <ul style="list-style-type: none"> • Music • Sports Extra-Curricular Opportunities • Interest Based Extra-Curricular Opportunities • Enrichment programme |

Rationale for Curriculum

| Reception | KS1 | KS2 | KS3 | KS4 |
|---|--|--|--|---|
| <ul style="list-style-type: none"> • EYFS | <ul style="list-style-type: none"> • International Primary Curriculum • Math in Focus • National Curriculum - English and Science | <ul style="list-style-type: none"> • International Primary Curriculum • Math in Focus • National Curriculum - English and Science | <ul style="list-style-type: none"> • National Curriculum • Math in Focus | <ul style="list-style-type: none"> • GCSE • BTEC • Local College Courses |
| <p>A Strong thematic approach used in Reception and KS1-KS2 through the International Primary Curriculum. KS3 builds on the same delivery method used in the IPC to encourage enquiry based learning with rich opportunities for personal experiences in every subject.</p> | | | <p>Habits of Mind</p> | |
| <p>Opportunities for Service offered in each Key Stage through ASDAN, DoE, Seva Challenge and Service Initiatives</p> | | | | |

The preferred choice of curriculum for Seva School was designed after engaging teachers in primary and secondary schools in the UK. The Sevak Education Trust consists of teachers from Coventry, Loughborough and Birmingham. Each educationalist was involved in engaging local schools to learn of successful models of curriculum design in existing schools. Schools engaged in this research included 6 primary schools and 5 secondary schools. In addition to this, the trust sought the professional advice of Heads of Hallfield Prep school, Wellington College, Dartford Grammar School, Davenport Lodge Primary School, Loughborough High School, Southbank International School and Portsmouth High School in evaluating the offering of International Baccalaureate PYP, MYP, Diploma programme and the International Primary Curriculum.

EYFS

The EYFS was chosen as the preferred choice of curriculum in Reception as it is strongly recognised for its excellence in a thematic and creative approach to teaching children with strong parental involvement in developing the profile.

IPC

The IPC was chosen as the preferred choice of curriculum at KS1–KS2 due to its strong links with a thematic based approach to learning in the EYFS which we wanted to follow throughout the curriculum at all Key Stages. The Sevak Education Trust engaged with primary schools in Coventry, Birmingham, Rugby and Southall to learn from the experiences of teachers and SLT who have adopted the IPC. There was a strong endorsement for the IPC particularly for the foundation subjects as teachers found the programmes of study for units very engaging, allowing them to focus on high quality teaching rather than writing schemes of work. It allowed for pupils to be more involved in planning their own learning through the harvesting of knowledge approach and pupils were encouraged to learn of cultural events and the international community. Ofsted have also observed:

“Pupils involved in the creative curriculum (IPC) are developing good skills to enable them to work independently and take responsibility” Ofsted 2007. Lodge Primary School, Leicester

“The excellent curriculum is key to the schools success in promoting good achievement and outstanding personal development. The recently introduced IPC has improved what was already good provision” Ofsted 2007. Ryders Hayes Community School

National Curriculum Provision for English and Science

Building on the experiences of teachers delivering the IPC, there was strong evidence to suggest that we should follow the NC for delivering the Literacy and Science strands of study as they are closely matched with NC levels. The IPC will be used to deliver the foundation subjects. With a large number of pupils with EAL expected in Reception, Year 1 and Year 7, there will be a strong emphasis on Literacy as illustrated in D2 in allocation of teaching hours for English.

Math in Focus - We will adopt the Singapore Model for teaching Mathematics at KS1-KS3 known as Math in Focus. This approach involves concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world with hands-on experiences, helping children to learn through challenges based on their ability, a key principle of our excellence to nurture to successful learners. The Sevak Education Trust investigated how this model of teaching mathematics has been successfully used in Ark Schools in the UK to raise attainment and international reports documenting the success of Singapore Maths. The [REDACTED], [REDACTED], provided useful information through their published case studies on their school website.

Enhanced National Curriculum (NC) KS3

Based on the current recommendations by the Expert Panel, KS3 is a 2 programme of study with KS4 requiring 3 years. The 3 year programme of study for KS4 will give our pupils more time to prepare for external examination at the end of Year 11. The more able pupils will take earlier exams in Year 10 and work on more challenging programmes of study in Year 11.

The enhanced version of the NC at KS3 will prepare pupils for KS4 where they will exceed the expectations of the current English Baccalaureate. The Enhanced NC will be closely linked to the IPC by using the same delivery methods for introducing topics. All pupils will use the knowledge harvest approach to determine what they already know about a topic and what they want to learn.

All programmes of study in the enhanced NC at KS3 will start with an exciting topic that will allow for pupils to experience the wow factor as in the IPC. Pupils will also be given opportunities for creative learning, carrying out investigative work and building on life experiences as used in the IPC. This links back to our principles of curriculum design which included engaging programmes of study, learning experiences which are selected structured and presented in a coherent way and active learning.

Habits of Mind – We have chosen to put Habits of Mind into the heart of teaching and learning in Seva School. We believe the acquisition of these habits is a cornerstone in helping pupils become self-regulated, independent and effective life-long learners. This links back to the Sikh principles which underpin Seva School and its objectives.

A Broad, Balanced and Flexible Curriculum

The curriculum has been designed to offer a broad and balanced experience for every child, allowing them to experience a wide range of subjects during all key stages. Every child has the opportunity to achieve their potential in a wide range of subjects.

The curriculum is supplemented with additional learning opportunities in enrichment and extracurricular clubs. We feel strongly that it is our responsibility to offer an excellent curriculum which is wholly inclusive and creative. This was one of the key driving forces in designing the curriculum. The proposed curriculum as a whole is underpinned by:

Personalisation and choice - The curriculum will respond to individual needs, support particular aptitudes and talents. It will give each pupil increasing opportunities for exercising responsible personal choice as they move through Seva School. Choices will be as open as possible through the offering of 3 pathways at KS4, but there will be safeguards to ensure that choices are soundly based and will lead to successful outcomes.

Challenge and enjoyment - The curriculum will encourage high aspirations and ambitions for all by providing learning which is challenging, engaging and motivating. Learners of all aptitudes and abilities will experience an appropriate level of challenge, to enable them to achieve their potential. The IPC and delivery approach for the enhanced NC will focus on the individual experience.

Breadth - The curriculum has been organised so that pupils will learn and develop through a variety of contexts within both the classroom and other aspects of school life through a wide range of subjects. This is supported by the findings of the Expert Panel Report in 2011, which argues that England narrows its curriculum for the majority of pupils too early.

Progression - Pupils will experience continuous progression in their learning from 4 to 16 years of age within a single curriculum framework. Each stage will build upon earlier knowledge and achievements and allow for progression at a rate which meets their needs and aptitudes with options to access a broad curriculum. Pupils will be familiar with the programme of study for service through all Key Stages as they progress from the Seva Challenge to the Asdan CVQ.

Depth – Pupils are given opportunities to develop their full capacity for different types of thinking and learning. This will allow them to develop and apply increasing intellectual rigour, drawing different strands of learning together and exploring more advanced levels of understanding through enquiry based learning, which is one of our innovative approaches to teaching and learning, started from IPC through to the enhanced National Curriculum.

Coherence - Learning activities will combine to form a coherent experience across all curriculum areas. Links between school experiences and the wider opportunities for out of school and community based learning will be developed. An all-through school model allows for greater coherence particularly in overlapping key stages.

Relevance – Pupils will understand the purposes of their activities. They will see the value of what they are learning and how it is relevant to their lives for today and tomorrow. This is built upon by the enquiry based learning approach which makes the curriculum content relevant through relating it to real problems.

Curriculum Principles based on Service

We will meet our Seva curriculum principles of selfless service throughout the school. Good enrichment opportunities which encourage serving will be offered through the following curriculum areas:

Seva Initiatives – Opportunities for pupils to learn how to serve others will be provided through the ASDAN CVQ Level 2 and 3. Pupils will develop a range of volunteering based skills, which will be valued by employers and will make the learning they receive in this school unique. Their experience will provide them with transferable skills such as time management, teamwork, communication, initiative, planning and organisation. Teaching them the values of serving others in the community and develop into responsible citizens.

The Seva Challenge - Pupils will be expected to complete the Seva Challenge, which focuses on developing their ability to become citizens with a strong sense of selfless service for others and their community. This yearly challenge will be supported by House competitions, assemblies and a 'spiritual message of the day', all of which will promote our ethos of selfless service towards all. Seva Enrichment Opportunities: - Pupils will be provided with opportunities to develop selfless service in school through taking on roles as Form (Captain, Charity Rep, Eco Warrior) and House (Captain, Deputy, Music, Sport) levels of responsibility. Each of these roles will build on service supported through opportunities such as:

- **Plant a Garden** – Pupils in each year group will be provided with a garden to plant vegetables and plants. The produce will then be used as part of a celebratory free lunch.
- **Elderly Seva Harvest** - Building on the success of Harvest in schools, Seva School will run a similar scheme during the months of winter to prepare rations of food to distribute throughout the community to teach pupils the importance of respect and serving.
- **Serving The Local Community** – A significant proportion of elder people within the community do not speak English as a first language. They struggle with reading letters, filling out forms or booking appointments. Pupils from the age of 13 who speak the relevant language will help provide this service. Pupils will be encouraged to support local charities through voluntary service. The area of Foleshill and Holbrooks has a variety of communities who would all benefit from this service.
- **International Volunteering Day** – This will give pupils an opportunity to work with their local community and for us all as a community, to reflect on the benefits of voluntary opportunities.

Embedding a culture of Service - Year 7 Induction Week

Year 7 induction week focuses on building the Seva School culture. This is planned by achieving excellence set as a standard for pupils and staff, promoting understanding of the School Pledge, the principles of Sikhism and the core values of Seva, Excellence, Virtues and Aspiration.

Year 7 pupils will start off with a whole week of induction of carefully designed activities to inspire a sense of Seva within each pupil. The timetabled lessons will start in week two. This programme will be organised in greater detail by the SLT and with Learning Tutors who all play an important part in the induction process.

Each morning will be focused on values and understanding of how Seva School operates and its expectations of the pupils. It is vitally important that all pupils understand why we do things in this way. The afternoons will be based on activities which will allow pupils to partake in the creative curriculum. The goal of the week is to ensure that every pupil at Seva School understands very clearly what is expected of them, both in terms of behaviour but even importantly, as a Sevak of Seva School. This is underlined in the Behaviour Policy, which sets out the rewards and sanctions, which will be shared with pupils and parents during the induction week. These topics will be covered in the parent sessions after school from 16:00 to 16:45 with their children in the Induction Week. They will also have been covered with parents during their interviews with the Executive Head Teacher prior to their child having been accepted into Seva School. In order for the school to be successful it is important that parents are committed to working with the school to promote its objectives.

Curriculum Principles based on Excellence

We will meet our objectives of developing mind habits for lifelong learning, challenging based on ability, supporting children to take ownership of their own learning and promoting strong parental commitment through the following curriculum areas:

The Early Years Foundation Programme - Seva School will be offering The Early Years Foundation Stage programme of study (EYFS) at reception age. The programme provides an excellent foundation for children by appreciating the uniqueness of each child, teaching independence and positive relationship building. The EYFS allows for strong parental commitment, to nurture successful learning by building strong partnerships with parents through use of the EYFS profile. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. The EYFS is well structured with a theme based approach to education and links excellently to the International Primary Curriculum at KS1 – KS2.

Source: Setting the standards for learning, development and care for children from birth to five DFE

The National Curriculum (NC) – Seva School will use elements of the NC at KS1 – KS2 to deliver English and Science. The NC provides a good framework for Literacy and Science linked back to NC Levels. To involve parental commitment throughout KS1 - KS4 we will offer workshops for parents, explaining different aspects of our curriculum, so they can confidently support their child.

Singapore Maths – Seva School will use the Singapore Model to teach Mathematics at KS1-KS3 known as Math in Focus. This approach involves concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world with hands-on experiences, helping children to learn through challenges based on their ability, which is a key principle of our excellence to nurture successful learners.

The International Primary Curriculum - Seva School will offer the International Primary Curriculum (IPC) to deliver several of the foundation subjects at KS1 - KS2. The IPC has been well developed and meets the needs of the NC and exceeds it through teaching an additional subject strand of 'internationalism'. The global approach of the IPC will help pupils connect with where they are living now as well as looking at the learning from the perspective of other people in other countries. We feel this is the best curriculum for our pupils as the curriculum offers subject goals to cover the knowledge but equally importantly, it offers personal goals for enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability. These

important qualities match our vision and ethos within Seva School. Whilst there are an excellent range of rigorous activities provided in each unit of study in the IPC, the activities are flexible and will allow us to adapt the activities to suit our pupils based on our local needs.

We think this choice of curriculum will achieve the outcomes we desire for pupils at Seva School.

The theme based learning is strongly endorsed by the Expert Panel Review, and the IPC will enable our pupils to remain motivated through the learning of Geography, History, Art and other subjects. It will allow them to make purposeful links and connections throughout their learning and to see how their subject learning is related to the world we live in. Pupils will learn how to problem solve and think critically, which closely matches our aim of developing thinking and learning skills through rich opportunities. Rather than separating learning into specific subjects, the IPC integrates learning into units based around a central theme. Examples of themes include Rainforest, Getting Around (Transportation), Health and Fitness, and Treasure (Archaeology). With themes that are relevant and interesting to pupils, they will be able to make meaningful connections between what they learn and the world around them. Each unit of study includes rigorous academic work, opportunities for creativity and fun. This links back strongly to our curriculum design principle of challenge and enjoyment as supported by Ofsted in observing the IPC in action.

“An exciting new curriculum engages pupils very well and developments since the last inspection have resulted in the improvement of this aspect of provision from satisfactory to outstanding.”
Ofsted 2010 Stourfield Junior School Bournemouth

Within each theme, the IPC provides many ideas which link strongly to our 6 principles of excellence in designing the curriculum.

| Feature of International Primary Curriculum | Linked to Seva School Principles of Curriculum |
|--|--|
| Collaborative learning | ‘Collaboration before competition’ attitude to help all achieve their best |
| Active learning | Developing mind habits that promote lifelong learning |
| Wide range of memorable learning experiences that meet their needs closely | Challenge all pupils at a level that is tailored to their ability |

The thematic based curriculum for the foundation subjects will allow our pupils access to a wider curriculum. It will provide them with a foundation for lifelong learning skills and a benchmark for progress at the end of each KS. This choice of curriculum meets the needs of our pupils, as the local community has a strong social mix of communities and the IPC will prepare them for the wider dimension of the multi-cultural community and world in which we live. This will be achieved through the international goals in the IPC of developing awareness of pupil’s own culture and the similarities and differences between people and other countries.

Enhanced National Curriculum - All pupils will have the opportunity to enjoy Music and Games through an extended curriculum. The independent schemes of work and accompanying lesson plans will encourage pupils to develop their debating, thinking and independent learning skills. ICT

will be embedded throughout the curriculum. Personalised and independent learning will be emphasised throughout to maximise pupil progress. The enhanced curriculum proposed in this application will be adopted if the recommendations by the Expert Panel become mandatory after 2015. Based on the current recommendations by the Expert Panel, KS3 is a 2 year programme of study with KS4 requiring 3 years.

Habits of Mind – The observed characteristics of good independent learners are categorised into 16 attributes. Schemes of work, targets, rewards, assemblies and newsletters will all link back to the Habits of Mind, with a termly focus on a specific attribute.

Summer Transition Programme - Prior to the induction week, every parent will be interviewed by the Executive Head Teacher. These interviews will be with both parents and pupils. We believe these interviews will play an important role in covering: Academic expectation and homework; Importance of Service; What it means to be a Sevak; Principles of Sikhism for moral development; School uniform; Behaviour policy – consequences of same day detentions; Expectations of behaviour outside of school; Work Ethics – Home School agreement and Rewards.

Literacy and Numeracy camp - Year 6 pupils who do not achieve a Level 5 in Literacy and Numeracy at KS2 will be offered a place on the literacy and numeracy summer camp. This camp will run for 2 weeks and is aimed at boosting literacy and numeracy levels before pupils start in Year 7 at Seva School.

Pre-Catch-Up Session - Pupils from all Key Stages will have the opportunity to attend Pre-Catch-Up Sessions from 08.00 – 08.30 led by Learning Support Assistants (LSA) to build their confidence by receiving an overview of the planned learning for the day. Pupils at KS2 - KS4 will have the opportunity to receive mentoring on a one-to-one basis with their Learning Tutor to look at reviewing targets and discussing progress.

Personal Study Time - Pupils will work in their form rooms to complete their homework. This provides them with access to subject specialists and reduces the burden on parents trying to support their children with subject specific activities. Pupils will use this time to carry out research, reflect on their learning and look at planning ahead for the next day.

The Extended Day - Seva School will be open from 07.45 till 17:45. This will help working parents with child care provision. It will also serve to keep children in a safe environment, making the most of the extracurricular activities and the enrichment clubs on offer at Seva School. This will help address some of the key issues that children are facing in Coventry as highlighted in Section C. We believe that pupils will make more progress because of the longer day. All pupils on FSM will be offered a free breakfast at the start of the day and a single piece of fruit at the end of the day before Personal Study Time. The purpose of the early start is to allow for mentoring and Pre-Catch-Up Sessions to take place as part of the inclusive approach. This extended day offers new possibilities for enrichment and support for groups such as GT and SEN, whilst maintaining an inclusive approach to the core curriculum. The additional time will help pupils master the core academic subjects, practise new skills, reflect on their daily learning and take part in the arts, music, drama and sports.

Saturday Morning Extracurricular - As part of our extended model, Seva School will be open on Saturday mornings for 4 hours, offering a range of sporting activities, extra-curricular activities and Sikh studies. This links back to our vision in providing an excellent setting for the wellbeing of all. Pupils would be able to make use of the computing facilities, the gardens or take part in life skill lessons. Offering sporting activities on the weekend is another unique initiative which will help

pupils develop their body, mind and spirit. Arguably this will lead to improvements in the outcome of pupils academic studies. This would be an opportunity for teachers to see pupils grow in a holistic sense and promote the seva principle. Seva School has already identified and engaged local teachers which have volunteered for the first 2 years to help supervise this initiative. There has been positive feedback from prospective parents for this initiative.

Critical Thinking – PLTS - All pupils will receive a 30 minute lesson per week to develop their problem solving skills and become independent thinkers. PLTS will be accredited as a qualification from ASDAN which helps pupils become independent thinkers. This will be delivered as part of the one hour allocated to form time on a weekly basis.

Curriculum Principles based on Virtues

We will meet our objectives of spiritual awareness, sound moral judgement, good values, self-respect and respect for others, through a series of curriculum offerings based on the principles of Sikhism:

| | Principle | Sikh Message |
|----|--|---|
| 1 | Work hard and share with others | <i>One who works for what he eats, and shares some of what he earns - O Nanak, he knows the Path</i> |
| 2 | To be an honest and hard worker | <i>Making the effort, my mind has become pure.</i> |
| 3 | To remain humble at all times | <i>Man should make his heart a river and let the water of humility flow into it.</i> |
| 4 | To control lust, anger, greed, attachment and pride | <i>One who subdues the five passions does not waver.</i> |
| 5 | To not slander anyone or use harsh words | <i>Do not utter even a single harsh word; your True Lord and Master abides in all.</i> |
| 6 | To not overindulge in anything but enjoy life through true happiness | <i>The world is unhappy; only a few are happy. The world is diseased, from its indulgences; it weeps over its lost virtue.</i> |
| 7 | To look after your body | <i>O Nanak, look after and nurture this body that you use to meditate in remembrance on God</i> |
| 8 | To have a morally sound and spiritual mind | <i>O Nanak, serve Him; by serving Him, sorrow is dispelled. Faults and demerits vanish, and virtues take their place; peace comes to dwell in the mind. 2 </i> |
| 9 | To not hurt anyone's feelings | <i>Do not break anyone's heart; these are all priceless jewels. 129 </i> |
| 10 | To be a good citizen and use your body to do good | <i>In the midst of this world, do seva, and you shall be given a place of honour in the Court of the Lord. Says Nanak, you will achieve true success</i> |

Sikh Studies – It will be compulsory for all pupils from the Sikh faith to complete the programme of Sikh Studies. This will focus on teaching the languages of Gurmukhi (ancient Sikh language), Punjabi and Sikh History. A strong emphasis will be placed on linking back to the principles of Sikhism and developing spiritual and moral awareness. This will help pupils to make sound judgements based on good values that are taught in these lessons. This structured curriculum will start in Year 2 and continue until Year 11. This will lead to a formal qualification of GCSE & A-Level Punjabi from the AQA board.

Moral Based Assemblies – Every pupil will attend the daily assemblies. These assemblies will emphasise the need for sound judgement based on good values and high morals.

Moral Based Tutor Sessions - Pupils will receive a daily spiritual message in their form time, giving them an opportunity to reflect on their own lives and the world in which they live.

Extra-curricular - Offerings will include opportunities to learn about love and compassion, cooperation and teamwork, justice and honesty, simplicity and self-efficiency and respect. These themes will also be linked back into our curriculum through subjects such as PE, RE, PSHE and through clubs such as Debating.

Meditation – Pupils will have the opportunity to learn how to use meditation to reduce stress and increase their creativity. They will be taught how to start a virtuous cycle of calm through deep breathing, to undo feelings of anxiety. There will be additional opportunities to use the Director of RE to deliver short meditation lessons during house and year assemblies.

The virtues strand is also strongly linked to the rewards and sanctions in the behaviour policy to encourage self-respect, respect for others and making sound judgements.

Curriculum Principles Based on Aspiration

We will meet our objectives of encouraging hopes and ambitions, good physical health and a positive mind-set towards life and relationships through the following curriculum areas:

Music – All pupils will be encouraged to learn one musical instrument and achieve an appropriate grading level to demonstrate commitment and perseverance. The musical offering will help develop pupil confidence, wellbeing and creativity.

Sports Based Extra-curricular Opportunities – A healthy lifestyle forms part of our school ethos and all pupils will be required to participate in one physical sporting activity per week.

Interest Based Extra-curricular Opportunities – Building on hopes and ambitions and developing positive relationships, all pupils will be required to participate in two additional extra-curricular activities per week.

Seva School enrichment programme - Enrichment is central to the Seva School culture. Pupils are given the opportunity to cover non-core subjects such as Art, Drama, Sport, Design Technology and ICT. The Seva School day is longer than most schools as the enrichment programme takes part after the Personal Study Time Session. We felt this was an important aspect of developing pupils into Sevaks, as enrichment can help to develop interests and passions beyond the core curriculum, developing pupils into confident individuals. It also plays an important role in the development of pupil wellbeing and social awareness. It can also be a lot of

fun and help pupils make new friendships, whilst keeping them in a safe environment away from local temptations.

The longer day is also championed by the Shadow Education Secretary, Stephen Twigg (MP North of England). As stated in the Education Conference 2012:

“A longer day could also help stop teenagers joining gangs and be a haven from chaotic homes. A long school day could help pupils living in poor housing conditions find a quiet place to study, and persuade others who might be drawn into gangs to stay out of trouble. A long hours culture has its drawbacks, but how many employers expect their workers to leave their office at 3.30pm? Schools that have already brought in extended days are giving pupils a better perspective of what will be expected of them once they join the work-place.”

Seva School’s enrichment programme is based on the principles highlighted by J.B Teare, in “Effective Provision for Able & Talented children (1997)” which is based on these three strands:

Academic – activities expanding on pupil’s learning by using different methods from those in the school day.

Sport – sporting activities supported by volunteers from the local community and local experts

Other – activities ranging from Art, Music, Drama and DT

D2. Curriculum and Organisation of Learning

Curriculum Models

The curriculum models for all Key Stages have been provided below with a clear indication of what we will be teaching and the proportions of these programmes of studies at different stages at Seva School. The table below illustrates how many hours each subject will be taught and the proportion of teaching time each subject will take up in total.

| Hours and Percentages Allocation | | | | | | | |
|----------------------------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|
| Subject | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| English | 7 (38%) | 7 (38%) | 7 (38%) | 7 (32%) | 7 (32%) | 7 (32%) | 7 (32%) |
| Mathematics | 4 (22%) | 4 (22%) | 4 (22%) | 4 (18%) | 4 (18%) | 4 (18%) | 4 (18%) |
| Science | 1.5 (8%) | 1.5 (8%) | 1.5 (8%) | 2 (9%) | 2 (9%) | 2 (9%) | 2 (9%) |
| DT | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) |
| ICT | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) |
| History | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) |
| Geography | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) |
| Art | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) |
| Music | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) |
| PE | 0 (0%) | 1 (0%) | 1 (0%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) |
| MFL | 0 (0%) | 0 (0%) | 0 (0%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) |
| RE | 0 (0%) | 0 (0%) | 0 (0%) | 1 (5%) | 1 (5%) | 1 (5%) | 1 (5%) |
| Total Hours | 18.5 | 19.5 | 19.5 | 22 | 22 | 22 | 22 |

At KS4 we have offered three pathways for our pupils. KS4PA – Pathway A for the most able pupils. KS4PB – Pathway B for the less able pupils. KS4PC – Pathway C for a few pupils who have chosen a vocational route in partnership with Coventry College.

| Subject | Year 7 | Year 8 | Year 9 KS4PA | Year 9 KS4PB | Year 9 KS4PC |
|----------------------|-----------|-----------|--------------|--------------|--------------|
| ASDAN CVQ | 0 (0%) | 0 (0%) | 2 (7.1%) | 2 (7.1%) | 2 (7.1%) |
| Art | 1 (3.6%) | 1 (3.6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Biology | 1 (3.6%) | 1 (3.6%) | 2 (7.1%) | 0 (0%) | 0 (0%) |
| BTEC Award subjects | 0 (0%) | 0 (0%) | 0 (0%) | 4 (14.3%) | 12 (42.9%) |
| Chemistry | 1 (3.6%) | 1 (3.6%) | 2 (7.1%) | 0 (0%) | 0 (0%) |
| Drama | 1 (3.6%) | 1 (3.6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Double Science Award | 0 (0%) | 0 (0%) | 0 (0%) | 6 (21.4%) | 0 (0%) |
| English | 5 (17.9%) | 5 (17.9%) | 4 (14.3%) | 5 (17.9%) | 5 (17.9%) |
| Form time (PLTS) | 1 (3.6%) | 1 (3.6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Form Time PSHE | 0 (0%) | 0 (0%) | 1 (3.6%) | 1 (3.6%) | 1 (3.6%) |
| French | 1 (3.6%) | 1 (3.6%) | 2 (7.1%) | 0 (0%) | 0 (0%) |
| PE | 2 (7.1%) | 2 (7.1%) | 2 (7.1%) | 2 (7.1%) | 2 (7.1%) |
| Geography | 1 (3.6%) | 1 (3.6%) | 2 (7.1%) | 2 (7.1%) | 0 (0%) |
| History | 1 (3.6%) | 1 (3.6%) | 2 (7.1%) | 0 (0%) | 0 (0%) |
| Computing | 1 (3.6%) | 1 (3.6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Latin | 1 (3.6%) | 1 (3.6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Maths | 5 (17.9%) | 5 (17.9%) | 4 (14.3%) | 5 (17.9%) | 5 (17.9%) |
| Music | 1 (3.6%) | 1 (3.6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Physics | 1 (3.6%) | 1 (3.6%) | 2 (7.1%) | 0 (0%) | 0 (0%) |
| PSHE | 1 (3.6%) | 1 (3.6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| RE & Philosophy | 1 (3.6%) | 1 (3.6%) | 1 (3.6%) | 1 (3.6%) | 1 (3.6%) |
| Spanish | 1 (3.6%) | 1 (3.6%) | 0 (0) | 0 (0%) | 0 (0%) |
| Punjabi | 0 (0%) | 0 (0%) | 2 (7.1%) | 0 (0%) | 0 (0%) |
| Technology Carousel | 1 (3.6%) | 1 (3.6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Total Hours | 28 | 28 | 28 | 28 | 28 |

KS2 Curriculum Design Rationale

All year groups in the KS1 – KS2 will have a daily timetabled assembly with a focus on personal, social, spiritual and moral development. Registration periods will concentrate on quiet reading, handwriting, mental maths and discussing the daily prayer and issues relevant to their lives. Pupils will be taught in mixed-ability classes with provision made in each lesson for personalised learning to enable pupils to make further more tailored progress. All pupils will complete set homework and write regular book reviews in the Personal Study Time. The timetable will be flexible and adaptable with scope for some subjects to be blocked where possible to deliver over whole afternoons or over a period of weeks. Swimming will also be provided within the timetable on a rotational basis. Exemplar timetables are provided below for different year groups within KS1 - KS4.

All assemblies will be used to celebrate festivals from other faiths and secular traditions. Guest speakers will be invited to inspire the pupils. Drama and singing will also have a place in main assemblies.

PE is not represented in the diagram above as it is covered under a free flow learning approach in Reception years.

KS3 Curriculum Design Rationale

ASDAN - Pupils will have studied a programme of voluntary service from Year 1 to Year 9. This will include the Adventure Service Challenge and the Seva Challenge for the corresponding year group. The ASDAN qualification for Community Volunteering will be offered in Years 9 -11 to build on the service elements of our curriculum. 2 hours will be timetabled weekly for this qualification. This highlights the importance the school places on developing pupils with a strong sense of selfless service towards others and their local community. The ASDAN qualification links strongly to developing PLTS.

Latin - Latin will help pupils with written and spoken English, Maths, and will explore their curiosity to learn other languages. We believe Latin is an important subject and is valuable for supporting pupils' learning of modern languages. It can provide a very useful basis for study across a range of disciplines. We will be using the Cambridge School Classics Project to deliver the programme of studies, as it is a well-established and widely used resource in 85% of all schools offering Latin.

RE and Philosophy – All pupils will study RE and Philosophy from KS3 – KS4. This is an important part of the curriculum in the secondary phase for developing their spiritual awareness. All pupils will study the AQA GCSE Religious Studies qualification.

PSHE and PLTS in form time – The Learning Tutor will play a key role in delivering the PSHE curriculum at KS3. PSHE will encompass many of the topics pupils at this age need to be aware of in relation to their new school experience and developing their role in the wider world as responsible citizens and starting their journey as a Sevak. These topics are dealt with sensitively by the head of PSHE in their weekly PSHE lessons with support from appropriate guest speakers who will inspire and engage the pupils.

The Year 7 Learning Tutors will also will co-teach in Year 6 to make use of opportunities to build relationships with pupils and support the transition to Year 7. Pupils will also develop the six core skills of PLTS during the hour allocated for form time. PLTS will then be developed across the curriculum to incorporate a creative and active approach to learning as part of the long term development of the school. There will be opportunities to work through an enterprise project linked

to a local business. Pupils will establish a company and take on key roles. They will then be required to produce a number of outcomes such as a business plan, radio jingle, and a formal presentation to the class. Another project will invite pupils to identify three ways of getting a message across about an issue which concerns the local community.

Technology Carousel - Textiles, Food Technology and Product Design are compulsory for all pupils at KS3 and are taught as part of the Technology carousel, where one hour lessons are taught each term. The main focus of this study at KS3 is to introduce pupils to a wide range of practical skills in the three areas.

English - Literacy is important in developing pupils' vocabulary, expression and organisation. The importance of reading will be promoted for its intrinsic pleasure, but also as a tool to help pupils use resources effectively. Writing will be promoted to help pupils express themselves, organise thoughts as well as select and analyse information. The spoken word will be a very important skill, which will be promoted and assessed through performance and peer based assessment with the aim of enhancing confidence, self-esteem and self-reflection. Pupils will be expected to engage in higher order thinking through questioning and critiquing their own work and the work of others. The aim is to enable independent learning, motivate pupils to take an active interest in not only literature but the expression of thoughts. The approaches to developing literacy skills will link to learning objectives as part of the learning framework and programmes of study to support pupils. These objectives will link to how and what is taught as well as how skills are learnt. Whereas these objectives will form a structure for the English department it will also be an expectation that all staff will aim to set objectives within their lesson plans that focus on literacy. For example, all staff will aim to identify strengths and weaknesses in pupils' work in their writing, speaking, listening and reading. Improving spelling will also be an important cross-curricular objective to enhance vocabulary and reinforce high frequency words. Building on this, House assemblies will use 'word of the week' to extend pupils vocabulary. We recognise that monitoring of a pupil's progress in literacy is very important. For example, KS2 data will be used to identify pupils who enter the school with a reading age below their chronological age. The data will be used to set numerical and curricular targets and to identify pupils who may need additional support in literacy. The analysis of data will assist in planning needs at an early stage during a pupil's time at the school. All such information will be shared with the pupil and parents via their personalised VLE homepage.

The curriculum will allow for small groups to be set up to work with a LSA in order to improve performance and develop skills in carefully identified areas of learning. We will aim to ensure that staff has expertise in the development of skills in order to support the pupils if necessary. There will be a strong partnership between KS2 and KS3 through a shared staff management system, allowing for regular meetings on Friday afternoons, sharing good practice, and teaching subject specific topics by subject specialists.

We will endeavour to establish strong links with the SENCO to ensure that pupils with SEN are supported appropriately. The aim will be to provide pupils with challenges that meet their needs, through a range of teaching strategies and resources such as guided group work, writing frames and oral activities.

Pupils that are more able will be identified and their needs will be met through learning objectives, that develop teaching ideas and resources in order to challenge them to make rapid progress. There will be high expectations of these pupils to take part in activities beyond the core curriculum such as the Debating Society, which will form part of the Year Challenges.

KS4 Curriculum Design Rationale

At KS4 we have offered three pathways for our pupils. Each pathway covers the core subjects but lead to a different qualification based on their ability.

Pathway A: KS4PA

| GCSE Core Subjects | | | |
|------------------------|---------|-------------------|---------|
| English | 4 hours | | |
| Maths | 4 hours | | |
| Triple Science | 6 hours | | |
| History/Geography | 2 hours | | |
| RE & Philosophy | 1 hour | | |
| PE | 2 hours | | |
| MFL | 2 hours | | |
| ASDAN | 2 hours | | |
| Pathway A GCSEs | | | |
| Block 1 | | Block 2 | |
| French/Spanish/Punjabi | 2 hours | Music | 2 hours |
| Dance | 2 hours | Latin | 2 hours |
| Art | 2 hours | History/Geography | 2 hours |
| PE | 2 hours | DT | 2 hours |

High and middle attaining pupils will follow Pathway A which offers the separate Sciences qualification. English and Maths are each allocated 4 hours. The core subject offering covers the requirement for the EBacc qualification. All pupils will select 1 subject from Block 1 and Block 2.

Pathway B: KS4PB

| GCSE Core Subjects | | | |
|-------------------------------|---------|----------------------|---------|
| English | 5 hours | | |
| Maths | 5 hours | | |
| Double Science Award | 6 hours | | |
| History/Geography | 2 hours | | |
| RE & Philosophy | 1 hour | | |
| PE | 2 hours | | |
| ASDAN | 2 hours | | |
| Pathway B BTEC Qualifications | | | |
| Block 1 | | Block 2 | |
| Performing Arts | 2 hours | Art & Design | 2 hours |
| Sport | 2 hours | Health & Social Care | 2 hours |

Low attaining pupils will be offered Pathway B which provides an additional 1 hour allocation for English and Maths. Pupils will study for the Double Science Award rather than the separate Sciences. Pupils will not be expected to study a Modern Foreign Language as additional time has been allocated to English and Maths. All pupils will select 1 BTEC qualification from Block 1 and Block 2 in Pathway B.

Pathway C: KS4PC

| GCSE Core Subjects | |
|--|---------|
| English | 5 hours |
| Maths | 5 hours |
| RE & Philosophy | 1 hour |
| PE | 2 hours |
| ASDAN | 2 hours |
| Pathway B College Course | |
| Block 1 | |
| Course provided by local college in partnership with Seva School | |

Pathway C has been designed for those few pupils who may not be able to meet the rigorous demands of academic qualifications and are more suited to a vocational education. Seva School has identified two local colleges which would provide courses to meet the needs of these pupils. 12 hours of study have been set aside for this provision. However, these pupils would still be expected to complete a set of core GCSE qualifications including the ASDAN CVQ in order to develop their Sevak Profile.

Core Subjects

Alternative Pathway for EAL – Pupils with English as an additional language will be identified and will access examples of spoken English that will support their ongoing learning of the language. Intervention work with small groups and individuals that require additional support will take place during blocked periods of Latin and Spanish. Pupils with EAL with poor Literacy will not study Latin, French and Spanish. They will be given additional time to improve their Literacy levels.

Separate Sciences – Pupils will learn Sciences as a separate subject through Year 7 and Year 8. The curriculum model places a strong emphasis on teaching Sciences to prepare pupils for the EBacc qualification. The most able and middle group of attainers will be completing Sciences as separate qualifications. The three hour allocation for separate Sciences is in proportion to the importance of this subject and will offer pupils enough time to grasp the basic foundations of all three disciplines before Year 9. The low attaining group will be offered the Double Award Science qualification as discussed above in the rationale for curriculum offering. The delivery of Science subjects will build on clear links to history, society, culture, politics and technology.

Maths – Pupils will be learning Maths using Math in Focus: Singapore Maths.

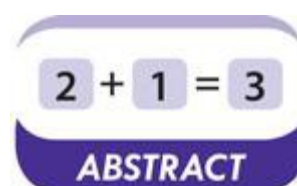
In KS1-KS3 Singapore Maths teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world with hands-on experiences.



Concepts are introduced through hands-on experiences



Pupils visualize the concept and represent it pictorially through models like number bonds and bar models.



Pupils only use abstract numbers and symbols when they have enough context to understand what they mean.

Math in Focus works well with Seva School's inclusive approach to excellent education for every pupil. It aligns to a three tiered approach to differentiation and intervention without separating them from the class.

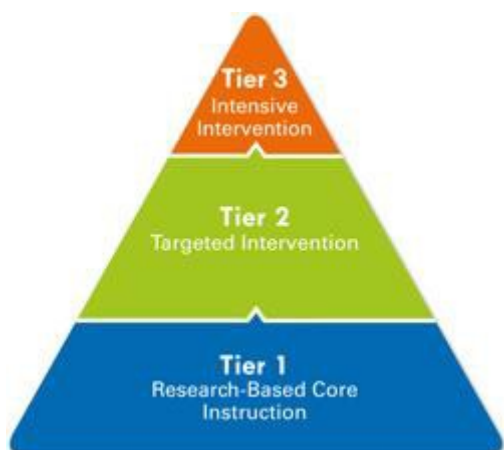
A Pedagogy Fit for Response to Intervention (Rtl)

Highly Scaffolded Curriculum - Math in Focus adapts instruction to the needs of pupils through scaffolding. The ultimate goal of scaffolding is to gradually remove the supports as the pupil masters the task. Math in Focus uses this approach to introduce new concepts and increasingly difficult problems. Scaffolding is apparent in the concrete–pictorial–abstract approach that appears throughout the program and in the sequencing of the word problems that go from one

step to two steps to multi-step. Teachers can easily individualise instruction to meet Rtl Tiers 1, 2, and 3.

Visual Representations - Math in Focus uses the bar modelling method as a problem-solving tool. Pupils become familiar with this systematic way to translate complex word problems into mathematical equations and avoid the common issue of not knowing where to start. Word problems grow in complexity from one step to two steps to multi-step, which enhances pupils' ability to think critically in a systematic process.

Differentiation Resources - Extra Practice and re-teach opportunities are provided for every lesson. These may be implemented on a whole-class basis for Rtl Tier 1, on a small-group basis for Tier 2, or in individual settings for Tier 3 modifications



This programme of study is also supported through online pupil e-books, online virtual manipulative, apps for the iPad, online work e-book, online videos and pod casts.

At KS3 – Math in Focus emphasises concept mastery, a concrete–visual–symbolic lesson progression, metacognitive reasoning, and the use of model drawing to solve and justify problems. To achieve our ambitious targets we have given a generous allocation of time for this core subject at KS3.

Languages - Pupils are taught three languages at KS3 which are French, Spanish and Latin. Pupils will be expected to choose their preferred language for KS4 with an option to choose an additional language in Pathway A. We anticipate a large number of pupils will be studying Punjabi as an additional language.

Seva School Specifics

Personal Study Time – This is a key feature of our innovative curriculum. These sessions make up one aspect of the extended curriculum. This program will help pupils to develop skills and attitudes to develop successful life-long learning. Most importantly it allows pupils to complete their homework within the school environment with the opportunity to seek help from specialist subject teachers. It will be a time where they can reflect on what they have learnt and prepare for what they will learn on the following day. These sessions are supervised by Learning Tutors in the form room. Parents will be involved in their child's studies on a regular basis by checking and signing homework diaries on a weekly basis.

Programmes of Study

English - English is a core subject which embraces the National Curriculum Framework for KS3. Lessons will be varied, stimulating and enjoyable with a strong emphasis on independent work and thinking skills. During the course of the year, pupils will build on work completed in Year 6 and be introduced to new ideas. Language skills such as sentence structuring, punctuation, spelling

and the expansion of vocabulary will be developed. Activities including drama and class discussion will help to develop speaking and listening ability. Pupils will be encouraged to expand their reading and writing experience through the study of a range of poetry, drama, prose and non-fiction texts. Challenging reading, such as the study of a Shakespeare play, will be a feature of the course. In addition to this, pupils will be encouraged to do wider reading for pleasure and information.

Writing tasks will include comprehension, project work, writing about literature and writing for both creative and practical purposes. Throughout the year there will be opportunities for paired and group work as well as individual tasks in all areas of the subject. Where possible, teachers will produce work for display. All work will be marked positively, thoroughly and quickly, and returned to the pupils with feedback. All pupils will have the opportunity to take part in the Spelling Bee competition which will take place in the spring term. There will be a yearly provision for a theatre experience to support their learning.

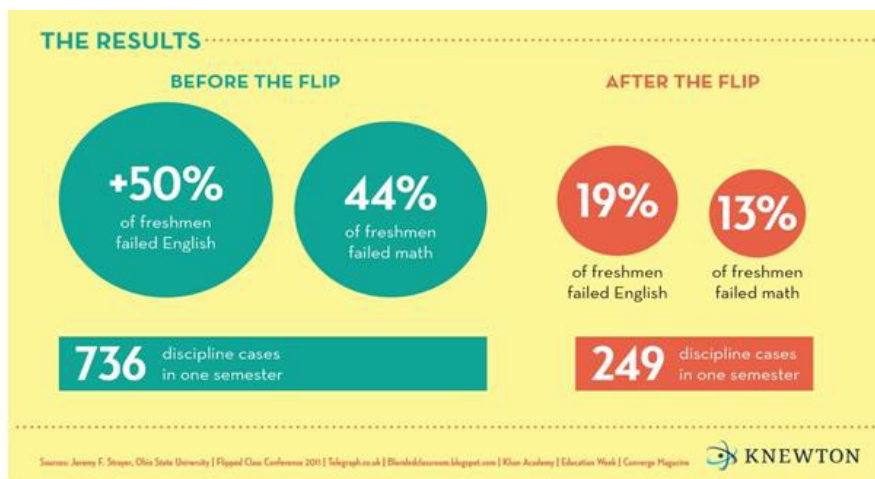
Geography - Geography will cover both human and physical aspects whilst also providing an introduction to map work. There will be an opportunity to undertake local fieldwork in the school grounds. The subject will be delivered through a strong link with ICT and use of technology. Building on the IPC, there will opportunities for investigative work in several of the topics such as growth settlements in Coventry. As a brief overview, pupils will learn how to read OS Maps, use technology to study the human and physical features of the UK, carry out a microclimate study of the school grounds and participate in a field day to a National park in the summer term.

History - Pupils will learn about the skills and techniques historians use to find out about the past and apply these to finding out about the history of England in the Middle Ages. They will investigate various aspects of life in England between the years 1066 and 1485. Pupils will use a similar approach to the IPC where knowledge harvesting is carried out at the start of a new topic to build pupils confidence and give them a clear idea of what they will be learning.

ICT - Pupils will learn ICT for one hour each week in KS3 supported by the flipped classroom approach. This is a pedagogical model in which the typical content of a lesson and homework elements of a programme of study are reversed. Short video lectures are viewed by pupils at home before the lesson, while class time is devoted to skills exercises, projects, or discussions. The video lecture is the key ingredient in the flipped approach. These video lectures will be created by the Director of Computing with support from the Digital technician and posted on the VLE. The format may be a pod cast or a video. The notion of a flipped classroom draws on concepts such as active learning and pupil engagement. The value of a flipped class is in the repurposing of class time into a workshop where pupils can enquire about the subject content, test their skills in applying knowledge, and interact with each other in hands-on activities. During the lesson, the teacher will encourage pupils in individual enquiry and collaborative effort. The benefit of this approach is that it puts the subject content under the control of the pupils. We are confident that this pilot study in Year 7 with ICT will prove that activities can be pupil-led and increase the communication between the teacher and the pupil through devoting more time to learning with a hands-on approach.

To support this innovative approach suitable CPD training will be provided to the Computing department through providers such as Future lab which have produced excellent documentation and resources on the flipped classroom. The impact of this approach will be evaluated to inform a whole school approach to creating digital content for pupils.

Extensively used in America, there is growing evidence that the Flipped Classroom Approach to teaching and learning can raise attainment. As illustrated in the diagram below.



Pupils in Year 7 will learn how use Microsoft Office software programs using group based activities as well as individual tasks. The key aim of computing in Year 7 is to increase pupil confidence whilst building skills in a nurturing and supportive environment.

Modern Foreign Languages - The basics of grammar are covered in MFL and pupils will have the opportunity to learn more about other country's history, geography culture, festive food and music through a celebratory inclusive approach. Cultural activities will include educational visits to European cities. Pupils will also learn about home life, family & friends, environment, leisure, education and work. Some aspects of this curriculum will be delivered using technology to support skill based learning.

Music - The emphasis in class music lessons is on learning musical concepts through engaging in the creative aspects of music-making. At KS3 all pupils, according to their abilities, will learn to recognise, identify and evaluate the use of the different building blocks of music in a variety of different pieces. They will learn to evaluate and respond to the expressive quality of different musical styles from around the world with a strong emphasis on classical Indian musical instruments. The syllabus as laid out in the NC, covers the following musical activities:

- Performing: All pupils will learn to perform simple music on an individual/small group level.
- Composing: All pupils will be involved in creative music making, using a variety of styles and techniques on an individual/group level.
- Listening: All pupils will follow a structured listening course linked to the components mentioned above.
- Theory: All pupils will be taught some simple notational theory work on western and eastern music.

As they progress, pupils will be able to send examples of their work home by email or access work from the intranet. In the classroom they will encounter music from other world traditions, folk music, jazz and popular styles, as well as a more traditional repertoire from the heritage of Eastern Classical music. Parents will be encouraged to broaden their child's awareness of music by taking them to concerts, musical theatre and local events at the Gurdwara. Seva School will host several of these concerts throughout the year working with the local community.

Games - Physical education lessons aim to give all pupils the opportunity to extend their range of physical skills and develop their proficiency. Promoting an appreciation of the benefits of

participation and an enjoyment of physical education for each individual links back to our key values as described in D1. The delivery of team games and individual activities will be linked back to moral dispositions. In addition there will be a range of extracurricular and non-competitive clubs.

RE And Philosophy - Pupils will learn to think about important ideas and issues, that they will be able to share in small groups and within the class, whilst listening to ideas expressed by others. They will develop skills in different kinds of written work – factual, creative and that which expresses and supports a point of view. Parents will be able to help them at home by discussing topical issues, especially those which are influenced by religious or cultural values, listening to their points of view and helping them to consider the points of view of others. Topics covered during the course of the year will focus on the Sikh religion as the main religion with appropriate time allocated to learning the other religions.

Seva School enrichment programme

Enrichment is central to the Seva School curriculum objectives and overall philosophy. It will give pupils an opportunity to cover core subjects as well as art, drama, sport, design technology and Computing. The Seva School day is longer than most schools as the enrichment programme takes part after the Personal Study Time session. Seva School will offer three strands to the enrichment programme to fulfil the curriculum aims.

- **Academic** – activities expanding on pupil's learning by using different methods from those in the school day.
- **Sports** – sporting activities supported by volunteers from the local community and local experts
- **Other** – activities ranging from Art, Music, Drama and DT

| Strand | Activities | SEVA principle |
|----------------------------|---|---------------------------|
| Academic (Optional) | ICT Club, Book Club, Gifted and Talented, Debating, Maths Challenge, Art Club, LAMDA Club | Excellence |
| Sports (Optional) | Table Tennis, Boy's Football, Boy's Rugby, Girl's Football, Netball, Karate, Martial Arts, Basketball, Ball Skills | Aspiration |
| Other (Optional) | Art Club, Meditation, Let's cook, Drama Club, Gurmukhi, Chess Club, Music, Gardening Club, DT Club, Shakespeare Club, Meditation, Choir, Eco Warriors, Textiles Club, Orchestra, Computer Club, Mind Sports, Horse riding, Web Design | Seva, Virtues, Aspiration |

Compulsory academic enrichment activities are designed to accelerate the progress of pupils who have been identified as underachieving in core subjects. Maths enrichment is a key part of the offered programme. There are two elements which provide for both the G&T pupils and those who are below level 4 and need extra support.

The Maths Challenge club will give pupils the opportunity to explore more complex problems whilst the Maths Club will focus on one to one support for each pupil from a teacher or pupil. English enrichment is offered through the English club and the Debating club. As Seva School grows beyond 2014, pupils from KS4 will join the younger pupils to coach them in debating and help them to enter weekly debate challenges and participate in national debates.

Science enrichment is offered through the Experiment club and the Science club. The Science club will be offered to those pupils who have underperformed in assessments, whilst the Experiment club will allow all pupils to engage with experiments and scientific concepts in a fun way.

These enrichment clubs are central to our philosophy of inclusion and offer pupils which are below Level 4 in Mathematics, English or underachieving in MFL or Science to catch up and receive additional support. These initiatives will help improve pupil progress towards a 3 sub-level progression by the end of the year.

Extracurricular activities will be delivered by a mixture of teachers, local experts and volunteers from the wider community. Some examples of local volunteering are below:

- Horse riding – local expert from horse riding school
- Martial Arts – local expert from MMA club
- Panjabi – local volunteers from Gurudwarae (Sikh place of worship)
- Web design using WordPress – local volunteers from S.H.A.R.E charity

School Timetable and Calendar

The School Day

The school will open at 07:45 and close at 17:30 during the week and from 09:00 to 12:15 on Saturday. Core learning will take place between 09:00 and 16:00. There will be 'exceptional days' where the school will focus on the extended curriculum. These days will occur once per half term and will apply to all pupils.

An indicative timetable for each KS is provided below. Our final timetable will be worked out alongside the more detailed curriculum development, carried out following approval of our application. Sevak Education Trust will continue to work with our experienced team of advisors to ensure that we are able to delivery our curriculum in the most effective way. Two twilight sessions are offered from 16:00 – 17:30 for supervised personal study time and enrichment/extra-curricular clubs for all pupils from KS2 – KS4.

Seva School - Overview of a typical week day

| | Early Years Foundation Stage | KS1 | KS2 | KS3 | KS4 |
|------------------------------|---|---|--|--|--|
| | Reception | Years 1-2 | Years 3-6 | Years 7-8 | Years 9-11 |
| Before School breakfast Club | 07:45 - 08:30 : Breakfast Club (free for all pupils on FSM) 08:00 – 08:25 : Pre-Catch Up Session (Compulsory from KS1 - KS2) 08:00 – 08:25 : Mentoring Appointments (Compulsory from KS3 - KS4) | | | | |
| Start of Day | 08:30 | 08:30 | 08:30 | 08:30 | 08:30 |
| Morning Break | 10:35 – 10:55 | 10:35 10:55 | 10:35 – 10:55 | 11:00 – 11:15 | 11:00 – 11:15 |
| Lunch Time | 12:00 – 13:15 | 12:00 13:15 | 12:00 – 13:15 | 12:15 – 14:00 staggered lunch of 45 minutes | 12:15 – 14:00 staggered lunch of 45 minutes |
| End of School Day | 15:35 | 15:40 | 15:40 | 16:00 | 16:00 |
| After School Break | After School care costs for alternative arrangements provided till 17:30 for all pupils | After School care costs for alternative arrangements provided till 17:30 for all pupils | 15:40 - 16:00 | 16:00-16:05 | 16:00-16:05 |
| After School Session 1 | | | 16:05 – 16:45 Twilight Session 1 Personal Study Time | 16:05 – 16:45 Twilight Session 1 Personal Study Time | 16:05 – 16:45 Twilight Session 1 Personal Study Time |
| After School Session 2 | Not Applicable | Not Applicable | 16:50 – 17:30 Twilight Session 2 Extracurricular Enrichment | 16:50 – 17:30 Twilight Session 2 Extracurricular Enrichment | 16:50 – 17:30 Twilight Session 2 Extracurricular Enrichment |

Saturday morning overview

| Timings | Sikhs | Non Sikhs |
|---------------|------------------------------|------------|
| 09:00 – 10:00 | Sikh Studies | Enrichment |
| 10:00 – 11:00 | Punjabi/Gurmukhi | Enrichment |
| 11:00 – 11:15 | Break | Break |
| 11:15 – 12:15 | Group Indian Classical Music | Enrichment |

Pupils will attend Seva School on Saturday morning from 09.00 to 12.15. This is compulsory for all pupils from the Sikh faith and low attaining pupils. Pupils from the Sikh faith will study a programme of studies based on the Sikh Missionary correspondence course from Ludhiana College. This will be supplemented by a lesson on the ancient language of Gurmukhi which will help pupils learn how to pray from the Sri Guru Granth Sahib (*the holy scriptures of the Sikh Faith*). Pupils from a non-Sikh faith background which are grouped in the low attaining ability group will be required to attend Saturday morning enrichment clubs to boost their levels.

Reception: EYFS Timetable

| | 08:30 | 08:55 | 09:20 | 10:00 | 10:35 | 11:00 | 11:40 | 12:00 | 13:15 | 13:25 | 13:45 | 14:20 | 15:00-15:35 |
|-----------|----------------------|----------|-------------------------------------|----------------|-------|--------------------------------------|---------------|-------|---------------------|---------------------------|--------------------------|-------------------------------------|--------------------------|
| Monday | Free Flow Activities | ASSEMBLY | Group Reading and Activities | | BREAK | Reception Singing | Keywords Quiz | LUNCH | End of outdoor play | REST / QUIET TIME/READING | PE | | Home - Time Prep & Story |
| Tuesday | Free Flow Activities | | Bikes - Outdoor activities | ICT | | Communication, Language and Literacy | | | | | Activities | Activities | Home - Time Prep & Story |
| Wednesday | Free Flow Activities | | Activities | | | Activities | Activities | | | | Home - Time Prep & Story | | |
| Thursday | Free Flow Activities | | Bikes - Outdoor activities | Colour strings | | Activities | Activities | | | | Home - Time Prep & Story | | |
| Friday | Free Flow Activities | | Apparatus - Meaningful Movement Gym | Activities | | Activities | Activities | | | | Golden Time | Early Finish Staff Development Time | |

Key Stage 1: Year 1 Timetable

| Day of the Week | 08:40 | 08:55 | 09:20 | 10:00 | 10:35 | 11:00 | 11:40 | 12:15 | 13:30 | 13:45 | 14:20 | 15:00-15:35 |
|-----------------|--------------|----------|------------------|-------------------|-------|---------|---------|-------|---------|---------|-------------------------------------|-------------|
| Monday | Registration | Assembly | English/ Library | English / Library | Break | Maths | Maths | Lunch | Reading | IPC | IPC | English |
| Tuesday | | | Maths | Science | | English | English | | | IPC | IPC | English |
| Wednesday | | | English | Guided Reading | | Music | | | | PE | PE | English |
| Thursday | | | Maths | Maths | | Science | Science | | | English | Swimming | |
| Friday | | | Maths | English | | English | English | | | English | Early Finish Staff Development Time | |

Key Stage 2: Year 5 Timetable

| Day of the Week | 08:40 | 08:55 | 09:20 | 10:00 | 10:35 | 11:00 | 11:40 | 12:15 | 13:30 | 13:45 | 14:20 | 15:00-15:35 |
|-----------------|--------------|----------|------------------|------------------|-------|---------|---------|-------|---------|------------|-------------------------------------|-------------------|
| Monday | Registration | Assembly | French / Library | French / Library | Break | Maths | Maths | Lunch | Reading | Art | Art | Science |
| Tuesday | | | Maths | Science | | English | English | | | RE | RE | Science |
| Wednesday | | | English | Guided Reading | | Music | Maths | | | Games / DT | Games / DT | Games / DT |
| Thursday | | | Maths | Maths | | Science | Science | | | English | History/Geo | History Geography |
| Friday | | | Maths | ICT | | English | English | | | Swimming | Early Finish Staff Development Time | |

| Year 1 | Topic | Duration | Topic | Duration | Topic | Duration | Topic | Duration | Topic | Duration |
|--------|--|----------|---------------------------------|----------|--|----------|-----------------------------|----------|---------------------------------------|----------|
| | All Dressed Up (Clothes) | 7 | Let's Celebrate (celebrations) | 8 | We Are What We Eat (Food) | 7 | Stories (Myths/Legends) | 7 | Flowers & Insects (Flowers & Insects) | 7 |
| | Lets Go On Holidays The Places People Go | 7 | Seeing The Light (Light & Dark) | 7 | The Circus Is Coming To Town (Movement & Entertainment) | 8 | Our World (The Environment) | 8 | How Are You (Health) | 6 |

| Year 5 | Topic | Duration | Topic | Duration | Topic | Duration | Topic | Duration | Topic | Duration |
|--------|----------------------------------|----------|-----------------------------------|----------|---|----------|--|----------|---|----------|
| | Climate Control (Climate Change) | 7 | Making Things Go (Energy & Fuels) | 10 | They See The World Like This (Artist's Impression Of The World) | 6 | Go With The Flow(Rivers) | 11 | Making New Materials (Making New Materials) | 6 |
| | Fit For Life (Health Education) | 5 | Building A Village (Settlements) | 10 | What A Wonderful World (The Natural World) | 8 | The Time Tunnel (Chronology and Timelines) | 6 | Fairgrounds (Energy Forces) | 10 |

As discussed earlier, Seva School will deliver the Literacy and Science Curriculum as outlined by the Primary Framework. The curriculum is planned to provide continuity and progression throughout the school and will consist of:

Long Term Planning: A long-term plan for each Year group will indicate the 'themes' to be taught in each term. The long term plan will be reviewed on a yearly basis and is illustrated above.

Medium Term Planning: A thematic and cross curricular approach to planning units of work on a half termly basis will be taken. The IPC will be used as a basis for this planning. The planning will outline the detail of work to be covered with the progression of learning objectives and the intended pupil outcomes.

Short Term Planning: Weekly literacy, Mathematics (Math in Focus) and the foundation subject curriculum plans will be produced. These plans will identify learning objectives, learning tasks and differentiation within the lesson, resources required, details regarding lesson conclusion and formative assessment criteria.

Key Stage 3: Year 7 Timetable

| | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|--|-----------|-----------------|----------|--|
| 07:45 - 08:30 | Breakfast : Free breakfast for Pupils with FSM Mentoring Session Compulsory (08:00 - 08:30) : Spiritual Assembly Optional (08:15 – 08:30) | | | | | |
| 08:30 - 09:00 | Registration / Assembly | | | | | |
| 09:00 - 10:00 | Lesson 1 | Form Time PLTS | Chemistry | Physics | English | Art |
| 10:00 - 11:00 | Lesson 2 | French | English | PSHE | Maths | English |
| 11:00 - 11:15 | Break | | | | | |
| 11:15 - 12:15 | Lesson 3 | Biology | Maths | RE & Philosophy | PE | Technology Carousel |
| 12:15 - 13:15 | Lesson 4 | English | Music | Geography | | Maths |
| 13:15 - 14:00 | Lunch | | | | | |
| 14:00 - 14:05 | Registration | | | | | |
| 14:05 - 15:00 | Lesson 5 | Maths | Computing | English | Drama | Early Finish Staff Development Time |
| 15:00 - 16:00 | Lesson 6 | Latin | History | Maths | Spanish | |
| 16:05- 16:45 | Twilight 1 | Personal Study Time | | | | |
| 16:50 -17:30 | Twilight 2 | Sikh Studies / Extracurricular Activities | | | | |

Key Stage 4: Year 9 Timetable for Pathway A

| | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|--|-----------|-----------------|-----------|--|
| 07:45 - 08:30 | Breakfast : Free breakfast for Pupils with FSM Mentoring Session Compulsory (08:00 - 08:30) : Spiritual Assembly Optional (08:15 – 08:30) | | | | | |
| 08:30 - 09:00 | Registration / Assembly | | | | | |
| 09:00 - 10:00 | Lesson 1 | Form Time PSHE | Chemistry | Physics | English | Maths |
| 10:00 - 11:00 | Lesson 2 | French | English | | Maths | Geography |
| 11:00 - 11:15 | Break | | | | | |
| 11:15 - 12:15 | Lesson 3 | Biology | Maths | RE & Philosophy | PE | ASDAN CVQ |
| 12:15 - 13:15 | Lesson 4 | English | Biology | History | | |
| 13:15 - 14:00 | Lunch | | | | | |
| 14:00 - 14:05 | Registration | | | | | |
| 14:05 - 15:00 | Lesson 5 | Punjabi | French | English | Chemistry | Early Finish Staff Development Time |
| 15:00 - 16:00 | Lesson 6 | | History | Maths | Geography | |
| 16:05- 16:45 | Twilight 1 | Personal Study Time | | | | |
| 16:50 -17:30 | Twilight 2 | Sikh Studies / Extracurricular Activities | | | | |

Term and Year

Sevak Education Trust will aim to synchronise the school year with the Coventry Local Authority but also provide extended provision during the holidays. For example, looking after the school allotment and garden, and offering Year 6 pupils a Literacy and Numeracy Summer Booster Camp. Pupils are expected to attend school for 190 days per year, in line with Local Authority schools.

| Autumn Term | |
|------------------------------|--|
| Schools Open | Tuesday morning 2nd September 2014 |
| Mid-Term Break | Monday 27th to Friday 31st October 2014 |
| Schools Close | Friday evening 19th December 2014 |
| Number of school days: | 77 |
| Spring Term | |
| Schools Open | Tuesday morning 6th January 2015 |
| Mid-Term Break | Monday 16th to Friday 20th February 2015 |
| Schools Close | Friday evening 27th March 2015 |
| Number of working days: | 54 |
| Summer Term | |
| Schools Open | Monday morning 13th April 2015 |
| May Day Bank Holiday | Monday 4th May 2015 |
| Mid-Term Break | Monday 25th May to Friday 29th May 2015 |
| Schools Close | Friday evening 17th July 2015 |
| Number of working days: | 59 |
| Total school days | 190 |
| Teacher Days | 5 |
| | Monday 2nd September 2014 Monday 5th January 2015 |
| Autumn Term | Monday 20th July 2015 |
| Total working days for staff | 195 |

Out of Hours Provision

Breakfast Club will provide free meals for all pupils with FSM. The club will be run by parents, volunteers and teachers at the start of the morning and will be one of the first of its kind in the UK. The cost of this club has been detailed in the Financial Assumptions for Section G. Details of over 100 financial donors giving ██████████ per month from the local community have also been provided. LSAs will provide support for running the Pre-Catch-Up-Sessions and the after school enrichment/ extra-curricular activities in the Primary Phase.

The Personal Study Time and enrichment/extra-curricular clubs will be supervised by teachers under the term and pay conditions for Seva School.

The Saturday morning provision will be supported by volunteers from the Sikh Community to deliver the Sikh Studies course. The enrichment and extracurricular activities will be run as a free initiative under the concept of Seva, by local teachers, volunteers and experts in the first 2 years of opening. The Games department will be expected to organise and manage official school matches for Rugby, Football, Hockey and Netball as necessary to compete in regional and national events. Seva School is confident that its own staff will also give up their time and volunteer to support this initiative in the first 2 years of opening. Sevak Education Trust has budgeted to reward teachers with financial bursaries for working on Saturdays from Year 3 onwards as illustrated in our Financial Assumptions for Section G.

Organisation of Pupils

Organisation of pupils for academic elements

KS1 – KS2

Setting of pupils based on ability will take place from Year 1 onwards at Seva School for Literacy and Numeracy.

KS3 – KS4:

Pupils will be taught in single sex classes in Year 7 as a pilot initiative. The curriculum will be written with schemes of work specifically with boys or girls in mind, with a hope to address the achievement gap which is widening between boys and girls. ¹2011 GCSE data. It is argued that single sex teaching can help girls' and boys' attainment, and accelerate boys' progress. This initiative will address the gender gap identified earlier in Section C.

English & Maths - Pupils will be put into groups based on their academic ability for English and Maths from Year 7 onwards.

Other PSHE - Pupils will be organised into groups of 30 for lessons. Pupils will be taught PSHE and PLTS with their Learning Tutor as part of Form time.

Enrichment & Extra-curricular - Pupils will be organised for English, Maths, MFL and Science enrichment clubs based on this academic ability. Low attaining pupils will be expected to attend these clubs as compulsory. This will not be a compulsory offering for the high attaining pupils but we would expect them to make full use of these activities and experience a real wow factor to supplement their learning in lessons.

Pastoral organisation – Pupils will be organised into a three form entry in KS1–KS2 with a total of 30 pupils in each form room. Pupils in KS3–KS4 will be organised into a four form entry. Pupils will then be allocated a House by the Head of Phase. The four houses unique to Seva School are The Warriors, The Scholars, The Saints, and The Servants. These four identities are derived from the qualities described in the Sikh Holy Scriptures, with each identity encompassing many virtues and qualities for the House.

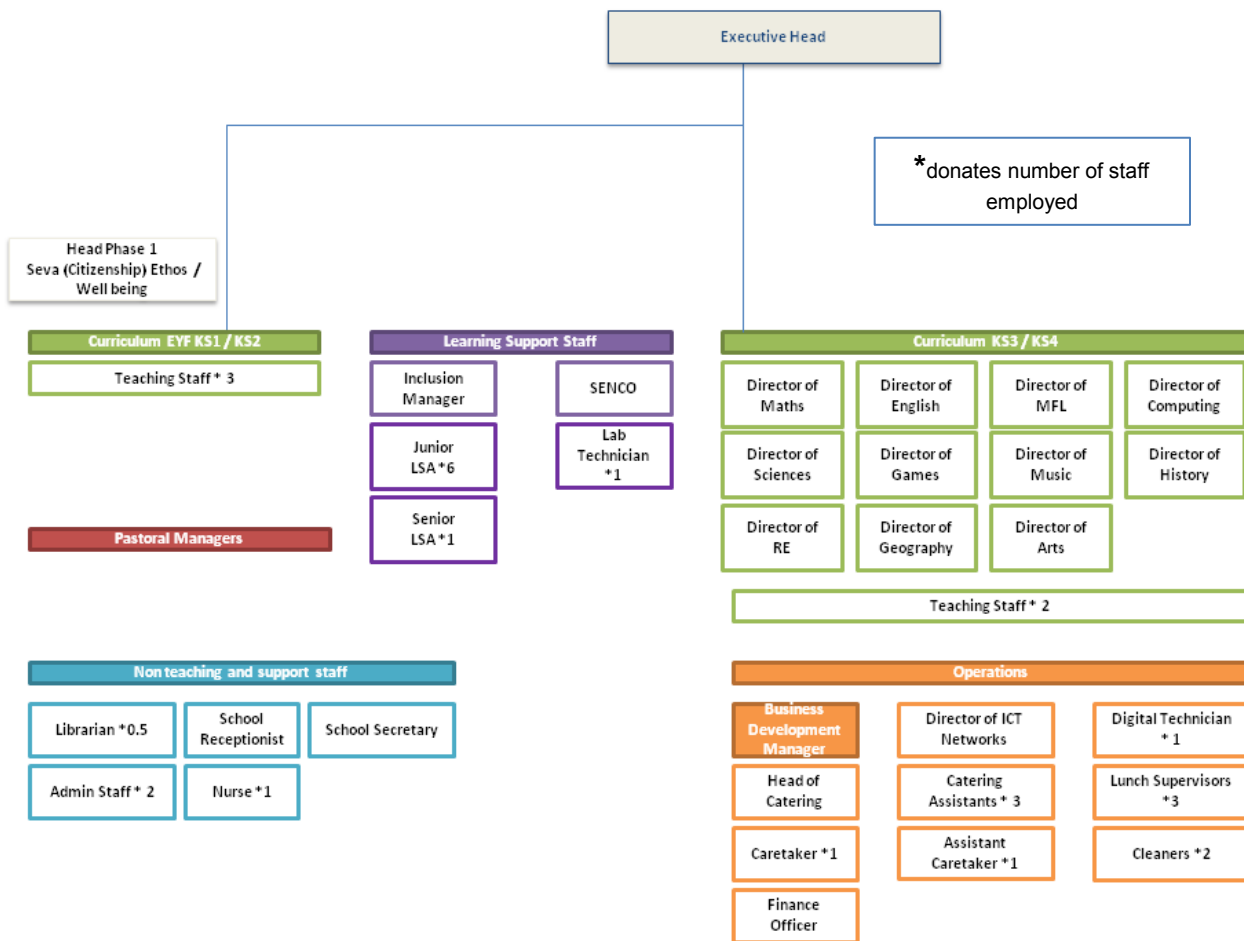
The Learning Tutor will assist pupils in reviewing their academic progress and performance across the school. They will also help pupils to reflect on their learning during Personal Study Time. The Pastoral Manager will assist the Learning Tutor in overseeing the welfare of the pupils and will be the first point of contact for attendance and punctuality.

The School Nurse will be available to support pupils with confidential health or personal concerns.

The Head of phase will deal with more serious issues relating to behaviour and academic performance.

D3. Staffing Structures

Proposed Staffing Structure Year 1



Year 1 Line Management and Accountability

The Executive Head Teacher is the Head of Seva School. The phases have been organised as:

| Proposed Pastoral Structure for Management | Year group |
|--|-----------------|
| Phase 1 | Reception, 1, 2 |
| Phase 2 | 3, 4, 5 |
| Phase 3 | 6,7,8 |
| Phase 4 | 9,10,11 |

The Head of Phase 1 will be responsible for the running of the school in the absence of the Executive Head Teacher. Their key responsibility will be developing the Ethos and Active Citizenship (Seva) throughout the school. The Executive Head Teacher will be line managing 11 Heads of Department in the first year and an additional 4 teachers. The SEN Coordinator will be responsible for line managing the Inclusion Manager and Learning Support Assistants (LSA). The Business Development Manager will be responsible for line managing the non - teaching staff.

Year 1 Delivering Curriculum and Pastoral Structure

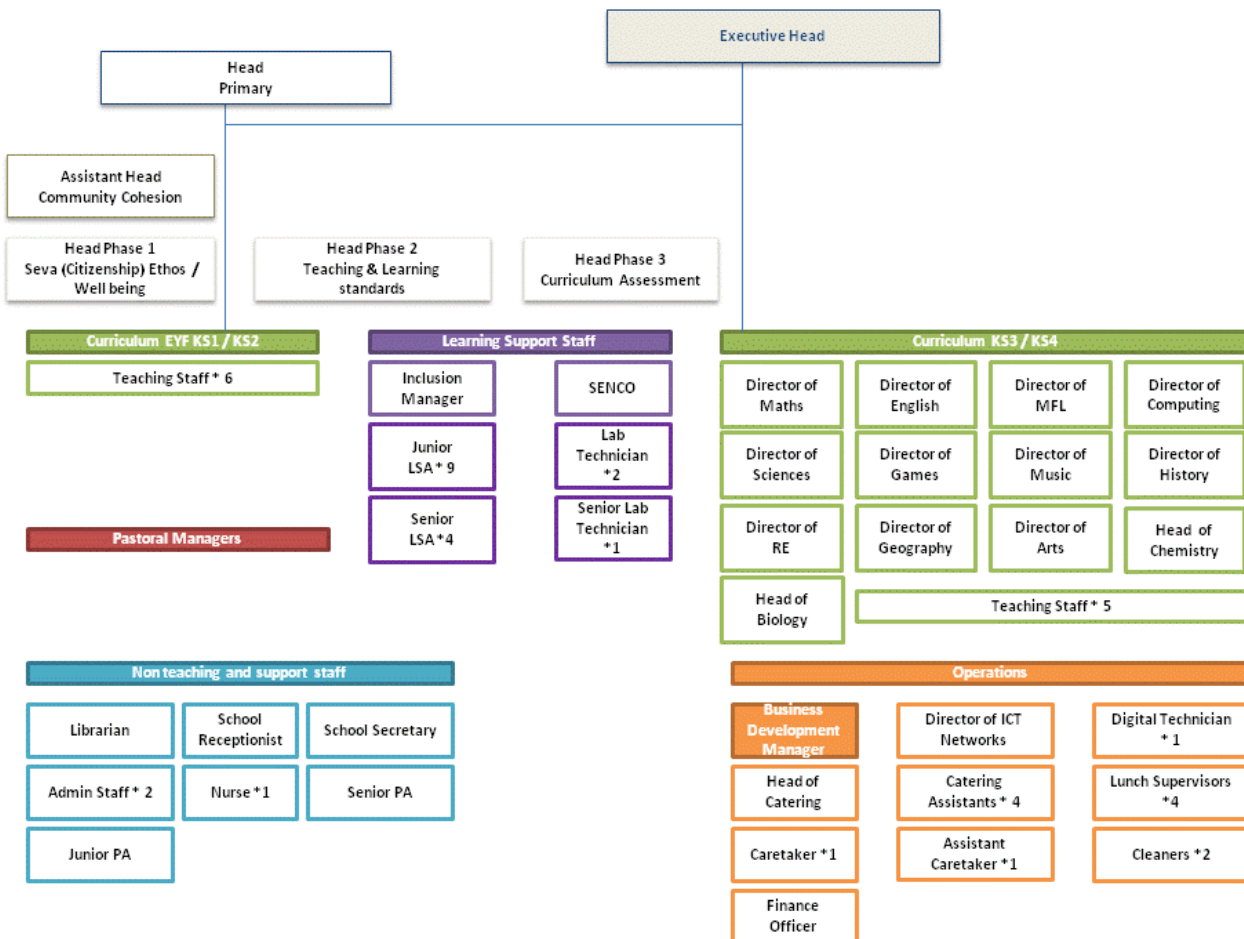
Reception and Key Stage 1 – Each teacher will take on the role of form tutor to manage the three form entry. Key Stage 3 – HODS employed in the first year will take on the additional duty of being form tutors for the four form entry in Year 7.

In the first year, 11 HODs have been employed to embed enquiry based learning into the

curriculum. Whilst this is a large expenditure it is also a crucial starting time for the school which will allow teachers to co-teach and also develop the curriculum in-line with the way we envision grouping the pupils. HODS will be expected to make use of this time to plan their resources to meet the needs of our pupils. Resources will be specifically designed to enhance single-sex lessons and the streaming of pupils within this group. The appointment of an additional teacher is to allow Mathematics and English, 2 core subjects, to develop co-teaching practises and raise the attainment of the Year 7 pupils. All HODS will be expected to teach in KS1 and KS2 to enrich the experiences of pupils through specialist subject support in all-through school model. Though the proposed curriculum timetable only requires 5 full time teachers to deliver the subjects in terms of hours of teaching for a four form entry in Year 7, specialist subject knowledge is required at this level of education and to develop SOWs with an emphasis on enquiry based learning, Seva school will be employing Heads of Departments to take on this very important task. In the first year we acknowledge they have considerable more free time available and this will be used to co-teach and develop subject resources to suit single sex lessons. The Executive Head Teacher will be responsible for teaching Latin and another specialist subject area in the first year of opening.

In the first year, we have delayed the appointment of the Head of Primary who will be responsible for Phases 1 & 2. This appointment has been delayed due to financial constraints and the role is carried out by the Executive Head Teacher supported by the Head of Phase 1 in the first year. There are 3 Learning Tutors assigned to each class throughout the Primary Phase 1 & 2. A Learning Support Assistant (LSA) is assigned to each class to support the teacher. This additional support for the class teacher is central to Seva School learning and teaching pedagogy to help pupils with EAL and learning difficulties. The school secretary, receptionist and admin support are paid on a 0.89% of full salary. A Nurse is appointed in the first year to support the PSHE programme of study. Seva School feel that this is a key role in delivering this subject.

Proposed Staffing Structure Year 2



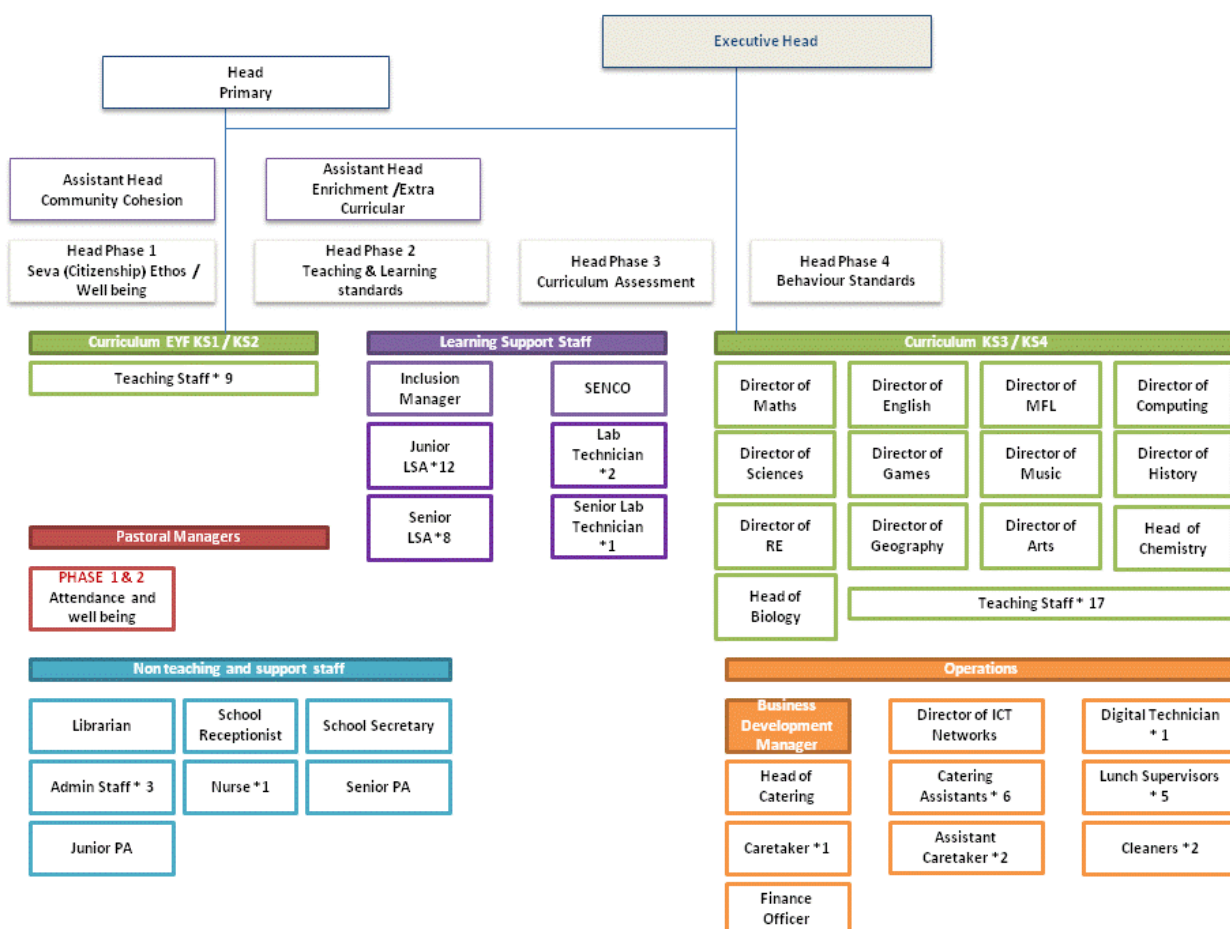
Year 2 Line Management and Accountability

The Executive Head Teacher is supported by the appointment of the Head of Primary as we have 3 year groups in Phase 1. The Head of Primary will be responsible for line managing 6 members of staff, the Head of Phase 1 & Phase 2. An Assistant Head Teacher is appointed in the second year to look at building the community relationships and enrichment programmes. The Head of Phase 2 will be line managed by the Head of Primary. The role is introduced a year earlier to allow time to develop the teaching and learning policies and embed good teaching pedagogies into the system. The Head of Phase 3 will be line managed by the Executive Head Teacher. This role is introduced a year earlier to develop the curriculum assessment throughout the School. They will be responsible for developing the Habits of Mind throughout the curriculum.

Year 2 Delivering Curriculum and Pastoral Structure

The appointment of Head of Phase 2 and Phase 3 are key to developing the teaching learning and curriculum assessment in the school. Both roles will work together in shaping the delivery and assessment of the programmes of study. Both roles will have sufficient time to work with the HODs in ensuring that these systems are embedded in the Independent Schemes of Work. The HODs of Biology and Chemistry are appointed in the second year to support the Director of Science. Both subject HODs will be expected to contribute to additional enrichment clubs running in the afternoons. The Head of Phase 3 will support the forms tutors of Years 7 and 8 and look after all incidents relating to attendance, wellbeing, behaviour and academic progress. The Finance Officer is appointed in the second year to support the Business Development Manager. Both the Primary and senior PA are appointed to support the Executive Head Teacher and Head of Primary in the second year.

Proposed Staffing Structure Year 3



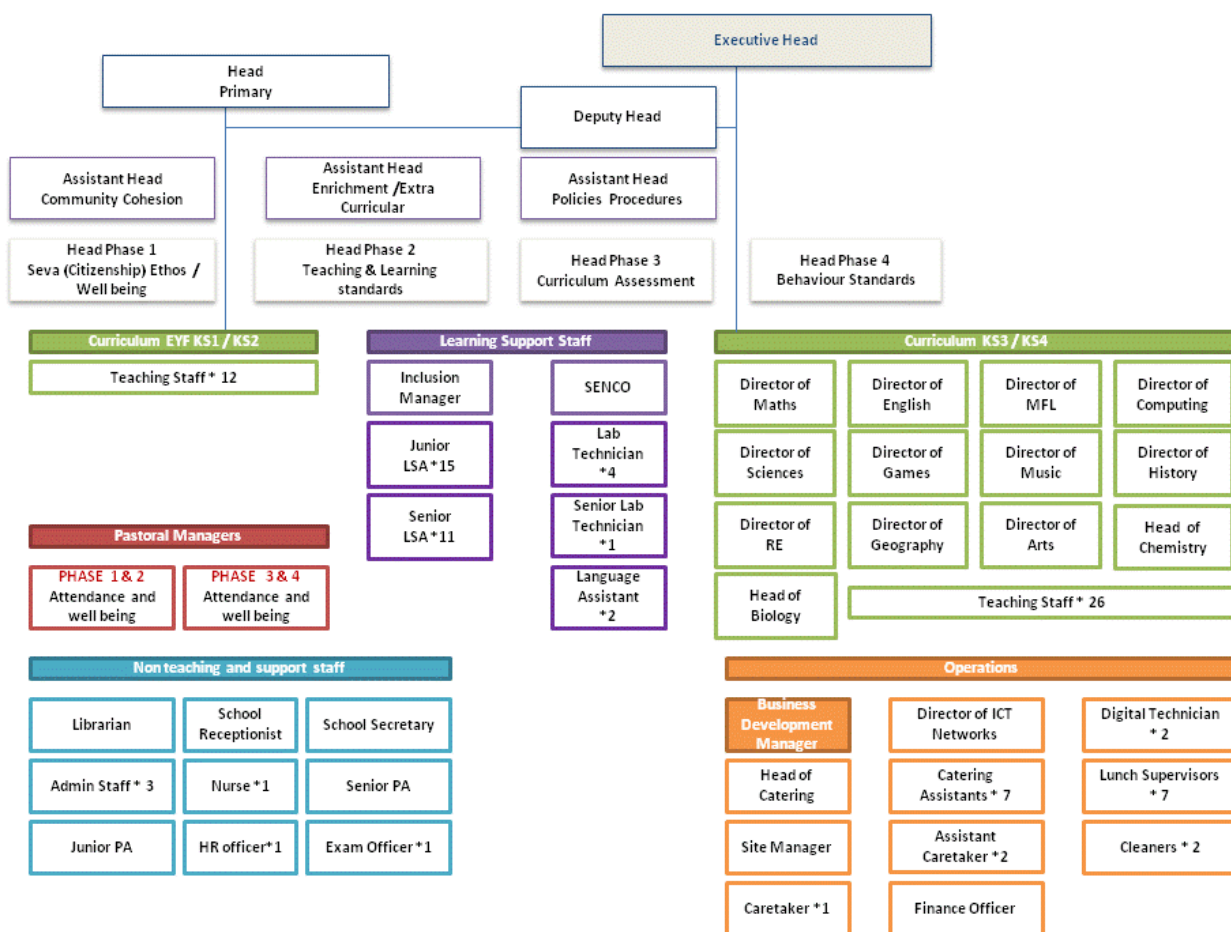
Year 3 Line Management and Accountability

The Head of Phase 4 is appointed in this year to manage the transition from KS3 to KS4. The Head of Phase 4 is line managed by the Deputy Head Teacher. The Assistant Head teacher appointed in Year 3 will be responsible for Enrichment/Extra-curricular. A key year for this appointment as support for enrichment will need developing and linking to progress as pupils enter Year 10. The Pastoral manager is appointed in Year 3 to look after the well being of pupils in Phases 1 and 2. They would be responsible for liaising with parents. This is a non teaching role which looks at specifically supporting the pupils and monitoring attendance.

Year 3 Delivering Curriculum and Pastoral Structure

Staff are increased by 6 members to teach additional hour allocation for separate Sciences and optional choices.

Proposed Staffing Structure Year 4



Year 4 Line Management and Accountability

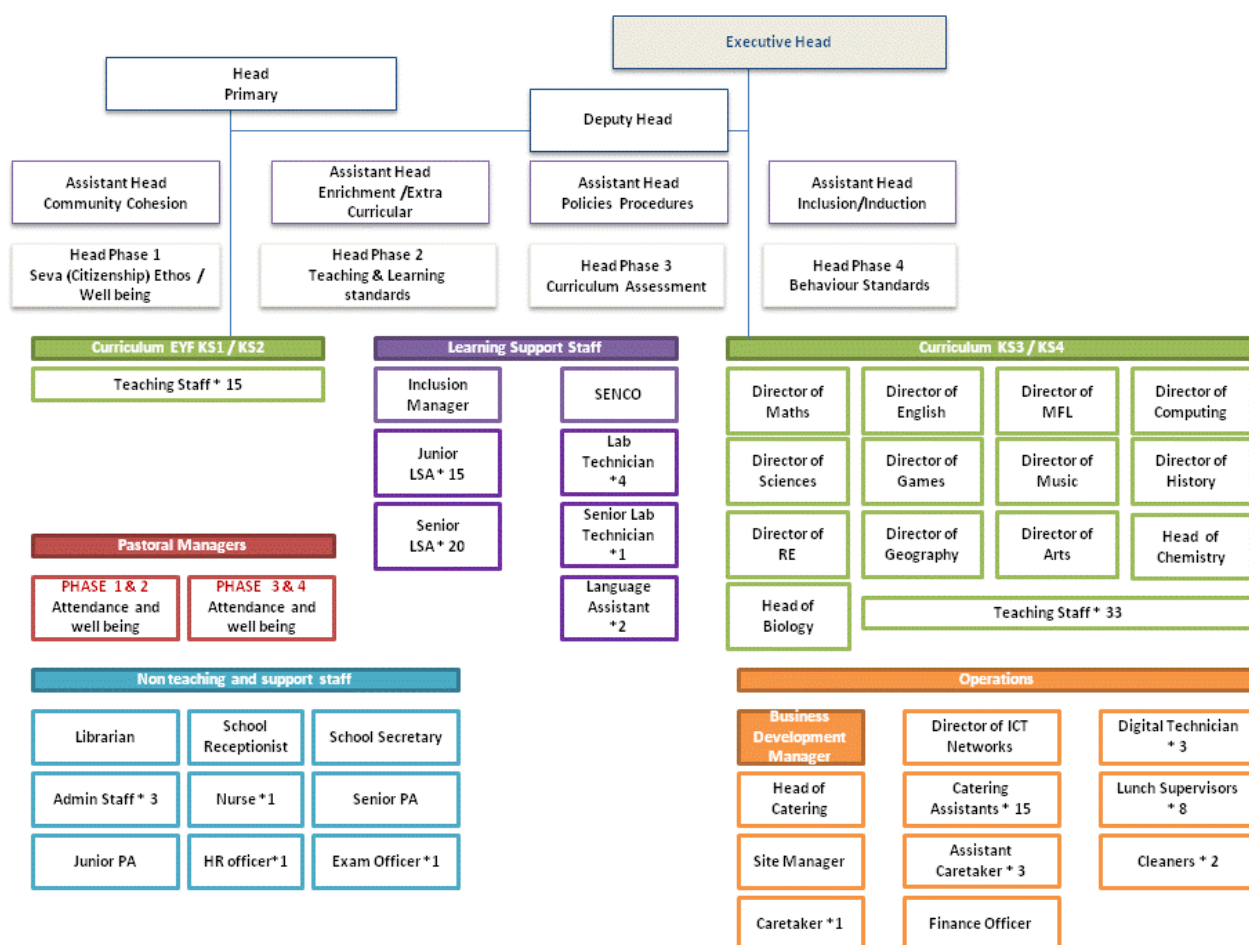
The Pastoral manager is appointed in Year 4 to look at the well-being of pupils in Phases 3 and 4. They will be responsible for liaising with parents. This is non teaching role which looks at specifically supporting the pupils and monitoring attendance. The Deputy Head Teacher is appointed in Year 4 to support the Executive Head Teacher. The Assistant Head Teacher appointed in Year 4 will be responsible for looking after policies and procedures with a strong lead in teaching and learning to support the Deputy Head Teacher. The Assistant role will be line managed by the Executive Head Teacher.

Year 4 Delivering Curriculum and Pastoral Structure

Staff are increased by 5 members to support the curriculum.

No exam officer is appointed in the first 4 years as there are no external examinations.

Proposed Staffing Structure Year 5



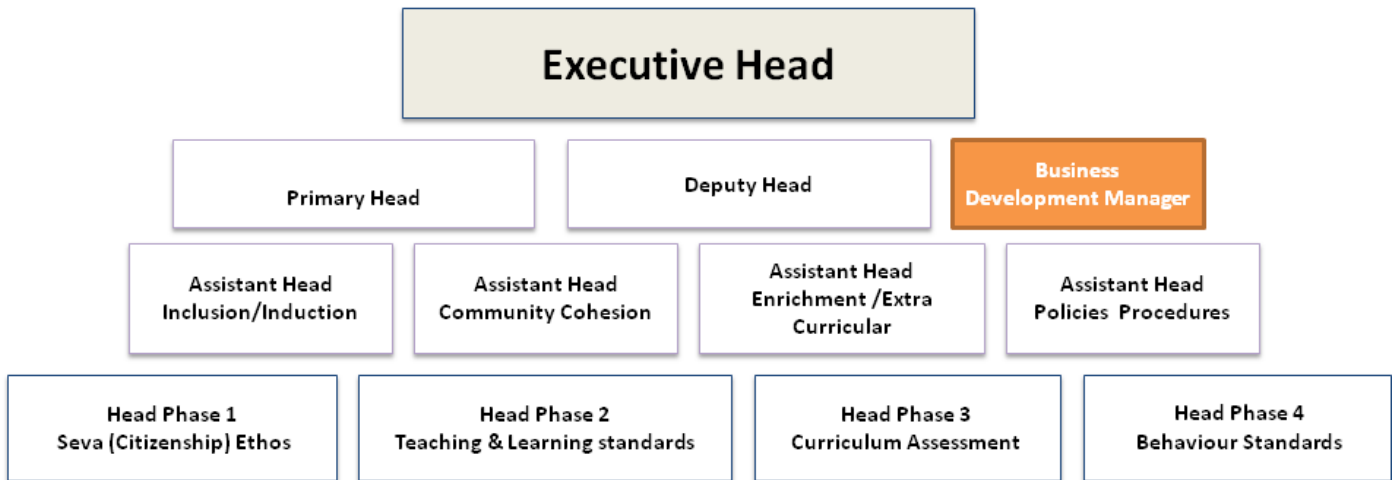
Year 5 Line Management and Accountability

The Assistant Head Teacher appointed in Year 5 will be responsible for looking after the inclusion and induction process. This Assistant role will be line managed by the Executive Head Teacher. A further 3 teachers are employed for the Primary phase in year 6 to cover the last 3 form entry to take it to full capacity.

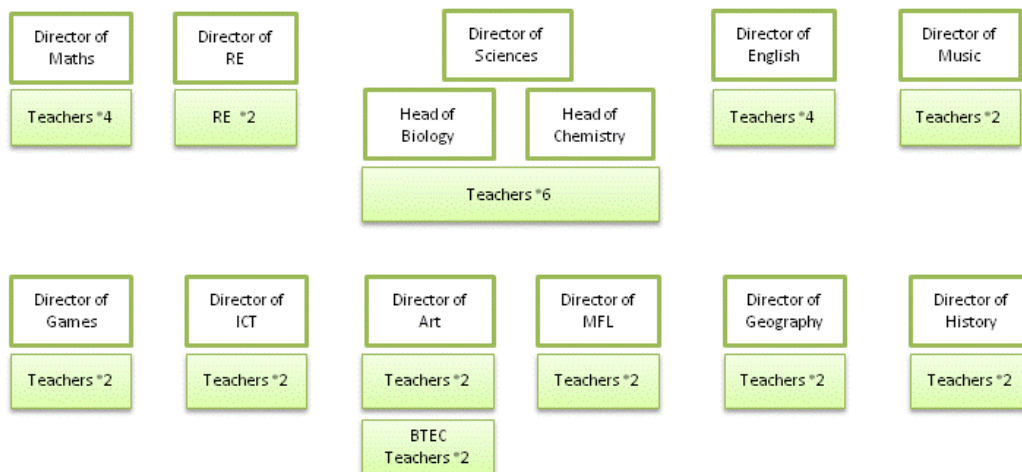
Overall School Line Management Structure

| Position | Responsible for |
|------------------------------|---|
| Executive Head | Head of Primary, Deputy Head, Senior PA, Head of Phase 3 & 4, 2 Assistant Head Teachers and the Business Development Manager |
| Head of Primary | Primary PA, Head of Phase 1 & 2, Pastoral Manager for Phase 1 & 2 and 2 Assistant Head Teachers |
| Deputy Head | Pastoral Manager for 3 & 4, HODS, Exam Officer, SEN coordinator, Librarian, Inclusion Manager and the Nurse. |
| Business Development Manager | Site Manager, Caretaker, Assistant caretakers, Lunch supervisors, Director of ICT Networks, Admin staff, School receptionist and secretary, cleaners, Finance officer, Digital technicians, Catering assistants, Head of catering, HR Officer |

Senior Leadership Team



Heads of Department



Staffing Structure Value for Money

The proposed staffing structure provides excellent value for money as we have shared the expertise of many KS3 subject specialists with KS1&KS2 to deliver an excellent education with rich opportunities for all pupils. The All-through school model allows us to share key non teaching staff to optimise value for money such as the Nurse, Librarian, Registrar, HR Officer, Exams Officer, Business Development Manager, Catering Staff and ICT networks staff. The proposed staffing structure is well within the 80% ratio of costs and financial decisions have been prudently made to maximise the value of TLR allowances. Education Support and Admin Support are on a 0.89% of salary based on term time.

Key Roles of Staff

Executive Head Teacher - responsible to the Governing Body

The six key areas for the Executive Head and the Head of Primary at Seva School are:

1. Shaping the Future - which involves working with the governing body and others to create a shared ethos, vision and strategic plan, which inspires and motivates pupils, staff and all other members of the school community. The Executive Head will need to ensure that all aspects of the schools are based upon

the core principles as defined in our vision.

2. Leading Learning and Teaching - The Executive Head will have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This involves setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.

3. Developing Self and Working with Others - The Executive Head will be committed to their own continuing professional development and support all staff to achieve high standards through performance management and effective continuing professional development practice. The Executive Head will be a 'torch bearer' of the ethos of the school and actively seek to develop this ethos to further the principles of the school, and improve the experience and outcomes for pupils. They will regularly review own practice, set personal targets and take responsibility for managing their own workload and that of others to allow work/life balance.

4. Managing the Organisation – The Executive Head will provide effective organisation and management of the school and seek ways of improving organisational structures and functions. People and resources within the school will be organised to provide an efficient, effective and safe learning environment. The Executive Head will create a structure which reflects the school's and Sevak education Trust's values and enables the management systems, structures and processes to work both effectively and legally by producing and implementing clear, evidence based improvement plans and policies for the development of the school and its facilities. They will work with the Trust to manage the schools financial and human resources effectively and efficiently through recruitment and deploying staff appropriately to achieve the school's vision and goals.

5. Securing Accountability – The Executive Head will account for the efficiency and effectiveness of the school to the pupils, parents, carers, the Board of Governors, and the DfE. They will Promote collective responsibility within the whole school community and contribute to the education service more widely.

6. Strengthening Community- The Executive Head will collaborate with other schools in order to share expertise and bring positive benefits to our own and other schools. They will actively promote the partnership between school, family and community to ensure families are fully engaged in planning and supporting the learning journey of their children.

Head of Primary – responsible to the Executive Head Teacher

The Head of Primary School will assist the Executive Head in the six key areas identified above and take responsibility for leading the Primary Phase at Seva School encompassing ESYF, KS1 and KS2. They will take responsibility for the leadership and daily management of the Primary Phases 1 & 2, relating to pupils, teachers and support staff. They will focus on leadership management, continuing professional development of staff, and community links. Working with the Executive Head Teacher they will lead, motivate, support, challenge and develop all staff to secure continual improvement. They will lead staff members to achieve high performance through goal setting, providing feedback and evaluation. They will look at assessing common areas for improvement in overall teaching delivery and pedagogical strategies. They will also research best practices and current trends in curriculum development.

Deputy Head Teacher: responsible to the Executive Head Teacher

The Deputy Head Teacher will assist the Executive Head Teacher and the Head of Primary in managing the school on a day-to-day basis. They will work with the Pastoral Managers to monitor pupils' attendance, punctuality and behaviour. They will manage the academic programme of the school, including course development, academic goal setting, test scheduling through an academic committee. They will be responsible for the preparation, evaluation and updating of the School's timetable. They will share responsibility for safe guarding and child protection. They will deal with any poor performance of staff or pupils. They will observe classroom teaching and providing meaningful feedback with the support of the Assistant Head Teacher. They will develop and maintain positive and effective relationships with parents, the local community and governors.

They will develop and maintain links with the LA and advisory and support services. They will provide information and objective advice and support to the Governing Body to enable it to meet its responsibilities. Ensure that parents and pupils are well-informed about the curriculum, attainment and progress and are able to understand and contribute to targets for improvement. They will have oversight of KS3 and KS4.

Business Development Manager responsible to the Executive Head Teacher

The Business Development Manager will be responsible for five key areas including Strategic Leadership and Management, Finance and Managing Resources, Human Resources, Estate Management and Marketing. They will overlook all strategies relating to risk management, developing sponsorship links within Coventry, resource management, personnel issues, contracts administration, managing employment contracts, ICT management, health and safety management and promoting Seva School with links to other schools and agencies, including business community and volunteer organisation links.

Pastoral Managers responsible to the Head of Primary and Deputy Head

The pastoral manager will be the first point of contact and liaison between families and other children's agencies, such as social services or child health. They will be friendly, helpful and welcoming to parents and others visiting or making contact with Seva School. They will work to develop a relationship with pupils, which is professional, firm, fair, caring and friendly. They will implement the behaviour policy and deal with pupil behaviour issues. Pastoral managers will not need to have a teaching qualification but they will be expected to be educated to a degree level.

HLTA and TLA responsible to the SEN Coordinator

The main purpose of a HLTA post is to provide a high level of classroom support to help ensure that teachers can focus on their teaching role. The HLTA post-holder will be expected to take on more involved roles in support of teaching and learning and provide day to day line management of other TAs. The key distinction is that HLTAs take on higher level roles than other TAs, including planning their own role within the classroom (in support of the teacher's planning) and undertaking some teaching activities within an appropriate system of supervision provided by a teacher. Seva School will have employed 2 HLTAs when by the time it is in steady state and full capacity.

Assistant Head: Teacher Community Cohesion

The Assistant Head will seek to develop services and processes both in the school, and the wider community that promote the partnership around the child. They will assist the Head Teacher to build a Seva School culture which takes account of the richness and diversity of the school communities in the local area of Foleshill. They will collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families. They seek opportunities to invite parents and carers, community figures and businesses into the school to enhance and enrich the school and its value to the wider community. Finally they will assist the Head Teacher to work in partnership with other local schools.

Assistant Head: Enrichment /Extracurricular

The Assistant Head Teacher will work with the Deputy Head Teacher to actively seek opportunities to provide an enriched curriculum and experiences for all children, within the school, community and globally working with Seva School in Punjab.

Assistant Head: Policies and Procedures

The Assistant Head Teacher will work with and represent the Head Teacher and Governors on all issues to do with health, safety & welfare in partnership with the Business Development Manager. They will assist in the design and delivery of health and safety policies and practices. Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions. They will participate in the planning and implementation of policies, practice and working procedures. Finally, ensuring that policies, practice and procedures are informed by consultation and participation and that information is effectively and efficiently disseminated to staff.

Assistant Head: Inclusion / Induction

The Assistant Head will be responsible for developing and maintaining effective strategies and procedures for staff induction, professional development and performance review procedures. They will assist the Deputy Head Teacher in considering the expectations and needs of other members of staff, and in particular ensure that new appointees, trainees and NQTs are appropriately inducted, monitored, supported and assessed in relation to QTS standards and those of the School, e.g. by the incorporation of targets related to leadership, professional development and pupils' attainment. They will also be responsible for working with the Heads of Phase 1 & 3 to ensure successful induction of new pupils and have oversight of the SEN provision.

Head Phase 1: Ethos

The Head of Phase 1 will work with Head Teacher to embed a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes based on the vision of Seva School – Service, Excellence, Virtues and Aspiration.

Head Phase 2: Teaching and Learning

The Head of Phase 2 will be responsible for ensuring that all learning and teaching is guided by the key principles of; cherishing childhood and children's spirituality; being passionate about learning; stimulating the spirit of adventure; seeking wellbeing and prosperity through values; and igniting a lifelong instinct to be of service to the community. They will be supported by the Deputy Head of Primary. They will ensure a consistent and continuous focus on pupils' achievement using data and benchmarks to monitor progress in every pupil's learning establish creative, responsive and effective approaches to learning and teaching. They will take responsibility for Personal Study Time and ensuring independent learning is taking place. They will have oversight of the G&T provision.

Head of Phase 3: Curriculum Assessment

The Head of Phase 3 will work with the Deputy Head of Senior to organise and implement the IPC and enhanced curriculum at KS 3. They will be responsible for making good use of IPC during transition from Year 6 and Year 7 and implement an effective assessment framework across the school. They will have responsibility for information and data management, analysis and tracking with an oversight of SIMS.

Head of Phase 4: Behaviour Standards

The Head of phase 4 will work with the Pastoral Managers to focus on behaviour for learning and promoting positive behaviour strategies across the school. They will take responsibility for reviewing strategies for attendance, behaviour and wellbeing. They will work closely with the Deputy Head and Pastoral Managers to monitor attendance and punctuality for all groups of pupils. They will organise the Celebration of Success events throughout the school and lead the transition phase at the end of KS4.

Director of ICT

The Director of ICT will take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.

Heads of Department - The Head of Department will be responsible for managing their department in helping achieve the aims of the school. They four key areas of responsibility are resource management, staff development, and departmental development plan and quality assurance. They will lead their team of teachers in the delivery of the curriculum at KS2, KS3 and KS4. They will develop teaching and learning strategies within the department and deliver the schemes of work in a relevant and appropriate way to the whole ability range. They will work with teachers from KS2 to ensure there is a continuity of education using the IPC approach and Habits of Mind in the early years of KS3. They will be responsible for having strategies in place for coping with under-achievement and poor discipline with the support of the Pastoral Managers. They will enforce the positive achievements procedure within the department and arrange the weekly departmental meetings on Friday afternoon.

Class Teachers - Every class teacher will have responsibility for teaching their assigned classes

with an appropriate level of preparation by assessing, recording and reporting on the work of pupils. Pupils will be prepared for examinations and given advice and guidance on issues relating to their education. Teachers will promote and safeguard the health, welfare and safety of pupils through support by the Pastoral Managers. Work in partnership with parents, support staff and other professionals. All teachers will undertake agreed continuing professional development and participate in issues relating to school planning, raising achievement and individual pupil reviews.

D4. Meeting the needs of all pupils

Expected pupil profile

Research into the areas that are to be served by Seva School, shows that the profile of pupils attending the school is likely to have the following characteristics.

| Characteristic | | Estimated % of pupils | |
|-----------------------------|------------------------------|-----------------------|-----------|
| | | Primary | Secondary |
| Attainment: | Low | 30% | 28% |
| | Middle | 50% | 52% |
| | High | 20% | 20% |
| SEN | School action | 20% | 18% |
| | School action plus/statement | 15% | 15% |
| EAL | Punjabi | 36% | 29% |
| | Other, incl Polish | 10% | 5% |
| FSM | | 22% | 23% |
| Looked after children (LAC) | | 1% | 1% |

At Seva School we intend to identify pupil needs and ensure that we provide appropriate levels of support so that all pupils make the same good progress, regardless of need. This applies whether the need is demonstrated through a particular gift or talent, a disability or learning difficulty, an issue with language acquisition, a social or emotional need, or as a result of a disadvantage.

The Inclusion Manager will have oversight of the school's support for pupils from full range of ethnic groups, those who speak English as an additional language and for other vulnerable pupils. The SENCO will have oversight of the provision for pupils with special educational needs.

Special educational needs

The nature of special educational needs

We expect to find a range of special educational needs among the pupils at Seva School. Pupils could display, for example, any of the following:

- challenge in acquiring age-related basic skills
- emotional and behavioural difficulties – making friends, relating to adults or behaving properly in school
- a specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs – such as hearing or visual impairment, which might affect them in school

- communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child’s progress and/or involves treatment that affects his or her education.

At Seva School we believe early recognition is important because it means that parents and staff have the maximum information available in order to support the pupil. Some children may have been identified as having special educational needs prior to starting school, for example, children with physical disabilities, sensory impairment or autism. However, special educational needs can manifest at any time of a pupil’s education. For example, dyslexia may not be highlighted until a child begins to develop their writing and reading in KS2. We will, therefore, put in place a continuous profiling of pupils so that, where concerns are raised, pupils can receive a diagnostic assessment. This will ensure that any special needs can be addressed and support is put in place, where needed, to ensure the pupil reaches their full potential.

To avoid any negativity, the SEN department will be referred to as the Pupil Support department. This will enable the school to create an inclusive Seva ethos with a strong sense of community and Seva throughout lessons.

We will work to the guidance in the Special Educational Needs Code of Practice, including the identification of needs and the roles and responsibilities that it sets out for schools, governors and their staff. This will ensure we are operating in the same context and to the same standards as other schools, and will support our partnership with the local authority and other relevant agencies when dealing with pupils with special educational needs.

Identification of need

Teaching staff, supported by the Special Educational Needs Coordinator (SENCO) will identify pupils who need additional support by collating information on the pupil using the following guidelines:

- initial concerns may be expressed by a practitioner, parent or carer
- slow development in the Early Years Foundation Stage profile assessments
- academic concern underpinned by evidence that the pupil is making little or no progress, despite targeted teaching approaches
- work significantly below expected levels in numeracy, literacy or National Curriculum subjects
- sensory or physical problems, with the pupil making little or no progress despite use of special equipment or resources
- communication and interaction difficulties
- educational concerns from external support services /agencies involved with child
- substantial barriers to learning due to emotional or behavioural difficulties

When a pupil demonstrates significant cause for concern, they may have one or more needs in any of the following categories:

- cognition and learning
- behaviour, emotional and social development
- communication and interaction
- sensory and physical

Once potential needs have been identified, the SENCO, in consultation with colleagues, will undertake relevant assessments to determine whether the pupils' needs can be best met solely by the school through **school action** support, or whether other professionals need to become involved through **school action plus**. In some cases, the SENCO will consider whether to request a statutory assessment from the local authority (LA). All pupils with identified needs will have an individual education plan (IEP), including those whose plan is based on a **statement of special educational needs**. A pupil's progress will be reviewed every term to ensure the IEP is providing the support required.

While teachers and other staff will often begin the process of identification or assessment of needs the school's SENCO will take the lead responsibility for collecting and recording information and for co-ordinating the child's special educational provision, working with the child's teachers and parents. The SENCO will be responsible for ensuring that a pupil's needs are appropriately identified and recorded, and for ensuring that appropriate support activities are put in place.

We are acutely aware that the school needs to focus on the most significant and specific needs of its pupils. Merely learning more slowly than a child's peers is not in itself a special educational need. Ofsted has already shown concern that some pupils are assessed as having special educational needs when they display only poor outcomes of past underachievement linked to weak teaching in the past. Our assessments will be carried out professionally by qualified and experienced staff and we will ensure the same is true whenever we need to buy in specialist support. It is important to us that our diagnosis of need is accurate and indicates the appropriate support strategy.

Once a need has been identified, the progress of pupils with special educational needs will be monitored in detail. The SENCO will collate information from teachers who have been working with the pupil. This would also involve learning support assistants, learning mentors and any adult working professionally with the pupil. Observation forms would be completed by the teaching professionals highlighting any concerns in the pupil's development. Regular review meetings would be set up between these professionals to assess the extent to which a pupil's needs are being met, where necessary, involving relevant outside agencies. Data collected on the pupil will be regularly updated.

Pupils with disabilities

We will work closely with contributory nurseries, primary schools and other services to get to know the pupils who may be joining us to ensure that we are adequately prepared to meet the individual needs of any disabled pupil. These beliefs, aims and actions are the foundation for all we do, and for all we aspire to achieve, in Seva School. We will adopt a solution-based approach to ensure that, as far as it is possible, the school will be successful in enabling disabled pupils to have full access to the curriculum and achieve their full potential.

The school will comply with the Equality Act (EA) and in doing so we will:

- not treat disabled people less favourably or subject them to a detriment
- make reasonable adjustments to ensure that disabled people are not at a substantial disadvantage
- draw up plans to show how, over time, we will increase access to education for disabled pupils (a school accessibility plans)

- prepare, publish, implement and report on a Disability Education Scheme
- provide help for individual pupils in ordinary timetabled lessons alongside other pupils
- devise an individual education plan (IEP) for each pupil identified as disabled under the DfE Code of Practice

Pupils with individual needs can expect staff to be aware of their individual needs and to provide support to them in accordance with their IEP. They should expect to experience a full range of curricular, extra-curricular and off-site activities, tailored to individual needs or with additional support where necessary. Where necessary, they will be supported with the administration of medicines. Above all, pupils will be encouraged and steered towards achieving to their potential, irrespective of their needs and starting points

Seva School will occupy a site which will be safe and practicable for the majority of disabled people. Nevertheless, if there are limitations and restrictions of the school site and buildings, the school will:

- make reasonable adjustments for people with disabilities, including those in a wheelchair or with visual or hearing impairment
- liaise with specialist agencies to ensure a smooth transition between key stages and for in-year transfers
- ensure that key staff from all relevant areas are included in discussions
- ensure that the pupil is included in discussions about his or her education, that their views and suggestions are sought and valued
- assess situations and solve any problems as they arise

Support from external organisations

Seva School has already started to engage with a range of specialist organisations to ensure it can make use of their support in identifying and supporting individual pupils with specific needs. The school will draw on the support of the following services.

| | |
|--|---|
| Speech and language support service | A team of specialist teachers, nursery nurses and learning support assistants who will provide educational support to pupils with speech and language disorders. |
| Sensory support service | A team of specialist (hearing and vision) teachers and support staff will provide highly specialist support for children with hearing or vision difficulties |
| Pre-school education service | A team of specialists who will provide learning and behaviour support at home, early years settings in schools for young pupils who are experiencing difficulties with their development. |
| Educational Psychology Service | A specialist service to support assessments of more complex needs, |

| | |
|---|--|
| | particularly in respect of statements of special educational needs. |
| Learning and behaviour support service | A team of specialist teachers who provide learning and behaviour support to schools for pupils who are experiencing difficulties with behaviour. |
| Autism Support Service | A specialist team which provides, in conjunction with others, support for pupils with autistic spectrum disorders (ASD) |
| Dyslexia Action | A charity and provider of services and support for people with dyslexia and literacy difficulties. |

In addition to these, Seva School will also use, when required:

- CAF – family support,
- Vibes - anger management/self-esteem
- West Midlands Police
- CRASAC – support for those who have suffered from abuse
- CAMHS – mental health issues
- Social Services – complex family issues
- Youth Services Programmes.

Seva School will work towards the “*achievement for all*” framework and the Quality Mark to demonstrate its commitment to improve outcomes for pupils who have SEN or are disabled. Based on the proposals in the SEN and disabilities Green Paper, we are aware that changes are imminent in helping disabled children and those with SEN have more control over accessing resources which were traditionally sourced by the LA. A pupil with a statement will be offered extra visits to the school so that they feel more confident that their needs will be met.

The early identification of special needs is important for pupils to make progress at the expected or better rates through the key stages. With accurate identification of need and the use of appropriate resources and support, pupils will make secure progress. Regular consideration of this progress means that there will be movement within the SEN register at each review. Pupils with lifelong conditions, who make expected academic progress and are using appropriately the strategies and advice given, will not necessarily remain on the register for the entirety of their education.

In-school support

Strategies that will be used to support pupils with general learning difficulties include:

- building on what the pupils already know
- allowing pupils to work at their own pace
- providing activities that can be completed in the time available without the pupils feeling under pressure
- dividing the learning into small steps in a logical sequence

- presenting the same concept or idea in various ways to reinforce learning and understanding
- using repetition to consolidate learning
- demonstrating what to do as well as giving verbal instructions
- using real examples and practical experiences or equipment
- gradually working towards increasing pupils' concentration
- encouraging active participation in discussion and group activities to extend communication skills
- listening to pupils and taking on board their points of view
- helping pupils to develop skills in accessing information, for example through ICT.

Great care will be taken to ensure that information is provided to pupils in ways that enable them to access it easily. For example, teachers will use:

- differentiated activities to match individual needs
- differentiated resources to ensure full engagement with the task
- information produced in large print, or enlarged for ease of use
- recorded information for pupils to listen to questions as well as read them (and, where necessary and possible, readers in examinations and tests).

At Seva School, pupils with identified individual needs can expect:

- staff to be aware of their individual needs and to provide support to them in accordance with their IEP
- to be encouraged and steered towards achieving to their potential, irrespective of their needs and starting points
- tailored classrooms and resources
- to experience teaching in smaller groups, or individually where this is deemed appropriate and beneficial
- the provision of one-to-one support when required
- interventions to be put into place to meet their learning needs
- to experience a full range of curricular, extra-curricular and off-site activities, tailored to individual needs or with additional support where necessary
- support with homework
- to be supported with the administration of medicines, where appropriate by the school nurse.

Pupils who speak English as an additional language (EAL)

The predominant languages likely to be spoken by pupils at Seva School are Punjabi (within the Sikh community) and Polish (the area served by the school has a substantial number of Polish speaking families). Teaching will be in English, and our main aim is that, through support, pupils who speak English as an additional language will have full access to the curriculum and other activities that take place in the school.

The ethos of Seva School will be an inclusive and caring community promoting equality of opportunity for all pupils. Open discussion amongst staff and parents about language and cultural issues and a consistent approach involving the whole staff will be used for the benefit of all pupils. In all aspects of our school community we will welcome and celebrate the richness of ethnic minority cultures that go hand in hand with linguistic diversity. We believe that our pupils should learn in an environment, which is tolerant of all beliefs, cultures and languages. We wish to give

all pupils the help and support they need to develop confidence and competence in all areas of the curriculum.

At Seva School we will enable all children to reach their full potential by:

- recognising and celebrating the diversity of languages within the school
- enabling pupils learning English as an additional language to be fully involved in school life
- monitoring the progress of EAL learners to show that this is being achieved.
- having a member of staff responsible for co-ordinating the support provision for EAL learners (Inclusion Manager);
- keeping an audit of the attainment and progress of children who are EAL learners.

We expect pupils who speak English as an additional language to fall into one of three broad stages across the language spectrum:

- beginners or early bilingual pupils with little or no English when they join the school, particularly children joining the Reception Year whose families speak little or no English
- 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 predominant approach the school will take to supporting EAL pupils is through bilingual learning support assistants in Punjabi and Polish, which we expect to be where the support will be most needed. We will recognise each pupil's mother tongue and ensure that it is seen to be acceptable to speak it at school. We will embrace cultural differences and celebrate them in the classrooms to enhance self-esteem. An international outlook will be explicit in the school's ethos and approach to learning.

At Seva School we will consider the following factors:

- pupils will have varied cultural, social and economic backgrounds
- pupils may have had little formal schooling or a disrupted education
- pupils may need time to settle into the school to increase their self-confidence
- have high expectations of the pupils to encourage them to contribute to speak more
- parents who do not speak English will need encouragement to feel part of the school and be comfortable in classrooms.

This means we will need to ensure that:

- staff are good role models for language, both written and spoken
- staff give opportunities for language development in the classroom
- staff use visual aids to reinforce meaning
- staff highlight key words and give them to the pupil in English and their home language
- pupils have a same language buddy who can work alongside the pupil when completing work.

Language assessment and support

The school will undertake an initial language assessment of all new pupils to determine their language levels in English, using our own staff or buying in support from Coventry local authority's Minority Group Support Services (MGSS). EAL pupils who may also have special educational

needs will also be assessed to establish any additional support requirements. Having determined their level of need, a suitable programme of support will be designed and recorded in an IEP. The IEP will be regularly reviewed and parents will be kept informed. Support will normally 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. Depending on need, this may be through intensive in-class support or through withdrawal for one-to-one or small group teaching. 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. Some of the pupils, who speak English as an additional language may also have special educational needs, and close cooperation between special educational needs and other intervention staff, will monitor the 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.

All teachers will give consideration to including a speaking and listening target for EAL learners providing opportunities for supported speaking and listening and effective models of spoken and written language. The work of all pupils will be closely monitored with learning targets which will be reviewed regularly.

Teachers will make particular use of a range of strategies to support EAL learners:

- pairing an EAL pupil with a buddy or sympathetic peer so that the pupil can receive help with oral rehearsal of contributions to the class (we will have a reward system within the Seva challenge to reward the buddies)
- planning classroom seating to place EAL learners with sympathetic pupils who will provide good role models
- introducing text using visual materials, photos and video clips
- building in thinking time it allows pupils learning EAL to reflect on a question before answering (EAL pupils will often understand more than they can quickly express)
- encouraging pupils to speak their mother tongue alongside learning English
- encouraging communication with other pupils in the school that speak the same language in their community language

- particularly in the primary age group, using songs and rhymes to help introduce new vocabulary
- developing bi-lingual key vocabulary lists
- using play activities and/or games to encourage and extend language
- paired reading with support from an advanced English user
- using translation where it is needed, including the use of ICT
- providing opportunities to write bilingually
- ensuring that attainment targets for EAL learners are ambitious, particularly in English, to ensure that they can catch up with English first language peers
- using the Seva Challenge to set targets for these pupils
- inviting parents/grandparents to read or tell stories in community languages or to be involved with small groups for cooking, craft or other activities

Gifted and talented pupils

Seva School will adopt a clear definition of gifted and talented, based upon the nationally used *“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).”* We take ‘Giftedness’ to refer to abilities well beyond the average for the pupil’s age in the intellectual, creative domains, notably in literary and/or mathematical and scientific based areas. We will take ‘Talented’ to denote achievement distinctly beyond the average for a pupil’s age as a result of application to training and practice, for example, in a range of visual, expressive, creative, performing arts and/or sport. Pupils may be both ‘gifted’ and ‘talented’.

Gifted and talented pupils are found in all communities regardless of their ethnic, cultural or socio-economic characteristics. The gifted and talented population includes pupils who are underachieving in other areas and who have disabilities.

We will identify gifted and talented pupils in each class, both through assessment outcomes and through observation. The school will review, through subject areas, the progress of those pupils who might benefit from special support in their gift or talent. The school will maintain a central register to enable the Senior Leadership Team to monitor their progress as a specific group. Heads of Phase will map and monitor curriculum activities and teachers’ planning will identify differentiated activities with additional challenge.

Seva School will provide gifted and talented pupils with opportunities to approach their education independently. They will be encouraged to operate at a level which challenges them and ensures that they do not become disengaged with learning. In addition, pupils will have access to many extra-curricular activities which will enhance their learning out of the classroom, enhance their social skills. They will also engage in activities with other pupils that are fun and provide balance in their learning.

We will use the fact that we are an all-through school for pupils aged 4-16 to provide resources in the primary stages of education, for example through specialist teaching, additional resources and contact with older pupils, that would not normally be available. For older pupils we will seek out sources of support from sixth forms and universities to ensure gifted and talented pupils engage with challenging learning activities from specialists. For example, more able pupils in Year 6 will work with mathematics subject specialist teachers from Key Stage 3 once a week. An LSA will support the pupils in moving between classrooms to use this time for investigative work to provide

pupils with stretching opportunities. These lessons will focus on giving pupils opportunities to experience problem-solving mathematics at a higher level than would be found in classes for other pupils of their age.

A whole -school approach

We will adopt the following whole school approaches to gifted and talented pupils:

- a working environment where staff are aware of, and sympathetic to, the emotional, social and intellectual needs of gifted and talented pupils
- a positive school ethos, where all pupils aspire to achieve highly and recognise the varied aspirations of others
- extra-curricular activities, through regular clubs and timetabled enrichment activities for groups of gifted and talented pupils
- opportunities for gifted and talented pupils to work with others of a similar ability outside the school

Within departments, schemes of work will include tasks and challenges to stimulate gifted and talented pupils, taking multiple intelligences into consideration. Opportunities will be provided for gifted and talented pupils to work with others of a similar ability. Departmental registers of gifted and talented pupils will be reviewed and updated annually.

Within the classroom, we will expect teachers to have high expectations and use:

- high levels of praise for exceptional achievement
- lesson plans which provide differentiated activities for gifted and talented pupils
- opportunities for gifted and talented pupils to follow their own interests and to extend their breadth and depth of subject-specific knowledge (rather than simply accelerating their knowledge to higher NC levels), both within class lessons and also through research and other tasks to be completed outside of lessons, either by individuals or a group of pupils with similar ability
- a variety of teaching and learning styles, and encourage gifted and talented pupils to reflect on their own learning styles
- open-ended questioning to engage higher level thinking skills

Parents will be informed of their child's inclusion in any activities for gifted and talented pupils.

Minority ethnic groups

The school is likely to have a majority of pupils from an ethnic background that, in the local area, is in a minority. This section deals, therefore, with the full range of ethnic backgrounds that the school can expect. The school will ensure that it welcomes all pupils equally and without discrimination.

Seva School will have an ethos in which all pupils and staff respect each other as individuals and value all pupils' home language, religion and culture. In addition, staff will:

- enable children from all ethnic backgrounds, including those who are learning English as an additional language, to be fully involved in school life
- offer the same opportunities to all pupils
- enable all children to have access to a broad and balanced curriculum

- maintain an audit of the attainment and progress of pupils grouped by their ethnic background.

Seva School will overcome any barriers by celebrating and valuing diversity rather than fearing it. We will have high expectations of the pupils and develop attitudes of self-belief through appropriate challenges. Pupils will be given opportunities to work alongside other age groups building strong relationships throughout the school. Pupils will be encouraged to participate in the social life of the school which will provide them to access the wide range of clubs available and to ensure the community has positive attitudes towards these pupils. Policies will be in place to ensure the pupils have aspirations and are confident to reach their full potential. On-going training will be provided for staff and parents so that they are motivated and are able to contribute to the pupils' learning effectively.

Combating disadvantage, including social and emotional need

We will welcome all pupils to the school, no matter their background. 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 will demonstrate this through our attitudes and practice and by being a welcoming and empathetic school community. We recognise the importance of establishing very effective links with parents so that they feel confident to support their child's education.

Learning support assistants 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, both at the normal time and at times other than at the start of the year, with specific induction processes and buddies playing their part.

The following procedures will be used to ensure smooth transition into the school:

- parents to be given written information detailing school procedures and routines, and the requirements for uniform
- parents will be provided with help to complete the necessary documentation or forms to be completed by parents
- induction strategies for pupils new to the school at the start of the school year, or when transferring between year groups
- at other times, the class teacher and Inclusion Manager will be informed of new pupils prior to arrival whenever possible.

We will track the progress of all pupils eligible for FSM to ensure they are making appropriate progress all the way through Seva School. Funding will be allocated to implement intervention strategies to support their progress.

Cross-school support strategies

Parental Involvement

It is widely recognised that children settle into school more successfully and become confident and happy if their parents are actively involved in their children's learning. At Seva School we believe that education is a partnership between home and school. Parents will be provided with

information about the progress and achievement of their child. They will also be encouraged to be part of the everyday life of the school.

We will run an open door policy for all parents, but if the school has concerns about a child, the class teacher will usually make personal contact with the pupil's parent to discuss the issues involved first, in partnership with the Pastoral Manager and the Head of Phase.

Classroom strategies

Curriculum

Curriculum planning will take account of the needs of all pupils including pupils from minority ethnic groups, those who speak English as an additional language and those who have special educational needs. The curriculum will be differentiated, through provision for pupils of different abilities in most year groups and through the pathways in place for pupils in KS4. Teachers will provide a variety of curriculum activities using appropriately adapted material to support the development of speaking, listening, reading and writing skills in all subjects.

Classroom strategies

Teachers will make use of a wide range of strategies to ensure pupils' individual needs are met:

- careful planning to ensure learning activities match pupils needs and prior attainment
- a supporting welcoming learning environment, including making sure that pupils names are pronounced correctly to enhance self-esteem
- differentiated questioning to ensure that all are engaged and appropriately challenged or supported
- building in opportunities for pupils to model and rehearse oral language in pairs or groups before expecting a response to the whole class
- the use of visual aids, pictures, interactive whiteboard, diagrams, flash cards, picture dictionaries, and artefacts
- the use of dictionaries, with copies of key words provided and highlighted for pupils
- encouraging pupils to summarise what they have learned and record it, for example using sentence starters

Classroom environment and organisation

Rooms will be organised to provide sufficient room to move around comfortably, meeting the needs of all the children. The furniture will be the appropriate size for the age of the children including those with special needs. Creative displays in the classroom will take account of the needs of the children. Vocabulary, pictures and larger text will be used throughout the classroom in order for all the children to access all the resources whether this is for pupils with SEN, EAL learners or gifted and talented pupils. Relevant books and resources will be provided for the children to access the range of curriculum, including the use of ICT in all classrooms.

Relevant resources will be created to support pupils' learning. With EAL learners in mind, dual language displays will be created to expand the pupils' vocabulary in both languages. Pupils will be encouraged to read books in their own language and translate/answer questions in English. Groups will be set up of mixed ages that speak the same language to encourage confidence and building strong relationships.

The school will give special attention to classroom seating. We will use paired and group work extensively to ensure pupils develop the ability to work collaboratively with others. At times, pupils will be grouped by ability. At times, pupils will be seated next to a pupil who speaks the same language and can translate, so that conceptual and language development is not delayed. At other times, teachers might use pairings of pupils of different abilities to challenge more able pupils to 'micro-teach' others in the class.

The use of ICT

ICT will play a key role in supporting pupils' learning, particularly with pupils who have special educational needs, Seva school will have an ICT policy which will give guidelines for using and working with ICT in the classroom.

Our use of ICT will aim, at all levels, to give:

- greater autonomy to learners
- unlock hidden potential with those with communication difficulties
- tailor and adapt tasks to suit individual needs, abilities and skills.

Learning support assistants will be trained in using the most appropriate hardware and software for the pupils they work with so their effectiveness is high. Additionally, the school will promote practice that reaches beyond the school into homes, and the community.

Laptops will be used for SEN pupils, for example, to ensure they have access to software that will support their learning. We will use digital devices for pupils to record information. Teachers will make extensive use of interactive whiteboards.

Software will be used to assess pupils' strengths and weaknesses in literacy, numeracy and short-term memory, to help identify pupils' particular learning modes. Following this assessment, appropriate provision and identification of resources and tools to achieve the objectives identified in the pupils' IEP is the priority.

Software and hardware can provide access to the computer for pupils with disabilities and give them access to the curriculum. At Seva School we will be using the services of the Access and Technology Service Team of teachers with specialist knowledge and skills in the use of ICT who help to enable children with special educational needs to communicate with others and access the curriculum. Examples of potential use are given below.

| Nature of need | Example of ICT support use |
|--------------------------|---|
| Autism Spectrum Disorder | The computer may offer an attractive alternative for some pupils. Specific software resources can help with an understanding of body language and to teach some social skills |
| Dyslexia | Use of software such as Smart Draw, Free mind, Inspiration. Pupils may find using a keyboard helpful, rather than writing, and predictive text or voice |

| | |
|-----------------------|--|
| | recognition software can be helpful. |
| Learning difficulties | Learning Difficulties – Pupils can use a range of devices including touch screen computers. Computer settings can also be personalised to aid learning difficulties (for example, screen size, colours, and font size and type). |

Intervention strategies

In-class support

The main triggers for any intervention will be based on teachers' understanding of how effectively pupils are learning and the school's tracking data on how well they are making progress. This dual approach allows teachers to modify practice to ensure all pupils are making good progress and senior staff to hold teachers to account for the progress of pupils in their class. One of the main means of individual support is through differentiated learning and this is part of the planning role of every teacher. Additionally, learning support assistants will play a key role in supporting particular pupils, for example those who are at the early stages of English language acquisition or those with significant special educational needs. Other support for small groups of pupils comes similarly from the teacher's own assessments and the analysis of progress data.

Where the usual in-class support strategies are not proving effective, the school will use a range of longer-term intervention strategies to provide the support that pupils need. These will include individual and group activities, as well as booster classes and therapeutic programmes.

Intervention initiatives

The enrichment period of our school day provides us with the opportunity to offer extra support. We will plan interventions to address underachievement in mathematics, English, Science, and MFL. The list below provides an outline of the planned interventions. As pupils approach KS4 these will broaden.

| Nature of need | Intervention initiative |
|---|---|
| All pupils with an IEP | Each pupil with an individual education plan will have a named LSA as their mentor who will meet with them each term to discuss their attainment and progress by setting targets on their IEP. This mentor will be the key contact and source of support in addition to their teachers. |
| Social, emotional and behavioural needs | Seva School will work with an external agency to access therapists during the academic year to offer 1:1 or group therapy and counselling. |

| | |
|---|---|
| Speech, language and communication (SLC) needs | Seva School will work the local SLC therapist to help teachers understand the nature of pupils' difficulties. Training will also be given to LSAs in teaching programmes to meet the needs of pupils with SLC needs. |
| Pupils falling behind in English and/or mathematics | Pre-School-Catch-up sessions – these sessions will be offered to all pupils and those specifically underachieving in Maths and English to give them time to receive 1:1 mentoring with their Learning Tutors plan or to ahead of the day's activities. Takes place from 08:00– 08:30. |
| Underachievement in English or mathematics | English or Maths Catch-up Club – a targeted enrichment programme for pupils working below Level 4 in English or Maths. LSAs will work with the English and Maths department to deliver these sessions. |
| Underachievement in science or MFL | Science or MFL Catch-up Club – a targeted enrichment programme for pupils who are underachieving in Science or MFL. |
| Reading difficulties | Reading Support – 1:1 reading with an LSA or a pupil for those who have the lowest reading ages. This will take place at lunch time. |
| Insecure phonic ability | Phonics – pupils with are new to the English language will benefit from support from the Primary team |
| Lack of study space or time at home | Personal Study Time – pupils will complete their homework at school and spend time reflecting on what they have learnt and planning for the next day during this 45 minute session. They will have the opportunity to carry out research and complete activities which would have been set to complete during this session. By completing homework in school pupils will be free to relax when they go home. |
| Behavioral difficulties | Anger management and behaviour sessions – these sessions will offer pupils opportunities to develop different strategies to deal with managing their anger and improving their responses to behaviour related issues. |
| Boys' lack of confidence or underachievement | Boys in Harmony – an enrichment session that will encourage boys to work together through art, drama, creative writing and presentations. |
| Girls' lack of confidence or underachievement | Girls in Harmony – an enrichment session that will encourage boys to work together through art, drama, creative writing and presentations. |
| Extended underachievement (Key Stage 3) | Literacy and Numeracy Camp - Seva School will work with parents to arrange for all pupils who are below Level 4 and their baseline assessments highlight areas for improvement, attend a 3 week summer school camp where English and Maths are carefully targeted through a variety of activities, in addition to personal |

Roles of key staff

There are two key members of staff that are central to the success of our inclusion strategy to meet the needs of individual pupils – the Inclusion Manager and the SENCO

Inclusion Manager

The prime role of the Inclusion Manager is to ensure that the school's inclusion and equality policies and procedures are carried out and monitored, with appropriate assessments of their impact and effectiveness, to guide future plans. The Inclusion Manager will work with the Assistant Head Teacher to :

- monitor attainment, progress attendance and attendance and, where underperformance of specific groups is noted, plan or take appropriate action
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- actively challenge and take appropriate action in any cases of discriminatory practice.
- be vigilant in all areas of the school for any type of harassment or bullying, and deal with any reported incidents in line with guidance procedures
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy.
- ensure that all staff receives the appropriate and relevant continuous professional
- through the Executive Head Teacher, produce a report on equality and discrimination for governors annually
- promote equality and good relations and combat any discriminate on grounds of race, gender, religion, age and sexual orientation
- promote the inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Special Educational Needs Coordinator (SENCO)

The SENCO will be the lead professional in respect of the assessment, review and support for all pupils who have, or may have, special educational needs. The SENCO will coordinate the school's SEN provision and have particular responsibility for:

- ensuring the effective day-to-day operation of the implementation of the SEN policy through the whole school
- leading, managing and evaluating provision, including interventions, for pupils with SEN
- identification and assessment of pupils who may have special educational needs to identify what, if any, support is needed
- contribute to the statutory assessment of a pupil
- maintenance of the SEN register including overseeing the records of all pupils with SEN
- ensuring that relevant background information about individual pupils with SEN is collected, recorded, updated and is used to inform effective provision for each child on the register
- ensuring that all children on the SEN register are set appropriate academic targets and make progress such that these targets are met or exceeded

- coordinate the use of interventions
- monitoring the progress of pupils with SEN and providing regular summary reports on the progress of these pupils to the schools leadership team
- ensuring that the available SEN resources are allocated effectively and for maximum impact across all children on the SEN register
- ensuring that staff and governors are fully apprised of the school's legal obligations
- liaising with, developing and advising teachers on all matters relating to SEN to ensure pupils make expected progress
- liaising with parents of children with SEN to discuss concerns, develop positive home/school relationship, advise with regard to provision and inform about pupil progress
- organising, delivering and monitoring high quality professional learning opportunities for all staff so that the majority of special educational needs can be met in the classroom by the teacher
- liaising with external agencies including the LA's SEN and Inclusion services, health and social care and voluntary bodies to ensure appropriate provision and care is made for pupils with special educational needs
- overseeing the review process for all pupils with SEN in order for pupils to remain accurately identified
- responding to requests for advice from other teachers
- establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training
- take part in the deployment of teaching assistants

Monitoring and evaluation

Seva School will establish a rigorous monitoring and tracking systems to analyse the attainment and progress of all pupils. Regular reviews of pupils' progress will enable any potential underachievement to be identified and addressed through high-quality support and intervention.

Senior staff will keep the full range of the school's provision to meet individual needs under review. This will be done regularly at the end of each assessment period through:

- analysis of individual attainment and progress data to ensure each pupil is on target, that any risk of underachievement is identified and remedial action taken swiftly to bring about improvement
- review of individual education plans
- analysis of the attainment and progress of the full range of groups of pupils, by gender, ethnic background, language spoken, academic ability, special educational needs of all types and disadvantage, to identify any potential underperformance and plan action to remediate it
- observation of pupils' learning to identify outstanding practice to be shared and where teaching needs improvement
- oral or written surveys or discussions with supported pupils and their parents to gain an understanding of their needs
- discussions within the pastoral support system to ensure pupils' wellbeing is maintained

D5. Pupil Achievement

Overall aims

Pupils leaving Seva School will be high achievers. They will all display a strong sense of selfless service to the community. They will leave Seva School equipped with the skills and knowledge they need to succeed in a global employment market and will have experienced a wide curriculum, full of rich learning opportunities. They will have well-mannered and rounded personalities, and will seek high levels of success in all they attempt.

By the time they leave Seva School, it is our objective that all pupils will have achieved excellent examination results. Nearly all will have achieved good grades in a range of GCSE qualifications, with some achieving equivalent success in vocational strands. Each pupil will also leave with an additional qualification from ASDAN for volunteering and the Adventure Service Challenge from the ASC Scheme.

Seva School will achieve this by creating a successful learning environment based on the four **SEVA** principles. We will measure these areas closely using targets, monitoring and reviewing.

| | |
|--|---|
| <p>Seva</p> <ul style="list-style-type: none"> • Adventure Service Challenge completed by all • ASDAN CVQ certificate completed by all • SEVA Challenge completed by all • Duke of Edinburgh completed by all | <p>Excellence</p> <ul style="list-style-type: none"> • Key Stage 1 – Level 2 targets reached • Key Stage 2 – Level 4 targets reached • Key Stage 2 – 2LP and points gains achieved • Key Stage 2 – Good standard of Level 5 attainment • Key Stage 3 – Good average point score gain • Key Stage 4 – High 5+ GCSE passes A*-C including English and Maths • Key Stage 4 – High English Bacc scores • High BTEC pass rate • ECDL achieved by all • High standard of Quality of teaching • Ofsted Inspection – Outstanding • Parental Satisfaction – 100% • Fully subscribed School |
| <p>Virtues</p> <ul style="list-style-type: none"> • Minimal lesson disruption • Low fixed period exclusions • No permanent exclusions | <p>Aspiration</p> <ul style="list-style-type: none"> • Highest attendance compared to Coventry Schools • All participate in 1 sport activity • All participate in 2 enrichment activities |

Assessment strategies

At Seva School, our teachers will use a range of assessment strategies to evaluate pupils' learning and their progress towards their targets and short-term goals. They will monitor and assess as they teach, giving feedback to support pupils as they learn. They will involve pupils in reflecting on, evaluating and improving their own performance.

In assessing pupils' work, we will increase motivation and the pace of learning by:

- recognising achievement
- directing and structuring learning
- using assessment criteria to establish standards
- encouraging dialogue between teacher and pupils, and between pupils
- providing evidence of learning and progress
- making good use of the reporting process for parents.

Formative assessment

Formative assessment will be a continuous process which helps teachers gauge pupils' progress and communicate this with pupils. Teachers will observe, comment on and record progress during everyday classroom activities. The results of these formative assessments have a direct impact on the learning experiences, materials and strategies that the teacher uses in subsequent teaching.

Formative assessment strategies will take a variety of forms:

- question and answer sessions, during a lesson or in a plenary session
- observation of pupils in individual and group activities
- 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 pupil presentations.

Well-established national assessment for learning strategies will be used extensively. Effective assessment for learning will involve:

- 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 questioning techniques
- pupil self-assessment.
- pupil peer assessment
- setting of realistic and challenging targets for improvement.

Summative Assessment

Summative assessment will take the form of end-of-unit assessments, internal school tests and public examinations. End of module assessments will take place at the end of every half term, and will be an essential tool for identifying progress over a period of time.

Assessments will be based on the relevant subject national curriculum criteria, and we will record achievement on the Early Years Foundation Stage (EYFS) Profile (in Year Reception), national curriculum sub-levels (Years 1 to 9) and GCSE or equivalent grades in Years 10 and 11. We will

use P-scales where attainment is low. At the end of the EYFS and each key stage we will make comparisons with national standards.

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, subject teachers, learning tutors and SLT will use them to identify individual pupils who are at risk of falling behind and put in place suitable support and intervention strategies.

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. Senior leadership staff will use the aggregated data to evaluate the performance of the school, year group, subject or specific group of pupils, again to identify outstanding practice and where intervention, at staff level, might be needed.

Diagnostic Assessment

Where pupils encounter difficulties with their learning and to clarify any previous diagnosis, we will use a variety of diagnostic tests and assessments to enhance the assessment process.

Diagnostic analysis will be used to identify attitudes, knowledge, understanding and/or skills which may be preventing or hindering progress. It includes the identification of individual pupil learning styles and the impact this may have on achievement. An example of this would be the use of tests for dyslexia if this had been suggested as an issue.

We will make use of Cognitive Ability Tests (CAT) in Years 3 and MidYis attainment testing in Year 7 to support our understanding of pupils' ability and potential, and to support us in grouping pupils according to ability levels.

Targets

Establishing targets

With an expected intake which has higher levels of pupils from disadvantaged backgrounds and with special educational needs than is found nationally, Seva School will need to establish an expectation among pupils, staff and parents, that all pupils will make at least good progress. This is so that pupils can reach their end-of-stage targets that are aligned to above-average standards when compared nationally. Seva School will outperform local primary and secondary schools, which currently have results generally below national averages. The rationale below generates targets that are challenging (in that they represent faster progress than the national average) and achievable (in that many schools and academies that achieve consistently good teaching reach similar standards). As the school develops, we will make use of a commercial system such as MidYis and Yellis to support target setting for the end of Years 9 and 11. We will ensure that targets are challenging, and will set targets for individual pupils that exceed MidYis or Yellis expectations if our internal evidence suggests pupils can make faster progress. The targets set out below will both enable the school to demonstrate good progress in an Ofsted inspection and enable pupils to achieve above-average standards by the time they leave the school.

Typical progress nationally in Key Stage 2 is set at two National Curriculum (NC) levels (2LP) over four years and for the secondary part of the school at three levels of progress (3LP) in five years. This is equivalent to between 3 and 4 NC points per year, depending on key stage. We will set a challenging target of **all** pupils achieving typical national gains, and additionally set a target average progress measure of 5 NC point per year throughout the school. These are achievable targets with the good or outstanding practice we will expect from all teaching staff.

The analysis of our internal end-of-unit assessments will enable senior staff to monitor the performance of the school, each year group, class and subject, and to ensure support and intervention is available to support any area at risk of underperformance.

School targets

Our school vision outlines the key aspirations and outcomes for our pupils. The first aspiration highlights the academic achievement for our pupils. They should be working towards the highest attainment in all subjects through high expectations in their effort, interactions with other pupils and their teachers, and in their behaviour. Seva School will aspire to be in the top quartile of all schools and the top 10% of similar schools nationally at the end of both Key Stages for attainment and progress. That is our aspiration. For the school we have identified the following the following targets.

Specific academic targets – primary phase

| Stage | Aspect of attainment/progress | Targets in first three years of entries | | | National 2012 |
|---------------|--------------------------------------|---|-----|------|---------------|
| | | 1st | 2nd | 3rd | |
| KS1 | Y2 Level 2 Speaking & Listening | 90% | 95% | 100% | 88% |
| | Y2 Level 2 Reading | 90% | 95% | 100% | 87% |
| | Y2 Level 2 Writing | 90% | 95% | 100% | 83% |
| | Y2 Level 2 Maths | 92% | 96% | 100% | 91% |
| | Y2 Level 2 Science | 90% | 95% | 100% | 89% |
| KS2 | Level 4 English | 90% | 95% | 100% | 85% |
| | Level 4 Maths | 90% | 95% | 100% | 84% |
| | 2 LP from KS1: English | 90% | 95% | 100% | 89% |
| | Average points gain per year English | 5 | 5 | 5 | n/a |
| | 2 LP from KS1: Maths | 90% | 95% | 100% | 87% |
| | Average points gain per year Maths | 5 | 5 | 5 | n/a |
| | Level 5 English | 50% | 55% | 60% | 48% |
| Level 5 Maths | 50% | 55% | 60% | 39% | |

Specific academic targets – secondary phase

| Stage | Aspect of attainment/progress | Targets in first three years of entries | | | National 2012 |
|-------|--|---|------|------|---------------|
| | | 1st | 2nd | 3rd | |
| KS3 | ASDAN PLTS certificate | 100% | 100% | 100% | n/a |
| | Average point score gain per year over Key Stage 3 | 5 | 5 | 5 | n/a |
| KS4 | European Computer Driving Licence (ECDL) | 100% | 100% | 100% | n/a |
| | At least one GCSE pass A*-G | 100% | 100% | 100% | 99% (2011) |
| | 5+ GCSE passes A*-C | 90% | 93% | 96% | 81% |
| | 5+ GCSE passes A*-C including English and maths | 65% | 70% | 75% | 59% |
| | English Baccalaureate | 40% | 50% | 60% | 18% |
| | 3 LP from Key Stage 2: English | 80% | 90% | 100% | 69% |
| | 3 LP from Key Stage 2: maths | 80% | 90% | 100% | 70% |
| | BTEC Level 2 Pass or better | 100% | 100% | 100% | 100% |
| | BTEC Level 2 Merit or better | 80% | 85% | 90% | 77% |
| | BTEC Level 2 Distinction | 30% | 35% | 40% | 23% |
| | Average point score gain per year over Key Stage 4 | 5 | 5 | 5 | n/a |
| | Pupils not in education, employment or training | 2% | 1% | 0% | n/a |

Other school targets

| Aspect of the school | Target | Measure of achievement |
|----------------------------------|-------------|--|
| Quality of teaching: Good | 90% | Classroom observations |
| Quality of teaching: Outstanding | 50% | Classroom observations |
| Ofsted inspection grade | Outstanding | At least good on first inspection, moving to outstanding on second |
| Attendance | 98% | Attendance data |
| Behaviour: Internal referrals | <2% | % of lessons disrupted |

| | | |
|-------------------------|---------|---|
| Fixed period exclusions | 10 days | No of pupil-days |
| Permanent exclusions | 0 | No of pupils excluded |
| SEVA Years 4 to 8 | 100% | Complete Adventure Service Challenge |
| Years 9 to 11 | 100% | Complete Duke of Edinburgh award |
| Parental satisfaction | 100% | Questionnaire responses |
| Pupil participation | 100% | All pupils participate in 1 sport and 2 other enrichment activities |
| Admissions | Full | A fully subscribed school |

Seva targets

| Aspect of the school | Success criteria / source of data |
|--|--|
| Seva Challenges | All pupils complete all five challenge |
| Pupils demonstrate consideration and selfless attitudes to each other | Pupil and parent surveys show strong support for this aspect of the school |
| Pupils collaborate effectively | Observations of classroom and other activities |
| Pupil enjoyment at school | Pupil surveys show improving picture |
| Involvement in charity work | All pupils help at least one charity during the year |
| Parent and community use of premises | Bookings show increasing use |
| Seva School works towards achieving the Rights Respecting School Award | Application and achievement of award |
| Pupils demonstrate positive attitudes, values and behaviour | Pupil, parent and staff surveys provide evidence of improving patterns |
| Seva School works towards achieving the School Eco Award | Application and achievement of award |
| Aspirations to higher education and career paths | Follow up with pupils after sixth form to find destinations |
| Staff morale | Staff surveys show high levels of staff morale |

How we will use these targets

Academic targets

There are two critically important reasons why Seva School will have a rigorous tracking system for pupils' attainment and progress:

- to support individual pupils in their aspirations for high standards
- to enable SLT to have a clear picture of the success of the school and put in place support or intervention to bring about improvement where it is needed.

The school's analysis of assessment data will provide a systematic approach to the way pupils can take increasing responsibility for their learning as they grow older. They will be able to discuss their progress with teachers and agree what they need to do to reach their targets. The tracking system will enable the school to understand the progress of each pupil in great detail and tailor effectively any support needed. This means that parents will have a very thorough report on their child's attainment and progress, based on data as well as the teacher's personal understanding of the pupil.

For SLT, the tracking system can provide much more in the analysis of progress in the full range of groups of pupils in the school. It will enable SLT to pinpoint groups, for example boys, or those eligible for FSM, at risk of underperforming and put in place strategies to bring about improvement. Additionally, this progress data will feed directly into the performance management of staff.

Middle management and Head of Phases, will also use this information within their own areas to reflect on the performance of the school in that subject or stage. These evaluations will contribute to the whole-school planning.

At school level, the analysis of data relating to academic targets, will enable parents and carers, governors and those outside the school, to gain a clear picture of its performance. This is invaluable to prospective parents as well as being useful in securing a unique place for the school in the local community.

Other targets

Having an open and transparent system of reporting publicly will need also to include the other targets set out above. Data on behaviour and attendance are critical in understanding the school's ethos, particularly for those on the governing body who are not every-day visitors to the school.

Monitoring and reporting systems

Pupil achievement

There will be a focus at Seva School on personalised learning, including aspirational individual target-setting. Pupils' progress towards these targets will be reviewed regularly, ensuring that all pupils are being sufficiently challenged to meet their full potential.

Pupils will be at the heart of our monitoring system. Each pupil will have targets in each subject that stem from the school's overall target of consistently good progress. Pupils will be made aware of their targets in each subject for each year and given encouragement and support, both oral and written, in working towards them. Academic targets will use APP levels, so that, for example, a pupil will know that they are working towards a Level 4 or grade A in English and exactly what that involves. Seva School will establish a rigorous monitoring and tracking system to analyse the attainment and progress of all pupils. Every programme of study in each key stage will be linked to learning objectives and outcomes.

Targets will be recorded at the beginning of the school year and updated, if necessary at half-termly intervals. End-of-unit assessment data will be recorded shortly after assessments for that unit have taken place. The school's Data Manager will ensure that the system is always fully maintained and linked to the VLE to share information with pupils and parents.

Progress towards targets will be monitored regularly to ensure that each pupil is working towards achieving them. As well as entering end-of-unit assessment data into computer software for storage and analysis, teachers will discuss with each pupil their achievement and what the pupil needs to do to improve their work. The pupil will then agree a short-term goal with their teacher to help bring about improvement and help them to reach their target. Pupils will then record their short-term targets in their learning diaries and refer to them daily.

Taking account of prior attainment at the beginning of the school year, the software will indicate whether the pupil is on track to achieve his or her target. A "traffic light" system will highlight where a pupil is not on track to achieve their target, is on track to meet their target, or has made so much progress that the target may need revisiting. The traffic light system is a critical component in identifying how likely it is for individual pupils to achieve their challenging target and what, if any intervention may be needed.

Where the likelihood of making 5 points progress per year is in doubt, the pupil will be flagged as red in this system. We shall also use this system for keeping pupils informed half-termly about their progress. Pupils who seem to be falling behind and not meeting their weekly outcome or progress measures for each programme of study, will also receive red warnings for that subject and appropriate support will be identified.

Pupils' assessments will also be discussed with the parents and information shared securely with pupils, parents and carers on a personalised page of the VLE. Pupils' written reports will record progress in each subject towards the pupils' target levels, expressed both numerically and in written phrases. We expect to provide two written reports per year for parents and carers.

Support and intervention

The Head of Phase will undertake regular reviews of pupils' progress to enable any potential underachievement to be identified and addressed through high-quality support and intervention. Parents will be involved in discussions where pupils are at risk of falling behind.

Interventions may include one-to-one support in academic tutorial time at the beginning of the day using the Pre-School-Catch-up session. Pupils may also be asked to attend extended learning support sessions and parental meetings to discuss ways in which a pupil can be supported further at home.

Close and detailed tracking of individual pupil progress and use of appropriate interventions will be rigorous with all pupils having a learning mentor who will provide a listening ear, advice, support and guidance on how to maximise their potential.

Learning Tutors will monitor their form's target progress at the end of every unit of work to ensure that progress is uniform across the curriculum. They will discuss any discrepancy and what

intervention might be needed with the subject teacher. Intervention will then take place accordingly.

The table below shows some typical interventions and how the school will respond, indicating how support will intensify if the issue is not resolved.

| Issue | Examples of monitoring strategies and possible responses |
|---|---|
| Individual pupil underachievement | On-going evaluation by class teacher and modification of learning for that pupil (better differentiation) |
| | Half-termly review of data leads to tailored additional support via teaching, assistant, additional classes, discussion with parents |
| | Continued underachievement leads to diagnostic assessment, individual action plan detailing formal support strategies |
| | |
| Underachievement in a class or subject | Half-termly review of data and observations of teaching leads to identification of areas of concern |
| | Senior staff discuss issue with teacher or subject leader and agree an informal plan of action |
| | 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 professional development) is provided for relevant teachers that equips them with knowledge of a range of evidence-based, best practice teaching approaches for improving achievement in the area of concern. |
| | Advice, guidance and support will be provided for subject or the head of Phase to assist them in preparing sharply focused development plans that set out clear actions to raise standards |
| | Continued underachievement leads to advice, guidance and support for the Head of Phase or Executive Head Teacher in managing the subject or key stage areas that are causing concern, using outside consultants where necessary. |
| | Continued underachievement leads to the governing body beginning formal capability procedures with the relevant manager |
| | |
| Low levels of parental involvement in their child's education | Low attendance at parents' evenings, checks on parental signatures in homework diaries lead to the school re-communicating its expectations of parents, including voluntary sessions for parents and carers. |
| | 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 |

Accountability, performance management and professional development

Accountability for pupil and school performance

In its simplest form, the Executive Head Teacher of the Seva School is accountable to the governing body for the school's performance. The Executive Head Teacher will be held accountable by evaluating the school's performance against the agreed targets. Seva School will ensure consistently high standards of teaching and learning by adopting a consistent approach to accountability throughout the school. Accountability of individual staff will be made clear in their job descriptions. Roles and responsibilities will be linked to the school's success criteria. Teachers will be accountable for the attainment and progress of all pupils in their classes.

We recognise the importance of ensuring that no particular group of pupils underachieves, and that any gaps in achievement, both within the school and in comparison to similar groups nationally, are closed. This work will link closely with our promotion of equal opportunities for all pupils and high achievement for all. The data analysis from the tracking system will provide the governing body with ample data of the school's success to hold SLT to account for the school's performance and that of different groups of pupils.

Aggregated data on individual pupils will be used to analyse the achievement of groups of pupils – for example, boys, girls, the most able, those for who speak English as an additional language, on an on-going basis. We will also track the progress of other identifiable groups, including pupils from minority ethnic backgrounds, pupils known to be eligible for FSM, and pupils from low-income backgrounds.

Our provision for pupils who have special educational needs, a disability, pupils who speak English as an additional language, and able, gifted and talented pupils will be deemed successful when there is evidence that subject areas are implementing our relevant whole-school policies, when targets in IEPs and plans are being met, when there is evidence that all pupils are accessing the curriculum despite their level of need, and that they are having their needs met and making very good progress.

Scrutiny of patterns of achievement will enable the school to target specific groups of pupils and individuals for additional support. This type of monitoring is linked to intervention strategies and professional development for staff. These will be provided by SLT, and where specialist input is needed, by external partners.

Accountability through monitoring teaching

The line management system, embedded in the staffing structure, will lead to all learning being monitored to ensure consistently high standards throughout the school. Senior leaders and lead teachers will monitor teaching through lesson observations and through scrutiny of pupils' work,

for example book checks or focused observations in lessons. This regular activity will also identify potential focuses for whole-school professional development.

The accountability structure will be based on positive enhancement and improvement of practice. However, where there is potential underperformance, a clear and carefully communicated process of escalation will be in place that supports a member of staff to improve his or her practice, as well as taking appropriate actions if they do not.

Where monitoring indicates that the quality of teaching does not meet Ofsted's criteria for good or outstanding teaching (in other words it requires improvement or is inadequate), a programme of support for the teacher will be put in place. The teacher will be set clear targets for improvement and a typical timescale of one term in which to bring that improvement about. Appropriate actions will include the implementation of an informal support plan which identifies precisely the areas for development related to an individual teacher's practice, as well as the nature of the support to be provided. Once the informal support plan has been put in place, the teacher in question will be observed regularly and coached (for example, by a lead teacher or Head of Department) with a view to improving the individual's practice. Tailored training will be provided if appropriate and the impact of this monitored.

Further monitoring will indicate whether the quality of teaching has improved to match the Ofsted criteria for good or outstanding. If it has, the teacher will carry on and continue to participate in the school's normal monitoring programme. If no improvement takes place, the teacher will be placed on formal capability procedures as set out in the school's policy for teacher appraisal. Formal capability procedures will only be instigated if the informal support structure fails to make sufficient impact on the individual teacher's practice over a set period of time, normally a term.

Accountability for other aspects of the life of the school will be equitable and operate through the line management system of the school. A similar process will operate in relation to the performance of support staff, using other evidence relevant to their post.

Performance management

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

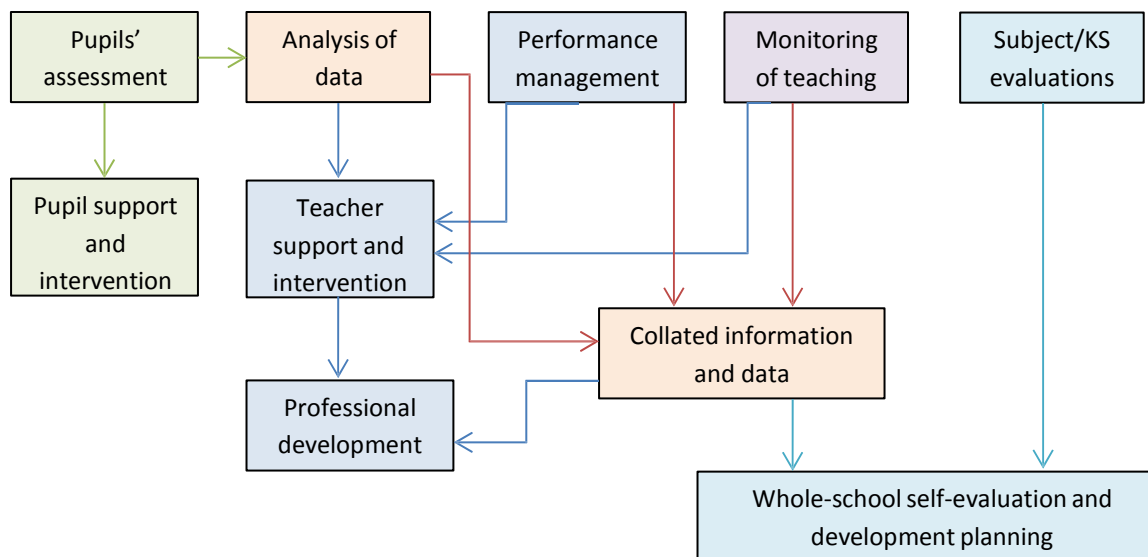
A mid-year review will provide an opportunity for the line manager and appraisee to discuss the progress being made towards achieving their targets. This will also take into account the progress of a teacher's classes, so that support or intervention can be provided, if it is needed.

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.

The performance management of the Executive Head Teacher will be carried out by the governing body. The Executive Head Teacher will then carry out the performance management of the Head of Primary. Together with other senior staff they will undertake the performance management of other staff.

Whole-school self-evaluation

Seva School will conduct annual self-evaluation of its performance, based on pupils' attainment and progress. This will involve subject and key stage evaluations, take account of the monitoring of teaching and learning, and generate a development plan for the following year. In subsequent years, the evaluation will assess the impact on the school's performance of the actions determined by the development plan. The diagram below links the various monitoring activities into the development planning cycle of Review, Plan and Do.



Key

| | | | | |
|------------------------|------------------------|----------------------------------|------------------------|------------------------------|
| Individual pupil focus | Analysis and collation | Individual teacher focus and CPD | Monitoring of practice | Evaluation across the school |
|------------------------|------------------------|----------------------------------|------------------------|------------------------------|

Engaging with parents and carers

The involvement of parents and carers is key to the success of the Seva School. Parents and carers are the prime educators in early childhood and the school will build a strong relationship with parents as they join the Reception Year. Through discussions at the beginning and end of the school day, parents and carers will engage fully with their children's education.

Parent workshops will help parents play a full part in learning, for example, with support for reading at home, especially in the Reception Year and in KS1. Full discussions with parents about their children's progress when they start school will be supplemented by twice-yearly written reporting. These will be followed by parents' meetings to discuss the reports.

This approach will be the beginning of a collaborative relationship with parents and carers that will continue through the primary year groups and, because the school is an all-through school, into secondary education. This relationship will cover pupils' academic, personal and spiritual development. Parents and carers of pupils joining in Year will be paired with a parent 'buddy' to support fast integration into the school. The school will expect parents and carers to participate in the school's home-school contract arrangements.

Parents and carers will have secure access to their child’s attainment, progress, attendance and behaviour record on the school’s VLE with external access through the school’s website. Staff will use telephone calls and emails to let parents and carers know about their child’s exceptional successes and where there are concerns. In these circumstances. The school will always offer a face-to-face discussion to support parents and carers in working with their children.

The school’s website will contain regular information updates and provide a source of reference information. Regular newsletters will be used to promote pupils’ successes and showcase pupil contributions.

The table below sets out a timetable of assessment and reporting arrangements for the academic year 2014.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|-----------------|----------------------|-----------------|-----------------|----------------------|
| Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 | Assessment 5 | Assessment 6 |
| Data analysis | Data analysis | Data analysis | Data analysis | Data analysis | Data analysis |
| | | Reporting to parents | | | Reporting to parents |
| YR, Y1 and Y7 first parents meetings | | Parents meetings | | | Parents meetings |

D6. Admissions

Admissions 2014

Seva School will comply with the Schools Admissions and Appeals Code. Seva School will open for Reception, Year 1 and Year 7 as an inclusive school with up to 50% of places allocated to children with parents committed to the Sikh faith.

Admissions Policy 2014

The Sevak Education Trust will determine the admissions criteria of Seva School in the first instance, prior to the formation of Seva School's Governing body. We will ensure that all admission decisions comply with both the School Admissions Code and the School Admissions Appeal Code.

Pupil Admission Number

In September 2014, Seva School will have a Pupil Admission Number (PAN) of 90 pupils in Reception and 120 pupils for Year 7. There will also be a PAN of 90 pupils for Year 1 in 2014 only.

Admissions Criteria

If undersubscribed, the school will admit all applicants. If oversubscribed, after the admission of pupils with a Statement of Special Educational Needs where the school is named in the Statement, the school will admit children under two priority groups. Up to 50% of the available places will be allocated on the basis of faith, to children in Priority Group A. The remaining places will be allocated without reference to faith to children in Priority Group B.

Priority Group A

A maximum of 50% of the available places will be allocated to children who are members of the Sikh faith in the following order:

Priority Group A: 50% of children will be admitted using criteria 1-5

1. Looked after Sikh children (children in public care) or a Sikh child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order (see note 1).
2. Sikh children for whom the Governing body accepts that they have proven exceptionally strong special medical or social circumstances, which are directly relevant to attendance at Seva School. This will be evidenced by written professional documentation accepted by the School explaining why these needs can realistically only be met by Seva School and the difficulties that would be caused if the child had to attend another school.
3. Sikh children with a sibling who is a pupil already attending Seva School, at the time of admission (see note 2).
4. Children of the Trustees of the School or children of the Governors of the school
5. Sikh children of Sikh staff employed at Seva School or who have been recruited to fill a post where there is a skills shortage.
6. Sikh children who live nearest to Seva School.

Faith Priority

A child will become eligible for consideration under the faith priority group by completing a supplementary information form, which will be available from the school. This supplementary information form will need to be returned by post or by hand to the School by the assigned date.

Priority Group B

After the allocation of places under Priority Group A, places will be allocated to non-faith applicants using the criteria below in the following order.

7. Looked after children (children in public care) or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.
8. Children for whom the Governing body accepts that they have proven exceptionally strong special medical or social circumstances, which are directly relevant to attendance at Seva School. This will be evidenced by written professional documentation accepted by the School explaining why these needs can realistically only be met by Seva School and the difficulties that would be caused if the child had to attend another school.
9. Children who on the date of admission have a brother or sister attending Seva School at the time of admission. Sibling means a full, step half, or adopted or fostered brother or sister, but not cousin, who will be living permanently with them at the same address at the date of entry to the school. The school may require proof of relationship.(note 2)
10. Children of the Trustees of the School or children of the Governors of the school
11. Children of staff employed at Seva School or who have been recruited to fill a post where there is a skills shortage.
12. Children who live nearest to Seva School.

Definitions

Nearest to the School

- Distance from home to the school will be measured in a straight line from a central point in the property to the midpoint of the school.
- The child's home will be assumed to be that of the mother unless evidence is provided to prove otherwise. Alternative addresses such as a relative's or child minders will not be accepted and should not be given.
- In the situation where a move is temporary (e.g. due to building works) the normal, permanent residence of the child (i.e. the address at which the child was resident before the period of temporary residence began) will still be used for the Proof of Address - For any parent who, for whatever reason has more than one property, they should only refer to the property in which the child actually resides. In cases where parents are separated and the child lives for periods with both, then the child's address will be that property at which, during the school year, the child for the most part resides.
- Documentation will be required to confirm the arrangement. If this is not available, then the use of the address of the parent who receives the child benefit will be used when prioritising the application.
- All offers of a place made by the school, or on behalf of the school, will be conditional upon the receipt of proof of residence. The provision of false or misleading information may lead to the withdrawal of an offer
- If a number of addresses have the same geographical property reference (such as a block of flats), or if there are a number of applicants living the same distance away from the school, random allocation by Seva School will then be used to decide which of the children can be offered a place.

Looked After Child

A looked after child is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by the Local Authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is an order settling the

arrangements to be made as to the person with whom the child is to live, under section 8 of the Children Act 1989. Section 14A of the Children Act 1989, defines a 'special guardianship order' as an order appointing one or more individuals, to be a child's special guardian (or special guardians).

Brother or Sister

The definition of a brother or sister is:

- A brother or sister sharing the same parents
- Half-brother or half-sister, where two children share one common parent.
- Step brother or step sister, where two children are related by a parent's marriage.
- Adopted brother or sister
- The child of the partner of a parent or carer

In every case, the child should be living with the same family at the same address.

Tie-breaker

If any categories are oversubscribed, then the geographical proximity will be used as a tie-breaker. If the distance between two children's homes and the school is the same, then random allocation by Seva School will be used as a tiebreak.

Allocation of places if either group A or group B is undersubscribed

If after the admission of children with a statement for special educational needs fewer than 50% of the remaining children qualify for admission under Priority Group A, additional places will be offered using the criteria listed under Priority Group B until the admission number of 60 for Reception and 30 for Year 1 is met. (Note Year 1 admission is for September 2014 only).

If after the admission of children with a statement for special educational needs fewer than 50% of the remaining children qualify for admission under Priority Group B then additional places will be offered to applicants who were not allocated a place under Priority Group A. These applicants will be considered without reference to faith in line with the over-subscription criteria in Priority Group B until the admission number of 60 for Reception and 30 for Year 1 is met. (Note Year 1 admission is for September 2014 only)

Address of Pupil

The address used on the school's admission form must be the current main home address at the time of the application. If the address subsequently changes, parents should immediately notify the school and the Local Authority. Where the parents live at different addresses, the address that is current at the time of application and is the normal address of the child will be the one used. This will normally be the one where the child wakes up for the majority of Monday to Friday mornings. Parents may be asked to show evidence of the claim that is being made for the address. Where a child lives with parents/carers with shared responsibility equally between two addresses, the address used for admission purposes will be the home address where the child is registered with the GP.

Twins / Multiple births

Where there are twins, etc. wanting admission and there is only a single place left within the admission number, then the governing body will exercise as much flexibility as possible within the

requirements of class sizes. In exceptional circumstances cases we may admit above the published admission number if this is necessary. This may also apply to siblings who are in the same year group.

Late Applications and Change of Address

Application Forms received after the published closing date will be considered late and will be dealt with after all applications received on time. Exceptionally, late applications will be considered if there is written evidence of exceptional medical, pastoral or compassionate grounds. The school will comply with the Coventry Council Coordinated Admissions Scheme in relation to Late Applications and Changes of Address.

Deferred admission

Parents may request that their school place be deferred until later in the school year and if they do this the place will be held for the child. They cannot, however, defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the school year for which the original application was accepted. Parents can also request that their child attends on a part time basis until the child reaches compulsory school age. Parents who are considering deferred admission are strongly advised to still apply for a school place by the closing date. The offer of a reception place at Seva School will be kept open, even if the child does not take it up until later in the academic year. The law states that all children must receive suitable education from the term in which the child reaches compulsory school age.

Non-Routine Admissions

Where a child requires admission other than at the "normal" time; such admissions are known as In-Year Admissions. Applications for In-Year Admissions are made in the same way as those made during the normal admissions round. Applications should be made on the In-year Admissions Form, available from Coventry Council. It is expected that most children will be allocated a school place through the in-year admission arrangements however Coventry Council have a Fair Access Policy which aims to ensure that unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. Details of this policy are available from the Council website.

Appeals

Those applicants who do not receive an offer of a place will be able to appeal the decision in accordance with the School Admissions Appeal Code. The details of the appeal procedure will be set out in full in the decision letter. The appeal will be heard by an Independent Appeals Panel, constituted according to the relevant statutory provisions in force at the time. The determination of the Independent Appeals Panel will be binding on all parties.

Waiting List

Children who are not admitted will have their name placed on a waiting list. From time to time a small number of places may become available during the course of the year. The oversubscriptions rules will still apply; therefore this waiting list will be in the order of the admissions criteria. It is possible that a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place.

This is not dependent on whether an appeal has been submitted. This waiting list will operate until the end of the school year only.

2014 Process

If Seva School is not added to the Coordinated Admissions Scheme for 2014 admissions, there will be a separate Application Form to the Common Application Form for Coventry. This application form will be available from the school website and will need to be completed by 30th November 2013. Offers will be sent out to successful applicants on the 1st March 2014.

D7. Pupil behaviour, attendance and wellbeing

Behaviour

Our behaviour policy will set out to ensure that conditions for outstanding learning and the shaping of all rounded individuals are in place. Children will be encouraged to be on their best behaviour at all times. Self-development and discipline will be at the forefront of our school to create a safe, happy and supportive environment for all.

There will be expectations from the school, pupils and parents and these will be clear to all.

| Seva School – Home School Agreement Outline | | |
|--|---|---|
| Seva School will: | A parent/carer will: | A pupil will: |
| <ul style="list-style-type: none"> ▪ Abide by the SEVA core principles ▪ Provide a learning environment that is conducive to high attainment ▪ Treat everyone with respect, keep them safe and care for them ▪ Ensure that each pupil has the necessary support, guidance and opportunities to achieve their best ▪ Keep strong communications with parents about school matters, pupil progress, performance, behaviour and detentions ▪ Expect exemplary behaviour, hard effort, respect and responsibility ▪ Provide a clear and responsive communication channel for enquiries, concerns and complaints. ▪ Record and reward good academic achievement ▪ Offer rich extra-curricular activities that will tackle social issues, develop academic skill, increase overall health and prepare pupils with the life skills necessary for strong progress. | <ul style="list-style-type: none"> ▪ Abide by the SEVA core principles ▪ Ensure child attends school on time, well equipped and in clean and tidy uniform ▪ Attend all meetings aimed at parents ▪ Support the school, its vision, policies and guidelines ▪ Set good examples at home to encourage consistently good behaviour both in and out of school ▪ Support the disciplinary policies set out for all pupils ▪ Allow child to attend extra-curricular and out of school activities ▪ Keep children in school unless it is urgent for them to take unplanned leave. ▪ Try hard to attend community and parental services offered by the school | <ul style="list-style-type: none"> ▪ Abide by the SEVA core principles ▪ Be on time for all lessons, be well equipped and always be presentable ▪ Work hard at all times to achieve their best ▪ Be proud of their school and set a great example ▪ Have a “strive for excellence” nature and be ambitious ▪ Learn the 10 High Principles of Sikhism and abide by them ▪ Treat all with respect and adults in particular ▪ Serve others without ego, desire for reward ▪ Be well aware of school rules and be on best behaviour ▪ Be courteous to all at school and in the wider community ▪ Take part in varied extra-curricular activities ▪ Be caring to those around them and to the environment ▪ Complete all task that are set for them on time ▪ Attend detentions and learn from mistakes |

The core SEVA principles will be seen at school, home and the community. The principles will aim to transform all the pupils into Sevaks. The positive behaviours that all staff will look out for in pupils are categorised below:

| | |
|---|---|
| <p>Seva</p> <ul style="list-style-type: none"> • Selfless and collaborating approach rather than competing • Offering to help others without expecting reward • Seva Challenge is being taken seriously • Clearing litter if it is seen and keep our school clean and tidy because it represents us | <p>Excellence</p> <ul style="list-style-type: none"> • Demonstration of a learning attitude, in an independent, self-motivated way • Showing a clear understanding of where they are and where they need to be • Working hard and they strive for accuracy and achievement • Mature conduct such as talking and not shouting, walking and not running and being punctual |
| <p>Virtues</p> <ul style="list-style-type: none"> • Demonstrating good manners and etiquette: saying please, thank you and excuse me • Speaking politely and sweetly • Listening with empathy to other people's point of view • Holding the door open for everyone • Standing up when an adult enters the classroom • Ensuring uniform is clean and tidy • Displaying a high standard of behaviour in school, home and in the community | <p>Aspiration</p> <ul style="list-style-type: none"> • Showing determination to improve year on year in non-academic areas • Improving health, eating sensibly and participating in at least one physical extra-curricular activities • Showing improvements in relationships (with teachers, pupils or at home or within the community) • Excellent attendance record |

Principles and Strategies

A crucial part in the process of making all pupils into Sevaks will be the implementation of an IT system which aids pupil management. The system will enable us to record and analyse rewards and sanctions and will also incorporate the Seva Challenge. This customised software system working with SIMS will allow us to:

- Set detentions instantly and add them to a central list
- Keep track of an up to date behaviour record for every pupil which can be shared with pupils and parents instantly
- Reporting on the data will also help monitor and track
 - issues in the pupil management at school
 - rewards and sanctions being issued by all staff
 - interventions for behaviour or learning
 - successes of initiatives and programmes for pupils

Core values embedded into assemblies

Every assembly will focus on of the 10 high principles or a related theme. They will be taken by senior staff and will make use of presentation software to deliver a high quality and enjoyable experience for all. Seva will be the one value that will be used throughout every assembly.

Promoting Exemplary Behaviour through the SEVA principles

- Good behaviour, discipline, self-reflection and self-awareness
- Mutual respect and the correct regard for authority
- Praise and the creation of good role models
- Healthy relationships with parents and carers to ensure that all are positively involved in the shaping of the children

Ensuring Safety

- Equality and fair treatment of all
- Early intervention for problems
- A safe environment is created for all to achieve without fear of any form of disruption, bullying, violence, abuse or harassment
- A consistent approach to positive and negative behaviour

Roles and Responsibilities

- Governors, Executive Head Teacher, Staff and Parents collaborate to make a desirable and relevant behaviour policy
- Pastoral Managers will be responsible for implementing the policy and dealing with issues. They will ensure that parents and pupils have easy access to the policy and will work closely with teachers to identify behaviour issues.
- Parents and carers are aware of their responsibility to ensure good child behaviour both in and out of school
- Pupils be clear about what is expected of them in terms of behaviour and conduct
- All will be encouraged to raise concerns where they arise

Rewards

Pupils are rewarded at Seva School by linking into the SEVA core principles. The basic reward at Seva School will be merits. The rewards are awarded as follows:

- Merits are given to pupils for he will see it linked to one of the 10 high principles
- A Seva Merit is awarded specifically when pupils demonstrate an act of selfless service
- A pupil who has achieved five merits will earn a commendation.
- A commendation is celebrated through a certificate at assembly and accumulates 10 points for your house
- Each pupil is encouraged to aim for at least one commendation in the year
- The Sevak Badge will be awarded to pupils for outstanding contribution to the school, home and the community by completing the Seva Challenge.
- Giving pupils positions of responsibility to reward hard work and effort. Positions will be available at form and house level for captains, school council representatives, librarians, peer and younger pupil mentors.
- Behaviour awards – specific awards will be given to children who demonstrate all rounded and good behaviour
- Book of Excellence – this will record all things that children have done outside of the classroom
- House system – house points are rewarded by subject teachers for academic or extracurricular achievement
- Collaborative decisions will be promoted so that the whole class can elect those who behave well or have done something that is praiseworthy
- Parents and other teachers will get visibility of the progress that a given pupil is making.
- An end of year assembly to recognise outstanding achievement will be held. Some of the areas that would be rewarded are shown below:

| Principle | Award | Achievement Threshold |
|------------------|--|---|
| Service | Sevaks of the Year – pupils who have served the community or school | Lunch with the Executive Head Teacher and Governors |
| Excellence | Academic Achievement – given by subject teacher | Phone call by the Pastoral Manager |
| Excellence | Merit – given by subject teacher | Text Message (organised by the Pastoral Manager) |
| Excellence | 100% Attendance Award – all years | Letter home from the Head of Phase |
| Excellence | Commendation - awarded if pupils achieve 5 | Text Message (organised by the |

| | | |
|------------|---|---|
| | merits | Pastoral Manager |
| Excellence | House Awards – Attendance, achievement, sports, points | Letter home from the Head of House |
| Virtues | Sevak Spirit Award – outstanding virtues | Letter home from the Executive Head Teacher |
| Virtues | Sevak Badge – awarded upon completion of the Seva Challenge | Letter home from the Head of Phase |
| Virtues | Behaviour Award – outstanding behaviour | Lunch with the Head of Phase and Pastoral Manager |
| Aspiration | Most improvement Award – Literacy, Maths and Reading | Lunch with the Head of Phase and Pastoral Manager |
| Aspiration | Out of School Excellence Award – outstanding achievement out of school | Lunch with the Executive Head Teacher and Governors |
| Aspiration | Sports Person of the Year – pupils or teams | Letter home from the Director of Games |

Sanctions

- A strict policy will be in place to deal with undesirable behaviour
- Poor behaviour will be classified into levels with an appropriate sanction
- Level categories will be low level disruption, disobedience, obstructive behaviour, destructive behaviour, aggressive behaviour, violent behaviour.
- Verbal warnings will be followed by sanctions like recording incident in pupil plan, recording against record, detention (various levels of severity), referral to deputy head, referral to headmaster, and exclusion from lesson or school.
- A parenting contract may be sanctioned by the school if behaviour is not acceptable. This may escalate to a penalty sanction at the relevant rate
- If on a rare occurrence, a pupil is to be permanently excluded from the school, we will work with appropriate agencies to ensure that an appropriate alternative is found for them
- A reintegration interview will be held following any fixed point exclusion from school that the parent must attend with the Executive Head Teacher

Pupils who are not conforming to the standards expected from them will go through an early intervention programme that is aimed at improving their behaviour.

- Daily Report Card – this is used by all teachers to monitor behaviour and is taken home so that parents have visibility too. Pupils who show good behaviour are praised and rewarded.
- Target Setting – behavioural targets are set by the Learning Tutor or the Executive Head/Head of Primary depending on severity.
- Peer Mentoring – older pupils who are appropriately trained will help mentor children who are misbehaving.
- Relocation – disruptive pupils are removed from the regular class
- Pupil Support – members of staff will be available to talk to pupils who are misbehaving. The profile of children in Coventry shows that a higher than average number of children do not have anyone to talk to. This may be one of the causes of bad behaviour. The Pupil Support programme will help these children learn to socialise and realign their behaviour. Pupils on this programme may need to have a reduced timetable to ensure that it can be delivered effectively.
- Advanced Pupil Support – where problems persist, it may be necessary to introduce a therapist. This will need to be done with the parent's consent and will be closely monitored. Regular progress reports will be sent to staff and parents.
- Pastoral Support – those pupils who are at risk of exclusion will be put on this programme. This could involve outside agencies such as social services, housing services, careers services and voluntary agencies. A plan would be agreed with parents that would consider learning difficulties, changes to the teaching programme for the pupil, specialist support and counselling or help finding another school.

| Consequence | Examples of Behaviour | Actions | Accountabilities | Sanction Option |
|-------------|---|--|--|---|
| C1 | Disrupting the learning of others Talking/Arguing/ Out of seat Uniform/Appearance not acceptable Lack of equipment and/or planner Rudeness – Minor Littering Poor attitude/behaviour | Logged against pupil profile electronically Optionally recorded in Pupil Planner Pastoral Manager notified | Learning Tutor, Subject Teachers, Pastoral Manager | Verbal warning Logged on system |
| C2 | Repetition of any C1 Offence Inappropriate language e.g. swearing Lateness to lessons (>5mins) Eating in the school building | Logged against pupil profile electronically Phone call, Email or SMS to Parent Pastoral Manager monitoring daily/weekly | Learning Tutor, Subject Teachers, Pastoral Manager | Private detention Contact Home Peer Mentoring |
| C3 | Repetition of any C2 Offence Rudeness to a member of staff Refusal to follow instructions Chewing gum Use of phone, MP3s in school building Failure to attend any private detention Aggressive behaviour in corridors | Logged against pupil profile electronically Phone call, E-mail to parents by Head of Phase Head of Phase to implement Report Card Pastoral Manager monitoring daily/weekly Executive Head Teacher notified | Learning Tutor, Subject Teachers, Pastoral Manager, Head of Phase | Detention with head of year Contact Home Report Card |
| C4 | Repetition of any C3 Offence Truancy from lessons or school site at break/lunch time Failure to attend C3 detention Deliberate sustained defiance including - walking away from a member of staff/dishonesty/lying to staff | Logged against pupil profile electronically Phone call, E-mail to parents by Head of Phase Head of Phase to implement Report Card Head of Phase monitoring daily/weekly Head of Phase to decide on punishment Executive Head Teacher notified | Learning Tutor, Subject Teachers, Pastoral Manager, Head of Phase | Detention with SLT Contact Home Report Card Pupil Support |
| C5 | Repetition of any C4 Offence Persistent refusal to keep to school rules. Failure to attend C4 detention Persistent C4 behaviour Swearing at /or towards staff. Truancy Fighting Bullying incident Inappropriate use of mobile phone/computer or other equipment | Logged against pupil profile electronically Phone call, E-mail to parents by Head of Phase Head of Phase to implement Report Card Head of Phase monitoring daily/weekly Head of Phase to decide on punishment Executive Head Teacher notified | Learning Tutor, Subject Teachers, Pastoral Manager, Head of Phase | Saturday Detention, Relocation, One day Planned Isolation with Head of Phase Pupil Support |
| C6 | Repetition of any C5 Offence Failure to attend C5 Sat DT Intimidating a member of staff Swearing at /towards staff with intimidation or gestures. Smoking and/ or the possession of cigarettes, lighters, alcohol, illegal drugs Being in the vicinity of smokers Assault Tampering with fire equipment Persistent bullying Racist or Homophobic or Sexist abuse Theft, Graffiti or Vandalism | Logged against pupil profile electronically Head of Phase to meet with Parents Head of Phase to implement Report Card Head of Phase to decide on punishment Executive Head Teacher notified | | Internal Exclusion or Fixed Term Exclusion Advanced Pupil Support considered |
| C7 | Repetition of any C6 Offence Persistent C5/C6 behaviour Possession of offensive weapon Serious theft or serious vandalism Possession/distribution of illegal drugs Violence towards a member of staff | Executive Head Teacher to implement action plan Governors to ratify | | Permanent Exclusion |

Making the Sanctions Work

| | |
|--------------|--|
| Speed | <ul style="list-style-type: none">- Same day detentions- Real time recording on system – instant visibility for teachers, parents and pupils- Planner record- Automated detention lists- Text messages sent home- Next day response to non-attendance |
| Transparency | <ul style="list-style-type: none">- Parent interviews- Parents evenings- Parents induction week- Handbooks- Home School agreement- Clear communications in Assemblies- Staff induction and training |
| Fairness | <ul style="list-style-type: none">- Consistency- Monitor and observe- Pupil surveys |

Attendance

Seva School procedures and strategies will aim to ensure good attendance. First and foremost, the school will foster an atmosphere where children feel safe and valued within the school environment. Issues affecting their wellbeing, such as bullying, will be addressed in a consistent manner to prevent non-attendance. Our school brochure, home-school agreement and induction programme will clearly state our expectations around high attendance. A good attendance record will be seen as an indicator of the quality of success and aspiration. The Executive Head Teacher will ensure that the Attendance Registers are kept up to date and comply with all regulations. Teachers will ensure that the attendance register will be taken at the beginning of every lesson. It will be their duty to ensure that their register is taken accurately and amendments made as soon as possible. If an electronic register is not available, then a paper register will be submitted. Staff will adopt a consistent strategy that deals with absence and lateness effectively. The Pastoral managers working with the relevant Heads of Phase, and reporting to the Deputy Head, will be responsible for our overall attendance approach and monitoring. Staff will be encouraged to see attendance as a part of their responsibilities.

Parents will be informed of the importance of regular attendance and punctuality. Our school will ensure that they know of what the acceptable and unacceptable reasons are for absence and they will be encouraged not to take family holidays during term time. The school calendar will be communicated clearly to prevent unauthorised holidays, and parents will be advised that absence during term time can only be granted by the school. Authorisation will be granted by the Executive Head Teacher and only in exceptional circumstances. It will be the parent's duty to telephone the school if a pupil is to absent. They will be expected to send in a note explaining the absence with their child upon their return to school. Parents will be involved to feedback positively to the pupils where attendance has been good or improved. Where there are early signs of concern, the school will involve pupils, along with their parents where necessary, in developing strategies for improving attendance. For example, the Learning Tutor may go over the home and school agreement with the pupil. A short term attendance goal could be set and rewarded if the goal is met.

The school will develop open lines of communication between our Pastoral managers and Coventry's partner agencies to prevent non-attendance and for early intervention, particularly for

vulnerable children. Agencies such as Looked After Children Education Service, Minority Group Support Services, Primary Care Trust, Integrated Youth Service, Connexions, Early Intervention and Prevention Services, Troubled Families Programme, Social Care and the West Midlands Police.

We will appoint a named Governor to take an active role and lead on attendance issues, liaising with SLT and other staff involved. This may further develop into an attendance panel as the school grows. The governing body will ensure that the school has an attendance policy that is easily understood by all, reviewed regularly, consulted on regularly and widely distributed. The Executive Head Teacher will have the responsibility to report to the governors annually on levels of absence, both authorised and unauthorised, with reasons. Ad-hoc reports may be requested by if need be. The governing body may request specific information on the progress of children, or groups of children with poor attendance to devise solutions and to evaluate the effectiveness of interventions. The governing body will ensure that the importance of regular school attendance is highlighted in publications and other communication with parents, keeping the issue high profile and stressing its importance for the individual pupil's own learning and for the school ethos.

Seva School interventions to be offered to improve attendance: -

First-day calling - Parents will be telephoned by the Pastoral Manager on the first day if a pupil is absent without explanation to establish a reason. This helps us to identify whether there is good reason for the absence or if there is absence without parental knowledge. Where it is not possible to make contact with parents on the first day of absence, the school will send a letter to them by post.

Letter sent home – If attendance drops below 98%, a letter will be sent home informing the parents that Seva School has high standards for attendance and that parents are expected to support our goals. This will be done with care by the Head of Phase to ensure that genuine reasons, such as bereavement, do not result in unnecessary action.

Meetings with parents - Where there is an emerging pattern to a pupil's absence over a 3 week period (or sooner if staff are particularly concerned), with or without explanation, the school will invite parents to a meeting with the Pastoral Manager and the Head of Phase to discuss the reasons for the absences. The School will aim to put a plan in place with the parents and the pupil to resolve any difficulties and improve the attendance. A specified time limit, of 4 weeks for example will be agreed with parents. At this point, parents will be notified that any future absences will be classed as unauthorised unless there is clear evidence to prove otherwise.

Fixed Penalty Notice – The Executive Head Teacher may apply to the Local Authority for a penalty notice to be issued if it is deemed effective to get a pupil back into school.

Referral to the Education Welfare Service – A continuation of unauthorised absences by the end of the specific time (or sooner if the pupil is failing to attend school at all) will be referred to the Education Welfare Service.

Lateness and punctuality - Pupils will be expected to arrive at school on time every day, and not create a disruption to their own education or others in their class. Pupils who arrive after the register closes will be marked late for the whole session (a session being a morning or an afternoon). The teacher and Pastoral Manager will need to be satisfied that there is a legitimate reason for the pupil to be late. A pupil who is persistently absent by reason of lateness will be

dealt with in the same way as other pupils with an emerging pattern of absence. If the matter is not resolved quickly, it will be referred to the Education Attendance Service.

Unavoidable Absence and Re-integration – Where an absence cannot be avoided, such as an illness, the school will maintain links with the pupil and parents during long absences, so that both the child and parents still feel part of the school community. The pupil and parents will be supported by a meeting with the Head of Phase on their return to school. All staff will be made aware of plans for the pupil and if necessary, a peer group may be arranged for the pupil's return to make them feel welcomed back. Staff will be advised to ensure against inappropriate comments that may hinder reintegration. A catch-up plan will be put into place by teachers, who will co-ordinate the catch up materials to ensure that the necessary plan is in place to reduce or remove any gaps that have occurred. The Head of Phase will arrange some flexibility in the weekly timetable to allow for catch up of the core subjects.

Intervention Ladder - interventions will be used dependent on the level of absence.

Level 1 – Initial concerns about absence – typically where attendance is above 90% and there are no other indicators of family issues:

- direct work with pupils when in school, including use of an incentives/reward systems to reward 100% and most improved attendance
- assemblies for improved attendance – inviting parents in to celebrate success
- focused class or year-group input where the class or year-group attendance is lower than other comparable data in the school.

Where absence persists, - typically where attendance does not improve, or where there may be other indicators of family issues:

- home visits to share concerns and bring pupils to school on a temporary short term basis
- offer parenting support (group programmes)
- offer support to the absent pupil
- referral to the school nurse to explore persistent or erratic illness
- signpost or referral to other services either internally or externally

Level 2 – More complex attendance patterns, typically with attendance between 85% and 90%, or there are attendance issues with siblings, including a sibling's known absence from other schools, and a whole-family approach to attendance through a family support worker is needed:

- staff continue to engage and support family and absent pupil
- the school convenes or staff attend on-going family support meetings with other professionals
- staff contribute to a Family Support Plan
- staff provide feedback to any Key Worker
- staff are fully involved in any reviews

Level 3 – Complex or longstanding attendance issues, typically with attendance below 85% and where a multi-agency team might well be already in place.

- staff continue to engage and support family and absent pupil
- the school convenes or staff attend on-going multi-agency meetings
- the school is a signed up member of a parenting contract providing support alongside a Key Worker
- staff provide feedback to any Key Worker
- staff are fully involved in any reviews

Unsuccessful Level 3 cases following above interventions, *in addition* to on-going support as noted above:

- contribute to any prosecution or legal process (such as parenting order or Education Supervision Order)

Well Being

The wellbeing, safety and welfare of every pupil will be paramount to Seva School. This will be achieved through a comprehensive set of policies which will be embedded into the overall framework and will be adhered to by staff, parents and pupils. There will be named child protection officers in the school. The Executive Head Teacher will be responsible for all governance of the policies, supported by the Deputy Head and Assistant Head Teacher.

Safeguarding and Child Protection – our child protection approach will consist of five main areas. We will ensure that we practice safe recruitment in checking the suitability of staff and volunteers to work with children. Awareness of child protection issues will be given to all pupils by equipping them with the skills needed to keep them safe. We will implement procedures for identifying and reporting cases, or suspected cases, of abuse. Pupils who have been abused will be supported in accordance with their agreed child protection plan. Finally, we will create a safe environment in which children can learn and develop.

We will establish and maintain an environment where pupils feel secure, are encouraged to talk, and are listened to. We will ensure that pupils know that there are adults in the school whom they can approach if they are worried. Particularly, their Learning Tutor, Pastoral Manager, Heads of Phase or their friends through our buddy system. Our Virtual Learning Environment will also have the facility to report electronically. We will also include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Seva School will follow the procedures set out by the Local Safeguarding Children Board and will also take the guidance issued by the Department for Education into account to:

- Ensure we have a designated senior person (Deputy Head Teacher) for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about pupil, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

Bullying – Seva School recognises that bullying can happen in various ways and will be dealt with efficiently and effectively. By definition, it is a repeated action by one or more people that is intended to hurt, threaten or frighten someone. Bullying can be of physical, verbal or emotional nature and can result in physical harm, emotional harm or fear. Bullying can take place in or out of school and can also be electronic or cyber bullying using mediums such as mobile telephones, messaging software, the internet and other electronic forms. PSHE will be used to inform children about the effects of bullying and how the school will deal with it. If a pupil or someone they know is being bullied, they will learn to report it in one of several ways. Incidents can be reported anonymously by placing a message in the school “Bully Box” at reception. The VLE will also have a place where incidents can be reported. Pupils will be encouraged to talk to their Learning Tutor, their parents, Pastoral Manager, Heads of Phase or their friends through our buddy system.

Online Safety – Pupils at Seva School will need to effectively locate, retrieve and exchange information using ICT across the curriculum. The Internet offers pupils and teachers access to vast, diverse and unique resources. It also opens up opportunities to initiate cultural exchanges between pupils from all over the world, while at the same time providing access to educational, social and leisure resources. The internet forms a fundamental part of Seva School’s educational excellence by facilitating resource sharing, innovation, and communication.

However, there is the possibility that pupils will encounter inappropriate material on the Internet. Seva School will actively take all reasonable precautions to restrict pupil access to both undesirable and illegal material. Teachers will be responsible for guiding pupils in their on-line activities, by providing clear objectives for internet use. Teaching staff will also ensure that pupils are aware of what is regarded as acceptable and responsible use of the Internet. Through our policies and approach, it will be clear to pupils and teachers that Internet access at school is a privilege and not an entitlement. All parents and pupils will sign a Use of IT policy in Year 7 which governs the use of IT facilities including the internet at Seva School. The main goal is to utilise Internet access to enrich and extend those learning activities that reflect the curriculum requirements and the age and maturity of the pupils.

All Internet access will be filtered through a proxy server to screen out undesirable sites at source. The school’s computer network security systems and firewall will be reviewed regularly to ensure that the risk of security threat is reduced. All access to the school network will require entry of a recognised User ID and password. Pupils and teachers will be required to log out after every network session. The school will maintain the right to check user files, temporary internet files and history files at any time to ensure that a breach of the child protection policy has not taken place.

Virus protection software will be used and updated daily to prevent unauthorised access. The uploading and downloading of non-approved application software will be denied through our filtering software and unapproved system utilities software and executable files will not be allowed to be stored in pupil profile areas.

All pupils will be taught effective online research techniques, including the use of subject catalogues and search engines. Receiving information over the web or in e-mail or text messages presupposes good information-handling skills. Pupils will be made fully aware of the risks to which they may be exposed while on the Internet. They will be shown how to recognise and avoid the negative areas of the Internet such as pornography, violence, racism and exploitation of children. However, if they encounter such material they will know that they should switch off the monitor, not the computer, and report the incident to the nearest teacher or the Director of Computing who will deal with it according.

The school's Internet access incorporates a software filtering system to block certain chat rooms, newsgroup and inappropriate websites. The filtering system used on the school network will aim to prevent access to inappropriate sites, prevent unsuitable words in searching and to record any access to banned Internet sites visited by pupils and teachers. Inappropriate usage will be dealt with by our behavioural policy for pupils or via disciplinary procedures for staff.

Pupils will only be allowed to use approved e-mail accounts on the school network during school time. They shall immediately report any offensive e-mails that they receive to the Director of Computing. Access in school to external, web-based personal e-mail accounts will be denied for network security reasons. Sending and receiving e-mail attachments will be subject to permission from the teacher.

Medication – Seva School will do all it can to encourage and support and care for pupils with medical needs in order to ensure their attendance at school and their access to the curriculum. When a pupil is taking medication that may have an effect on their participation at school, parents will need to advise the school in writing, alerting the school nurse to possible side effects. Wherever possible, pupils taking medication will be told to do so before or after school rather than during the school day. The nurse will assist pupils to manage and administer their own medication. Where pupils carry and administer their own medication parents will be expected to complete a form that will contain Seva School's detailed medication policy. Medication devices such as asthma inhalers, adrenaline injections, and rectal diazepam, all of which may be needed very quickly in an emergency, should be held by the pupil if they are responsible, with a secondary device held by the nurse. Where medication requires refrigeration it will be stored in a separate, airtight, and clearly marked container in the nurse's office. Out of date or surplus medication will be returned to parents to dispose of by the nurse. Where parents have moved or cannot be contacted, medicines will be disposed of at a community pharmacy. This will be recorded on the pupil's record. We recognise that asthma is an important condition affecting many school age children in Coventry, and we will positively welcome all pupils with asthma. A separate policy for dealing with Asthma will be created that will help guide staff in areas such as dealing with Asthma attacks. The nurse will lead training on administering medication in cases of emergency to all staff on a regular basis during staff training. Additionally there will be range of courses relating to Health and Safety and First Aid arranged by the nurse for all staff members.

Physical Health – Seva School will not tolerate alcohol, tobacco, illegal or other drugs and substances on its site. Coventry's child profile highlights higher than national averages for drug, substance and alcohol misuse. We will aim to educate all pupils about use and abuse at a level which is suited to their age and experience in PSHE. We will be working closely with local health and wellbeing services to provide help for pupils and families who are experiencing issues.

Obesity will be handled through our provision of healthy school meals and the requirement to take at least one extracurricular activity per week.

Mental Health - Seva School staff will monitor pupils for signs of mental health or emotional wellbeing issues. Where issues can be handled through the Social, Emotional Aspects of Learning procedures or bullying strategies, the teaching staff will do so. They will also work closely with the school nurse, who in turn will be working closely with the Educational Psychologist and the Primary Mental Health Team. Coventry's Minds programme and services, which assist schools with dealing with mental health issues, will also be consulted where appropriate.

The school will work in partnership with Coventry's Child and Adolescent Mental Health Services (CAMHS) to evaluate the mental health of pupils using the Strengths and Difficulties Questionnaire (SDQ). The brief behavioural screening questionnaire can be completed by the pupil (if over eleven), by a parent, or by a teacher. The 5 subscales will help confirm or highlight issues in the areas of emotion, conduct, hyperactivity, peer relationship and socialising. Most Coventry secondary schools have used the SDQ to help plan provision for their Year 7 intake. Using the SDQ for provision planning has been recognised positively by OFSTED in one secondary school as evidence of a systematic approach to promoting pupil welfare and emotional wellbeing. Where necessary, outside agencies will be engaged

PSHE – Learning Tutors will deliver 30 minutes of PSHE per week during form time at Key Stage 3. Pupils will cover areas that promote wellbeing such as living in diverse communities, building positive relationships, building a psychological immune system and reflecting upon values. They will be taught practical ways of handling the stress of falling behind with work, understanding their place in the world during and after school life and handling challenging situations like being offered drugs, cigarettes or alcohol. Pupils will also be taught about character strengths, how they lead to success and how they help in studying. Self-awareness will have an important emphasis since it links closely with virtues and spiritual development. Knowing how actions reveal and reflect character, having a clear understanding of values, how values are tested and resisting tests to values will be stressed. Pupils will be taught how to make a positive difference and learn from others who are more experienced. Virtues that help make a difference will be studied. These include forgiveness, compassion, empathy, trust, gratitude, honesty, altruism, avoiding gossip, listening to feedback, respect, appreciation and loving others. Bullying will be covered thoroughly so that pupils can differentiate between bullying and banter, understanding the consequences and effects of their actions and recognise and report incidents of bullying.

Simran – this is the Sikh word for meditation which is an important part of the Sikh worship. Seva School will have a flexible approach to meditation or mindfulness, to make it accessible for all. At its most basic form, meditation simply requires one to attend non-judgmentally to the present moment, rather than allowing one's mind to wonder between past, present and future. There are many things that can be used as a focus for this mindfulness, such as breath, visualisations, walking, sounds in the world around us or sensations in our body. A great advantage that meditation brings is its links to stress reduction or treating depression, for which it has been shown to be particularly effective. Research over the last few years has also made a strong connection between meditation and happiness. Pupils will be taught to control their breathing and use deep breathing to calm themselves and begin to undo feelings of anxiety. All lessons at Seva School will start with a short pledge followed by 1 minute of meditation played on the teacher's computer. This will allow pupils to close their eyes and refocus their energy in preparation for the lesson.

A meditation room will be available for bookings by teachers to take classes during the day to focus on certain topics which require a stillness of the mind. Each form group will be allocated 1 form session per year to spend in the meditation room. Learning Tutors will teach pupils about mindfulness to help them cope with pressure effectively. This will help them become more aware of their thoughts and feelings, so they can manage them better through use of meditation and controlling their breathing as taught in Yoga. Practicing mindfulness in meditation sessions, extracurricular activities and assemblies will help pupils to boost their attention and concentration.

D8. Ethos

Seva Schools recognises the role it will play in providing a safe and harmonious environment for all in our society, thereby fostering understanding, integration and cohesion. Our school will set out a commitment to this endeavour to not only nurture young people of the Sikh and other faiths, but to also promote community cohesion. We also aim to reach out to those who would otherwise be hard to reach, enabling them to integrate into society through the high moral principles of Seva School. One of our key goals is to draw attention to the shared interests and overlapping values that all faiths share as a basis for greater mutual understanding and respect between them, while also remaining true to the teaching of the Sikh faith and respecting the dignity of all faiths.

Seva School will be committed to ensuring that we:

- Promote the *cohesion of all communities* through our Seva principles
- Offer high standards of education *to all* through our Excellence principles
Respect the dignity of all human beings and nurture pupils *in the faith of their family* through our Virtues principles
- Endeavour to meet the needs *of all pupils* and their aspirations through our Aspiration principles

Our inclusive, rather than exclusive approach will ensure that we work in the spirit of partnership with the Local Authority and other schools and organisations. Having spent the last several months engaging the local community, through visiting places of worship, holding family events and meeting and greeting parents in the City Centre, the Sikh principles have been warmly welcomed by all sections of the community. In particular, parents from other communities related well to the principles of serving others, compassion, truthfulness, high moral values and kindness. As suggested by the demand for school places, Sevak Education Trust has successfully proposed an alternative education in the form of Seva School, for the City of Coventry.

During the school day

| Timetable | Description | Sikh | Non-Sikh |
|---------------------|--|------------|------------------------|
| Services | Sikh Services daily before the School begins | Optional | Optional |
| Assembly | Whole school | Compulsory | Expected to Attend |
| Collective Worship | Morning Prayers during assembly | Compulsory | Allow opt out |
| Sikh Studies | | Compulsory | Alternative Curriculum |
| Seva Challenge | | Compulsory | Compulsory |
| Religious Education | | Compulsory | Compulsory |

The Curriculum: Seva School is committed to ensuring a broad and balanced education, personalised learning and equal opportunities for all pupils, irrespective of whether or not they are of the Sikh faith. The aim of the school curriculum is to develop knowledge, understanding, skills and attitudes necessary for each pupil's self-fulfilment and development as a well-rounded individual and an active and responsible citizen. We will be aligning to the National Curriculum and using the recommended approach for spiritual, moral, social and cultural development, religious education, collective worship, sex and relationship education and careers education. We aim to give all pupils an entitlement to a variety of learning areas, irrespective of social background, culture, race, gender, differences in ability and disabilities. We also have expectations for learning and attainment explicit to parents and teachers.

Religious Education and Philosophy: RE will be taught in accordance with the tenets of the Sikh faith. Other faiths will be taught to foster awareness of the tenets of other faiths. Some key areas that we will focus on in RE will be to develop tolerance, respect for and sensitivity to others. The Sikh faith holds humility and tolerance at its core and inspires unity of all faiths. RE will be taught from Year 3 onwards for an hour a week.

Collective Worship: Seva School will have a daily act of collective worship in accordance with the tenets and practices of the Sikh religion. Collective worship will contribute to young people's spiritual, social, moral and cultural development and to exploring social and moral issues. Collective worship has an important role in promoting the Sikh ethos of the school. We do respect the long-held right of parents to withdraw their children from collective worship if they so wish. Alternative activities which pursue similar objectives and nurture pupils' spiritual, moral, social and cultural development will be encouraged during any opt out period.

Citizenship: We want all pupils at Seva School to understand that they play an important role in and have responsibilities as citizens in a modern, diverse society. Our ethos will help young people to develop social and moral responsibility and to engage actively in their communities. We want to encourage children to have a say in decision making and have set out some policies to allow for this. PSHE will also have a focus on citizenship that will follow the same guidelines and nurture a strong emphasis on service.

School Uniform: Seva School will have a uniform that the governing body will determine through consultation with parents and representatives from different groups in the wider community. The only requirement would be that the uniform is modest and covers the body from shoulders down. We see the uniform being similar to other schools in the country without any specifics around the Sikh faith. For instance, there will not be a requirement for any type of head covering in the actual uniform. Practising Sikh children will obviously be encouraged to cover their heads with traditional head coverings such as a turban, head scarf for girls etc. if they wish to do so.

Well Being and Pastoral Care: The principles of the Sikh faith will have a large contribution in the school's quality pastoral care. We believe that children who feel safe, secure and happy are those who are best able to learn, so, from the very first contact that the children have with the school, we will work with them to achieve this aim. We want children to be safe in the knowledge that there are always people who will help them, to be secure in the company of staff and peers who treat them with respect, friendship and to be ultimately make them happy to come to school every day. The structure of houses, house tutors, the PSHE lessons and assemblies are the formal means of achieving these things.

- Pastoral Casework – There will be individualised work with pupils who are having problems be they of an academic, vocational, social, emotional or behavioural nature. The Director of RE will work across the school, with pupils and staff, to provide an additional dimension of care for all of the school community. They will also chair the Pastoral Team meetings within the school where any issues concerning the welfare of an individual child can be flagged or monitored.
- Pastoral Curriculum - This includes both the 'hidden curriculum' that is the Sikh ethos of the school, the day to day relationships between staff and pupils, the 10 high Sikh principles system of a school, the opportunities for moral, spiritual, social and cultural development as well as the more formal and overt pastoral curriculum, which would include, though not be limited to, the PSHE work whether done by learning tutors or by subject specialists. PSHE will include Sikh morals and principles that are universal to all.
- Pastoral Control - Good discipline which is consistent, which affirms the pupils' value, which builds rather than diminishes, which encourages individuality rather than dull conformity, but all within an

orderly environment, is an essential ingredient of effective pastoral care.

Governance: The governors and the Executive Head Teacher will maintain the Sikh ethos for the school which underpins the moral, spiritual, intellectual, social and personal development of all its pupils. They will ensure that the school's Seva principles continue to contribute to the wider goals of the school and that they are clearly understood by parents, pupils, staff, governors and the local community. The Director of RE will be accountable for ensuring high quality worship programmes and extra-curricular activities are incorporated and maintained in the school. They will work in conjunction with the Governance team.

To ensure equality and inclusion, it is the Governing Body's responsibility to –

- Ensure that the school complies with equality legislation.
- Meet requirements to publish equality schemes.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- Scrutinise the recording and reporting procedures at least annually.
- Ensure that the admissions policy is fair and equitable in its treatment of all groups.
- Monitor attendance and take appropriate action where necessary for all groups of the community
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body.
- Be involved in dealing with serious breaches of the policy.
- Be pro-active in recruiting high-quality applicants from under-represented groups.

It is the Executive Head Teacher's responsibility to –

- Implement the policy and its strategies and procedures around equality.
- Ensure that all staff receives the appropriate and relevant continuous professional development.
- Actively challenge and take appropriate action in any cases of discriminatory practice.
- Deal with any reported incidents of harassment or bullying in line with guidance procedures.
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy.
- Produce a report on progress for governors annually.

It is the responsibility of all staff to –

- Be vigilant in all areas of the school for any type of harassment and bullying.
- Deal effectively with all incidents from name-calling to the more subtle forms of victimisation caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation.
- Promote the inclusive curriculum and whole school ethos which reflects our diverse society.
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Leadership and Staffing: The governing body is responsible for deciding the staffing structure and arrangements that will meet the school's needs and for deciding which candidate to appoint to posts when vacancies arise. We want to ensure that we secure the faith character of the school and this will be a relevant factor where there is a genuine occupational requirement, such as the Director or RE.

Monitoring and Quality Assurance: Each pupil's progress will be monitored and tracked. The resulting data will be analysed from various dimensions including but not limited to race, gender,

ability, special needs and looked-after status. In addition to monitoring, to rule out any potential disadvantage, quality assurance procedures will ensure that the school meets its duty to positively promote diversity. This will be achieved by providing the data collected to the groups who are accountable for school planning, target-setting and decision-making. A quality and diversity action plan will be developed to ensure that there is a specific policy and clear guidelines for all to adhere to.

Section E: Evidence of demand – part 1

| | 2014 | | | | 2015 | | | |
|-----------|------|-----|---|------|------|-----|---|------|
| | A | B | C | D | A | B | C | D |
| Reception | 90 | 128 | | 142% | 90 | 125 | | 139% |
| Year 1 | 90 | 138 | | 153% | | | | |
| Year 2 | | | | | | | | |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |
| Year 7 | 120 | 126 | | 105% | 120 | 120 | | 100% |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | | | | | | | |
| Year 13 | | | | | | | | |
| Totals | 300 | 392 | | 131% | 210 | 245 | | 117% |

Key:

- **column A** provides the proposed number of places in each year group.
- **column B** provides the number of children of the relevant ages whose parents have indicated that they will choose the Seva School as their first choice.
- **column C** is left blank.
- **column D** expresses the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

Section E: Evidence of demand – part 2

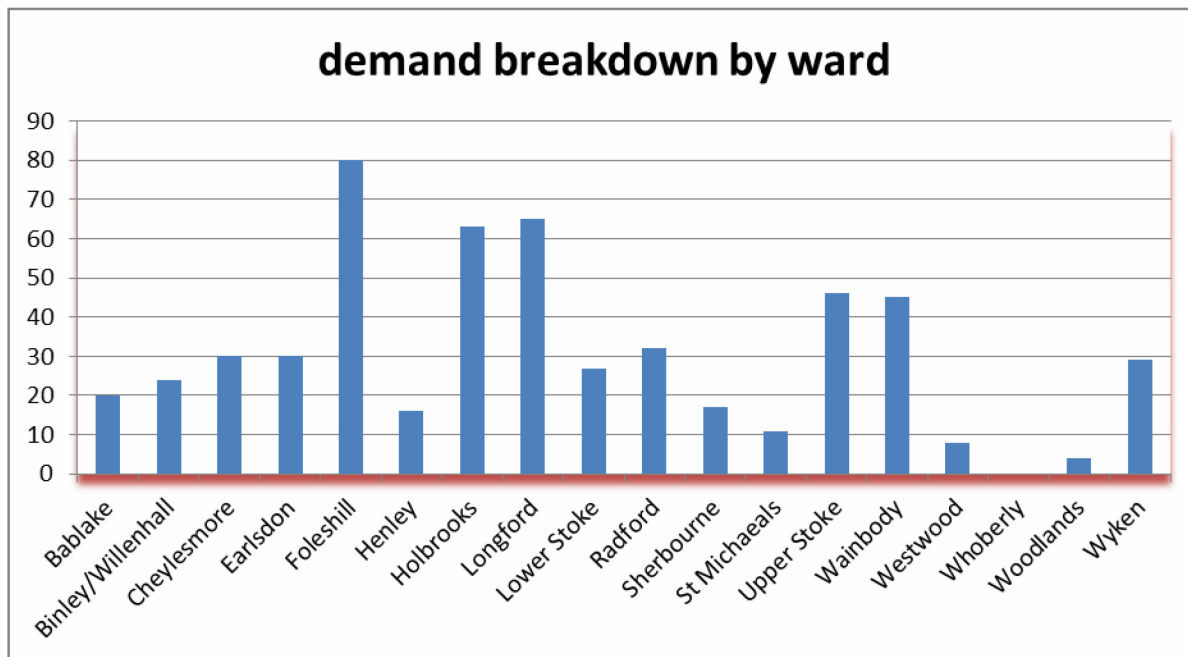
E1. Evidence of demand

Demand from eligible parents

The table in part 1 identifies the current levels of demand for the proposed entry in Reception, Year 1 and Year 7. It is derived from over 1800 survey responses from parents of varying faith, background and culture following various public consultations and demand gathering exercises of residents of Coventry. The evidence of demand is gathered from parents whose children would be eligible for admission based on the school's policy and those who have expressed the desire to select Seva School as their first and preferred school for their children's education. The parents based their choice on information provided of the schools' vision, as well as it being a realistic choice based on where they reside. During the demand gathering exercises undertaken it is important to highlight that parents expressed their dissatisfaction at their children's low level of educational attainment at both Primary and Secondary stages. Their views are that this has had a negative effect on their child's aspirations for higher education. Other feedback was the lack of social skills being taught in the local educational establishments.

Breakdown of demand

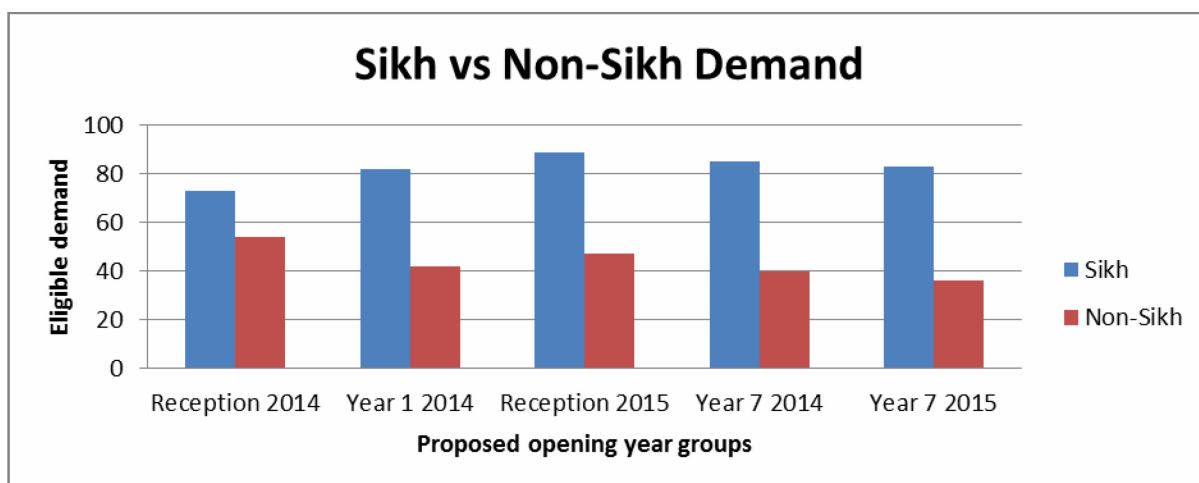
A breakdown of the eligible parental demand across Coventry's wards is shown below.



The areas which have the highest demand are Foleshill, Holbrooks and Longford ward. Neighbouring wards such as Upper Stoke and Wainbody also show strong parental demand. These correlate to the most deprived wards within Coventry. These are all areas where Sikhs reside.

Non-Sikh demand

We have had overwhelming support from all communities for our schools' application. The graph below shows the Sikh and non-Sikh numbers for eligible children from the evidence of demand table in part 1.



The evidence shows positive support from other communities too. This indicates that parents from varying economic, social and cultural backgrounds have confidence in Seva School meeting their children's educational needs and are supportive of the Seva message which will underpin the school's teaching. Therefore, this evidence also demonstrates non-Sikh parents would not be deterred from enrolling their children at the school regardless of their own religion. With on-going

consultations and demand gathering exercises planned, we are expecting the parental demand to increase.

Postcode distribution of demand

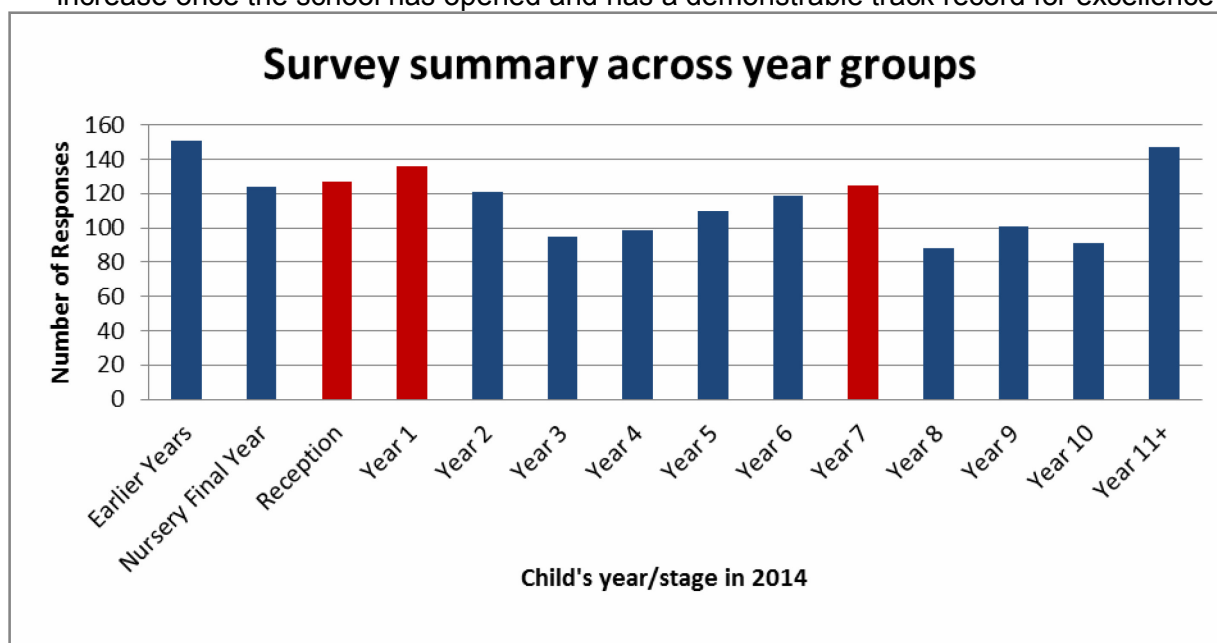
[REDACTED]
: BatchGeo
(:<http://batchgeo.com/>) has been used to produce the postcode distribution map on the right. The data is derived from the evidence of demand table in part 1.

It shows a strong correlation of demand from the areas Sikh reside in Coventry as well as the derived wards of Coventry

Parent Survey

We have gathered demand from all over age groups, over and beyond what was needed. The graph below is a summary of the survey responses across the age groups for parent who would be interested in enrolling their child into Seva School in 2014. Those whose age would have fallen outside the opening year groups have not been included in the evidence of demand table in part 1. The red bars indicate the year groups that Seva School would operate in 2014. Our research and parental responses highlight:


- wide spread dissatisfaction with current standard of local schools within Coventry, which is supported by statistics that schools in Coventry are under-performing.
- overwhelming support and need for Seva School by a good cross section of parents whose children are already enrolled in local schools.
- good future demand in forthcoming years when children would be eligible to enrol, which we expect will increase once the school has opened and has a demonstrable track record for excellence .



Whilst we have sufficient demand to cater for other year groups, especially in the Primary stages, we are only focusing on opening the Reception, Year 1 and Year 7. With on-going demand gathering exercises planned we expect all figures across the year groups to increase.

Survey Template

Being part of the NSN Development programme we worked closely with the organisation to develop the survey shown below.

|  SEVAK EDUCATION TRUST | | School Support Survey | | | |
|---|----------|-----------------------|--|---|--------------------------------|
| <p>Sevak Education Trust is currently collecting surveys to measure support for a new all through Primary and Secondary school for 4-16 year olds in our area. We may share this information with the Department for Education as part of our application for a new school. The school will follow a Sikh ethos, and deliver teachings about the Sikh faith alongside the national Curriculum. This will ensure that children are exposed to the three core universal principles of Sikhism:</p> <p>Naam Japnaa – To Meditate on the Divine Name with love and devotion</p> <p>Kirat Karnee – To work hard and honestly with dignity and labour</p> <p>Vand Ke Shaknaa - To share what you have with the deprived and needy</p> <p>Our school will nurture confidence, empathy, spiritual awareness and integrity in every individual. Students will be encouraged to explore the whole range of their capabilities. The benefits of an all through school are that it ensures continuity and an easy transition from Primary to Secondary education. We will provide a broad and balanced education that follows the national curriculum, coupled together with extra curricula activities and innovative teaching methods. This approach will stimulate and challenge students in order to make them responsible and intelligent individuals.</p> <p>The school will be an integral member of the local community, serving <u>all</u> the community. Families, pupils, staff and the community will all work in partnership to provide a supportive and vibrant setting where children will be valued as individuals and their achievements celebrated by all.</p> <p><u>Please register your support for the ethos and objectives of the school, and your interest in sending your child(ren) to it by completing the form below.</u> If you provide us with your contact details we will keep you updated on the progress of the campaign & we may share this information with the Department for Education as part of our application for a new school.</p> | | | | | |
| Name | Postcode | Child's date of birth | I support the ethos & objectives of the school | I would select Seva school as my child's first choice <i>Please sign</i> | Phone number and email address |
| | | | | | |

How evidence was gathered

Evidence was gathered by engaging directly with the parents and the local communities that the school would serve. Brochures, leaflets and presentations were created that provided key information on the schools' proposal. Official consent forms were used by parents to register their support and desire to select Seva School as their first choice school. Additional surveys to gauge parent opinions were also used to help determine and cater for parental and community needs, these included views on:

- Support for Saturday morning classes for additional learning and support
- Use of after school homework club
- Support for promoting well balanced vegetarian meals in school
- Extra-curricular activity ideas
- Parental support needs

The section below indicates the various individual initiatives used to engage with parents to gather demand and information.

Website

An online portal was developed to provide detailed information about Seva School including a comprehensive FAQ page. The website contained an online form for parents to ask any questions or register their contact details. We have received many message of support messages including several highly skilled members of the community volunteering their time and services to help with preparation of the school's application, even teachers who are currently working in schools already operating in Coventry.

Coventry Inter-Faith Group

Coventry Inter-Faith Group was setup to promote understanding and friendship between people of different faiths. We have established a good relationship and as a result, we have had the opportunity to consult and engage with the wider community and faith leaders from Coventry. All faith leaders and community leaders have been very supportive and willing to promote our application and have aided in arranging access to the wider community. This includes (but not exclusively) the Christian, Catholic, Jewish, Muslim and Hindu community.

Congregation Engagement

We were actively involved in weekly engagements within Sikh Gurdwaras (Sri Guru Singh Sabha in Foleshill, GNP in St Michaels, Nanaksar Gurdwara in Radford, Ramgharia Gurdwara in Longford), Hindu Temples (Shree Krishna Temple in Foleshill and St Michaels) . We also established monthly engagement in Churches (Baptist Church in St Michaels, Polish Church in Foleshill) across Coventry. At these premises we held regular consultations and presentations for these communities. This was with the permission and support of the respective faith leaders. We wanted to engage with and understand the needs of other communities and were pleased with the support we received.

Door knocking

We undertook extensive door to door canvassing around the wards of Foleshill, Longford and Holbrooks during weekends and evenings during October and November. This proved useful in promoting the school and raising its awareness with the local community, but on a one to one basis when individual queries could be addressed more fully.

Public Consultations

A series of public consultations and meetings were arranged throughout October and November 2012 at locally known and easily accessible community venues: Sikh Family Centre, Sapphire Banquet Hall and Ramgharia Community Centre. These were promoted through paid advertisements in the local newspaper, leaflet drops through letter boxes, SMS, emails and via official channels such as the local authority, councillors and community leaders. Presentation, leaflets and open 'question and answer' sessions were held with the public. Throughout the sessions we had a wide range of audiences including MPs, councillors, teachers and parents. Throughout these public consultations sessions over 500 people attended. Further sessions are planned throughout December and into January 2013.

Half-Term Family Event

Special appearances from Peppa Pig and Super Mario (tribute)

SEVAK
EDUCATION TRUST

Presents...
Indoor Family Fun Day Event!

Everyone Welcome, Free Event

Where?
Sikh Family Centre, 36 Cross Rd, Foleshill, Coventry,
CV6 5EU (Old Herbert's Social Club)

When?
Friday 2nd Nov 2012
11.00am until 3.00pm

Magic Shows
Bouncy Castles
Face painting
Balloon modelling
Arts and crafts
Games
Colouring competition
Fancy dress competition and much more

Also FREE Indian buffet, cakes and soft drinks will be provided.
Ideal day out for ages 2 to 9, with the family and friends.
Come and see what we are all about, be a part of our vision for the children of Coventry !!!

Contact details - www.coventryschool.co.uk or 07801 156000

During October's half term we arranged for a family orientated community event. The event was held at a community hall in Foleshill with the explicit objective of providing detailed presentations, consultation, engagement and demand gathering. To promote the activity, we advertised in the local newspaper, performed leaflet drops to the community and households that the school would serve. We also collaborated with community leaders and local businesses to promote the event. We had over 400 people attend the event, with presentations and direct engagement taking place throughout the day with interested parents. The image shown is the leaflet and poster.

General Events

We actively collaborated with community leaders and local businesses to promote and engage with parents and capture demand in various events in Coventry. This included:

- Multi faith story telling at St Michaels Church in November
- Diwali celebrations at various Hindu temples in October
- Public firework displays in Foleshill during November
- Edgwick Park community centre – Coventry Council arranged half term activities during October
- Coventry charity walk in October
- After school clubs/tuition centres (Kumons, Abacus, Khalsa Club) during November
- Coventry Inter-Faith group events monthly from September
- Coventry Tamil Welfare Association, after school club during December
- Sikh Union Hockey club and GNP Football club
- Engaged with local businesses to promote and register parents to contact

Local newspaper

An interview was published in the Coventry Evening Telegraph newspaper in early October giving details on the schools proposal.

We received many positive messages from the public in support for our school application, as an alternative solution to the current failing schools.



The screenshot shows the Coventry Telegraph website. The main headline is "Sikh group plans Coventry's first free school" by Sandish Shoker, dated Oct 15 2012. The article text reads: "A GROUP which says it has a 'vision' to improve education in Coventry is putting together plans to launch the city's first free school. It would be also be the first school in Coventry to be run in line with Sikh values. The team, working under the name Sevak Education Trust, is made up of parents, teachers and businessmen. They aim to open a high achieving faith school which would be completely independent of the local education authority. If approval is granted by the Department of Education the school would open in Foleshill or surrounding areas by 2014." The article includes social media sharing buttons for Facebook (123), Twitter (8), Google+ (0), LinkedIn, and a red "Share" button (8), along with "Email" and "Print" options.

BBC Local Radio

Following our marketing activities for Seva School, our group was invited and attended a live radio interview on the Stuart Linnell show with BBC Coventry & Warwickshire radio. The show focuses on Coventry and Warwickshire's faith communities. We have also received an invitation from Touch FM, a local Coventry radio station, for information and a live interview that we intend to take up in early 2013.

Street Canvassing

We have also been regularly delivering information about the school and gathering demand by walking the local high street during each weekend of November.

Retail Canvassing

We had permission from Coventry City council to set up weekend stalls in the city centre shopping centre. This allowed us to engage with the general public.

E2: Marketing

Benefits of Seva School to all

The schools' aim will be to improve the educational and social outcomes for all its pupils. It will also aim to serve the wider community, which in turn, will make it more appealing to parents, children and local businesses alike. The attributes of the school that will be promoted to make it appealing will be:

| |
|---|
| Benefits for the Child |
| <ul style="list-style-type: none"> • Higher educational attainment leading to better aspirations • Opportunity to excel in learning • Inspire to high values • Unique all-through school providing seamless and continuous transition from Primary to Secondary phases • Opportunities for enrichment and challenging extra-curricular and Saturday sessions |
| Benefits for the Parent |
| <ul style="list-style-type: none"> • Excellent teaching and learning opportunity for their child • Provision of parental learning and support • Closer collaboration and involvement with Seva School and your child's development |
| Benefits for the Community |
| <ul style="list-style-type: none"> • Opportunity to use school resources/facilities for communities/charity projects • School and child involvement in local community projects • Partnering to promote, engage and be inclusive to all communities and minorities • Working to meet the needs of the community and local businesses so opportunities for local recruitment are maximised |

Partnerships

We will be collaborating and creating partnerships with other organisations. The table below identifies our current list of organisations we would engage with promote the school. It identifies the possible pre and post opening activities.

| Name | Description |
|--|--|
| Alan Edwards Higgs Support deprived children in Coventry and they also run large sports venues. | <u>Post-Opening</u> Hold shared sports events that community children would participate in to promote the school. Possible opportunity to use sports resources. We plan to engage in Summer 2013. |
| Groundwork Motivates and helps young people through green and environmental projects | <u>Post-Opening</u> Collaborating with them on local community projects that the school and its children could be involve in. We plan to engage in Summer 2013. |
| Minorities of Europe Coventry based grass root charity focused on building inter-faith/community relationships | <u>Pre-Opening</u> Work to promote the school with the community. <u>Post-Opening</u> Offer facilities (halls, IT resources) on community projects. |

| | |
|---|---|
| | We plan to engage in Summer 2013. |
| Sahil Project Foleshill based charity focused on helping single Asian women. | <u>Post-Opening</u> Focus on assisting children at the school that may require additional educational, pastoral support from the school. We plan to engage in Summer 2013. |
| S.H.A.R.E Sikh History and Religious Education. | Promote school via newsletters, website to Coventry Sikh community and collaborate on fund raising. Engagement is on-going. |
| Coventry Gurdwara Council Representing the Sikh Gurdwaras and congregations in Coventry | <u>Pre-Opening</u> Promote school to local community and provide access to venues. <u>Post-Opening</u> Collaborate on fund raising. Use existing community links to promote school to Coventry councillors and MPs. Focus on providing access to volunteer local businesses and individuals. Engagement is on-going. |
| Coventry Tamil Welfare Association The association run 'Coventry Tamil Academy of Language and Arts' after school classes to the Tamil minority in Radford. | <u>Pre-Opening</u> Promote school to their parents. <u>Post-Opening</u> Seva School will provide teaching facilities. Engagement is on-going. |
| Inter-Faith Group Community faith leaders working on closer community ties. | <u>Pre-Opening</u> Continue to promote and provide access to local community events. <u>Post Opening</u> Offer facilities to hold meetings. Focus on providing access to local businesses and volunteers. Engage in child mentoring schemes and invite to lead in assemblies on auspicious faith days. Engagement is on going |
| Voluntary Action Group Promote, facilitate and develop volunteering projects in Coventry | <u>Post-Opening</u> Collaborating on community projects that the school and its children could be involve in. We plan to engage in Summer 2013. |
| Coventry LEA/councillors | <u>Pre-Opening</u> Aid in school opening <u>Post-Opening</u> Partnering to promote health, wellbeing and support facilities We plan to engage in early 2013. |
| Diabetes UK | <u>Post-Opening</u> Partnering to promote health checks to the local community. |

| | |
|--|---|
| | We plan to engage in Summer 2013. |
| Local Nurseries Circle of Friends, Busy Bees Wonder Years, Paradise Nursery, Day Nursery, Little Angels | <u>Pre-Opening</u> Establish relationships with local nurseries for access to parent for demand gathering. <u>Post-Opening</u> Establish relationships to ease in transition into school. Engagement plan is detailed in the section below. |
| Local Primary Schools Courthouse Green Primary, Edgwick Primary, Longford Primary, Little Heath Primary, Holbrooks Primary, Grangehurst Primary, Gosford Park Primary | <u>Post-Opening</u> Working with local schools to help in ease the transition of secondary school eligible pupils. These schools are in the target wards of Foleshill, Longford, Holbrooks and Radford. We will also be looking to hold joint sports days and collaborative parent workshops. Collaborate to share best practices. Engagement plan is detailed in the section below. |
| Sidney Stringer Academy Recently formed successful academy | Collaborate to share best practices. Initial discussions have taken place. |
| Guru Nanak School , Hayes, London | Collaborate to share best practices for an all-through school model. Engagement is on-going. |
| Coventry City Football Club Coventry Rugby Club | <u>Post-Opening</u> Help promote health and drop in sessions into the school as positive role models. Engagement is on-going. |
| Coventry Sikh Union Hockey Coventry G.N.P Football (Sikh) | <u>Pre-Opening</u> Promote the school to parents <u>Post-Opening</u> Volunteer to run extra-curricular sports sessions. Engagement is on going. |
| AT7 Foleshill based sports and football centre. This facility is well known and popular with the local community. | <u>Post-Opening</u> Hold shared sports events that community children would participate in to promote the school. Possible opportunity to use sports resources. Engagement is planned in Summer 2013. |
| Sapphire Court Suite Foleshill Sikh Family Center Foleshill | <u>Pre-Opening</u> Community venue, organisers have agreed to allow free use for promotion and consultation events. Engagement is on- going. |

Opening resources for the community

Seva School will allow its facilities such as halls and IT resources to be used at subsidised prices for positive local community events and charities. Possible services that will be offered to the community are:

- Health and wellbeing advice for children and parents in native languages. These will be run by professionally qualified medical and health volunteers/staff.
- Adult ICT and English Second Language classes run by local community volunteers
- Support native language facilities for local children namely Hindi, Tamil, Urdu and Polish run by local community.

The costs of these will be covered by fund raising, volunteer pledges and some re-investment of surplus the school may make. The services and resources will be closely monitored to ensure no adverse effect on the teaching standard within the school. The finance section covers the costing in more detail.

Langar system

Within the Sikh faith, the central concept of equality is through the Langar (“free kitchen”) system. Every Sikh Gurdwara provides langar, where all people are welcome to a free meal regardless of their sex, colour or religion. There are no rituals observed in the deliverance of langar and everyone eats together. All the food is vegetarian and cooked freshly each day on the premises. We plan to promote community “Langar days” on auspicious events. The Langar schemes will be funded through donations and pledges received from the community and are detailed in the finance section.

Parent engagement

Within Seva School, parent collaboration will be key in helping to provide a positive impact to a child’s educational attainment, attendance, behaviour and wellbeing. We aim to run regular parent workshops focused on:

- Helping to become a reading partner to improve their child’s reading skills
- Improve literacy and numeracy skills to help support their child’s development
- Promote healthy cooking classes
- Provide parent and toddler group
- Develop positive interaction and interest in their child’s education and the school

Engagement Strategy

Our engagement plan to promote the school is detailed below. Pre-opening marketing has not been included as this will be planned towards the last quarter of 2013.

Public Meetings and Consultations

These will take place every two months until the end of 2013 when parent’s enrolment submissions for 2014 complete. We will make use of existing community centres, as these are conveniently located in the target wards, are large and attract a wide cross section of the community. The consultations will cover the school’s vision and the school’s key information in more detail. The events will be promoted in the local media, flyers and through community contacts.

Leaflets/Posters/Door knocking

We will continue to distribute leaflets and posters to promote the school. In addition, these will be translated into Punjabi, Hindi, Urdu and Polish, representing the ethical breakdown of the areas that the school will serve. We estimate 40% of wards the school will serve remain to be targeted for marketing and demand gathering purposes. Leaflet drops into households will be primarily focused in the Foleshill, Longford, Holbrooks, Radford and Upper Stoke wards where Sikh populations are dense and where the most deprived tend to reside. We will also use our established network of community leaders to target and promote the school in non- Sikhs areas. Door to door canvassing will continue on a fortnightly weekly basis until August 2013. After which our primary campaign will focus on continuing to communicate with parents who have registered interest in the lead up to the 2014 school submissions.

Community Events

Following the success of our half term family event in promoting the school and gathering demand, we will be planning to hold these during the mid- term school breaks of February and October 2013. The event will be promoted with media adverts and through our partner links. The previous event attracted the wider community and provided a good opportunity to engage with parents. The format will be similar to the successful template previously used with the additional benefit of having translated material, which we have recognised will be useful in engaging with people in a language they may be more familiar with.

Media promotion

We will be promoting Seva School on Sikh Channel Sangat TV through a series of planned advertisements. These will be focused on promoting the aims and vision of the school to the wider community and should help attract more volunteers. Our proposal to start promoting will be from end- January 2013 and is expected to last through the year and be shown regularly until December 2013. We have also been invited to broadcast interviews with two popular local radio stations, Mercia and Capital FM. Following our positive feedback after performing a live radio interview with BBC Coventry & Warwick we expect these will raise awareness with the wider community. We are planning to do these in January 2013 and again in August/September 2013 once the schools' application has been approved. Our team has also built a relationship with the Coventry Evening Telegraph newspaper. We would be looking to promote key milestones and news updates through it, which will enable us to continue to engage with the community on a wider scale as the Telegraph is the most popular local newspaper.

School, Nursery Partnership

We will be looking to engage and build professional relationships with local nurseries and schools. This will help to promote the school to potential parents and build long term partnerships for easier school transitions. We will be focusing on educational institutes in Foleshill, Longford, Holbrooks, Radford, Stoke and Wyken wards. Our plan is to engage 4 schools or nurseries a month using personal visits and engage in discussing with the senior management team about the school and its vision. Our proposal is to contact these institutes to build up trust to be given permission to approach parents to market the school and gather demand.

Parent Communication

We will update existing parents who have registered their interest with us on the progress of the application and on the planned public consultations. Updates with parents will be via email or text. The school's website will be also kept updated with the responses to queries raised and key milestones. We will also continue to answer any queries raised through the website.

F1: Governance

Sevak Educational Trust

Seva School will be operated and managed by Sevak Education Trust – a charitable company limited by guarantee. The company will have a two-tier management and governance system comprising Members and Directors. The constitution of the company is defined in its Memorandum and Articles of Association. The Articles upon which the Trust has been incorporated will be changed to the standard model documents prepared by the Department for Education (DfE).

The Members are the signatories to the Memorandum of Incorporation and are the parties who appoint Directors to the Board in accordance with the Articles of Association and are the only group able to make changes to those articles. They provide strategic direction and become the ‘guardians of the vision’. The Members of Sevak Education Trust will have a limited involvement in the management and will be responsible for:

- Overseeing the achievement of the objectives of the company.
- Taking part in Annual and Extraordinary General Meetings.
- Appointing some of the governors.
- Signing off the company’s financial accounts and annual report.
- Amend the Articles of the company where necessary
- Removing the governors/directors.

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

The Board of Directors will carry out three distinct roles, in accordance independent state school laws as defined by the DfE. The Board of Directors will carry out three distinct roles:

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

For the purposes of clarity the term Governor will be used for the role of Director, Trustee and Governor of the Sevak Education Trust.

Governance

The intended governance of the school has been carefully considered in line with the standard model documents and the intended operational and management requirements for the school from the opening in September 2014. The Governing Body will review the development of the school through an appropriate committee structure, and will periodically review the effectiveness of that committee structure and the Governing Body as a whole. The ultimate measure of success will be the continuing improvement of the standard of education delivered by the school, in achieving and surpassing targets and surpassing previous outcomes.

The Governing Body will review regularly the achievement of the school, including the achievements of the Governing body, against the success criteria established in the development plan, in a non-blame atmosphere of co-operation and challenge, on the basis of what is best for the pupils of Seva School. The Governing Body will act as a critical friend of the school. If

appropriate, action plans for change will be put in place following relevant consultation and dialogue, and the success of those plans in turn will be monitored. The governance and management structure for Seva School will have the following key aims:

- Ensure the provision of quality educational provision
- Challenge and monitor the performance of the school
- Ensure good decision making is based on full and rigorous scrutiny of evidence
- Manage finances and the property of the school
- Create an all-through school ranked Outstanding by Ofsted.
- Deliver an enhanced and enriched curriculum for pupils and supportive professional development for all staff.
- Co-operate with other staff and institutions
- Fully engage and build long-term commitments to pupils, young people, and the local community, including universities, local government and business, in order to enhance the educational opportunities available to young people in Coventry and encourage the local community to share and promote our values.
- Attract and develop high-quality leaders and staff with a focus on educational excellence, value-based learning and challenging extracurricular activities.
- Support the economic and social well-being of the area by offering educational opportunities to local pupils from deprived areas and promoting community cohesion.
- Achieve key outcomes and targets as in the development plan.

The Governance structure will need to ensure that the following areas are controlled:

| Area | Typical Responsibilities |
|-------------------------|--|
| Business and Finance | Budgets, termly management accounts, financial control procedures, debt collection, banking arrangements, recommended fee levels, Monitoring major repair projects, overseeing development projects. Constructively challenge proposals due to size of investment Advise on any areas that require legal awareness, review procedures for regulatory and legal compliance. Fundraising |
| Education and standards | Reviewing public examination results, internal assessments of attainment and progress, curriculum development, ensure the curriculum, including Sikh studies, is being taught effectively extra-curricular activities, the impact of staffing levels. Advise on use of educational technology, ensure latest developments are considered |
| Pastoral care and Seva | Ensure SEVA core principles are widespread across the school, have oversight of pastoral matters, input into guidelines, ensure incidents are handled correctly. Marketing, demographic and economic changes in the catchment area, existence and strength of competitor schools, developments in education policy concerning local factors or faith schools. Identifying and building partnerships. |
| Pay, performance and HR | Employment legislation, staffing structures and salary levels, performance management of staff, health and safety matters. Recruitment / remuneration and appraisal of Executive Head |

| | |
|---------------------------|--|
| | Teacher and Business Development Manager, |
| Admissions | Admissions policy and decisions |
| Audit | Receipt and challenge in respect of all audit reports. Risk analysis in health and safety, finance management, reputation |
| Appeals | Set up as and when needed to deal with appeals against exclusions, disciplinary matters etc. |
| Governing body as a whole | Reviewing composition of governing body for balance, appointment of chair, appointment of committees and committee chairs, appointment of clerk, agree a scheme of delegation, governor appointment and induction, nominations and induction, governor training, board succession planning, procedures for regulatory and legal compliance, focus on governance within charity sector, best practices in charity trusteeship |
| Chair of Governors | Ensures the smooth running of the board, ensure activities and strategic direction conform to legal or charitable laws, be public face of the school where necessary, ensure complaints are dealt with effectively |

Corporate Structure and Operation

The governing body will be set up before Seva School opens and the full composition will be agreed in the Articles of Association at the time that the Funding Agreement is signed. The governing body will grow to a team of 12 members who will meet at least once a term. The Executive Head Teacher and two parents will be part of the overall body. It will also include one member of the Sevak Education Trust. A clerk will also be appointed to fulfil the secretariat functions. Further members may be co-opted as necessary. A committee will be created to oversee the business and finance areas. The Executive Head Teacher will be the point of responsibility between the Governing Body and delivery of the required educational standards and daily operation of the school. However, in order to ensure the Executive Head Teacher's main focus is on educational standards, they will be supported by a Business Development Manager who will oversee all day to day non-educational areas of the school.

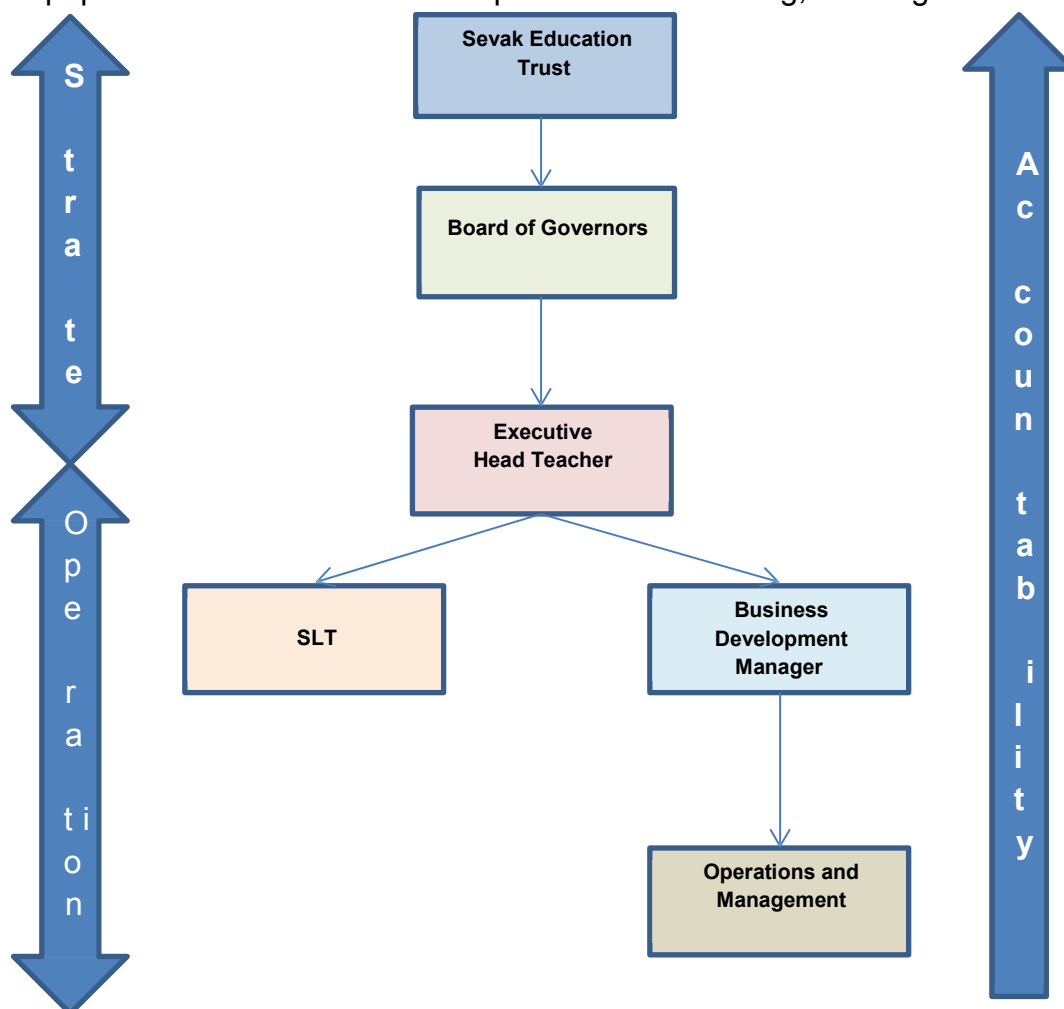
We also expect the operations team to consider beneficial opportunities and arrangements with local schools for shared services. The educational and operational elements of the school will work together as a family of staff empowered by the ethos of Seva School.

The pattern of meetings of the governing body is set out below, with a clear overall strategic role for the full governing body and much of the detailed work undertaken by its main committees.

- Full governing body – once per term
- Four main committees – at least once per half term
- Admissions and audit – at least twice a year
- Appeals – as and when needed.

Responsibilities and Accountability

The following plan and structure shows diagrammatically the key strategic and operational lines of responsibility and accountability. The objective of the above will be to define clear lines of authority, reporting and processes which monitor the development and performance/progress of staff and pupils within an environment of personal skill building, learning and life skills.



Conflicts of Interest

The Board of Governors will act at all times in the interest of Seva School both as individuals and a group, as is their statutory duty. A register of interests that may impact impartiality will be kept by the Clerk of Governors and reviewed and updated regularly. Each governor will be expected to sign a declaration of interests when appointed and at minimum intervals of 12 months. Each governor will be responsible for their entry and have an obligation to ensure it is accurate at all times. Notwithstanding the above and in accordance with the Articles of Association any conflict of interest that becomes apparent as part of the business of the board will be declared and dealt with in accordance with the rules as set out in the Articles. The Board of Governors when appointing new governors will be expected to take due regard to any relationship between existing and new

governors that may potentially inhibit or influence a governor in their role. Before inviting an individual onto the board, all governors must be satisfied that such relationships that could cause conflicts do not exist. However, this is a difficult process to get right at all times and it may well be that such relationships between Governors do exist or it is considered beneficial overall for individuals in such a relationship to be invited onto the Board. Each Governor will be given an additional obligation through the rules of the Board, to raise with the Chair of Governors should at any time they feel a conflict for whatever reason exists in respect of another member of the Board. The Chair will then seek the views of all other Governors as to whether to implement the rules of conflict or not.

Governance Responsibilities

Terms of Reference for the Governing Body will be developed during the school pre-opening phase. Initially, it is considered that each Member appointed Governor will be expected to 'champion' a particular area of interest. Four specific areas have been identified as follows:

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

The Governing Body will also be responsible for setting and monitoring of the school's budget and the key benchmarks and targets through which its success will be judged. To do this it will develop during the Pre-Opening Phase a scheme of delegation, in which its responsibilities will be delegated, where this is possible. Functions relating to the operation of the governing body and its committees will be retained by the full governing body. The governing body will seek to delegate appropriate functions to:

- committees of the governing body
- a working group of governors (for example to develop a proposal)
- an individual governor (for example in relation to special educational needs).
- a member of the school staff (for example the Business Development Manager or the Executive Head Teacher for day to day management of finances or the smooth running of the school)

The governing body will also seek the support of an external consultant to support the setting up of the governance structure during the pre-opening phase, and of a school improvement partner once the school is open to provide additional challenge and support from outside the school.

Following the opening of the school, staff governors and parent governors (through an election process) will be appointed creating the full constitution of the Board by the end of 2014. Details of any election process will be defined during the re-opening phase.

The key responsibilities of the Governing Body will be:

- Define and implement a process for monitoring and ensure the quality of the educational provision and embedment of the ethos, vision and values into all its activities
- Define and implement a process that allows constructive and effective challenge and monitoring of the overall performance of the school
- Define and implement a process for full engagement with the local community and business/employers/higher education institutions
- Oversee and ensure the effective management of the Trust's finances, property and other assets
- Oversee and ensure a full range of operational services are provided in support of the school

- Oversee and ensure the on-going educational research and development takes place to maintain best practise and a structured and managed increase in size of the School as it develops towards full capacity
- On the advice of the Executive Head Teacher or recruitment panel, employ suitably experienced staff.
- Implement disciplinary and contract termination
- Ensure the requirements of Company and Charity law are fully met
- Oversee and manage the liabilities of the Trust

Although there are many similarities between the role of a governor within a maintained school and a Free School, there are significant additional responsibilities especially associated with the role of Company Director and Charity Trustee. The initial governors have been chosen for their previous knowledge and experience not only as school governors but also as Directors and Trustees of other organisations. During pre-opening phase, the Governing Board will define and prepare the following to assist in the monitoring and performance management of the School:

- The terms of reference for the work of its committees and the operation of the scheme of delegated authority. Including reporting lines back to the governing body
- Clear performance objectives and targets for the Executive Head Teacher
- A set of educational materials and plans, in particular an assessment model and code of practice – linked to the assessment and development of individual pupils
- Detailed and budgeted staff plans to create excellence in teaching and staff development opportunities
- A comprehensive staff orientation plan linked to the values and vision together with a continuous professional development programme to ensure best practise is maintained by both teaching and support staff
- Development of an effective performance management system for both staff and pupils

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

F2: Educational expertise

The Seva School Proposer Group has been formed with the following members:

| Name | Relevant Expertise | Commitment |
|------|--------------------|------------|
|------|--------------------|------------|

F3: Financial expertise

| Name | Relevant Expertise | Commitment |
|------------|--------------------|------------|
| ██████████ | | ██████████ |
| ██████████ | | ██████████ |
| ██████████ | | ██████████ |

F4: Other expertise

| Name | Relevant Expertise | Commitment |
|------|--------------------|------------|
|------|--------------------|------------|

Skills Gap Analysis

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Time commitment | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Curriculum plan | 3 | 3 | 3 | 3 | | | | 1 | 2 | | | | | 2 | | 3 | 3 | | | |
| School leadership | 3 | 3 | 3 | 3 | | | | | | | | | | | | 2 | | | | |
| School finance | | | | | 3 | | | | | | | | 1 | | | | | | | 2 |
| School governance | 3 | 3 | 3 | | | | | | | | | | | | | | | | | |
| Sikh Ethos | | | | 2 | | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | | 3 | |
| Human Resources | 2 | 2 | 2 | 1 | | | | | | 1 | 1 | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | |
|---------------------------|---|---|---|---|---|---|---|---|--|---|---|---|---|---|--|---|---|---|
| Recruitment | 3 | 3 | 3 | 3 | | 1 | 2 | | | | | | | | | | | |
| ICT | | 3 | | 3 | | | | | | | | 3 | | 3 | | 3 | 3 | |
| Project Mgt | | | | 3 | | 3 | | | | | | 3 | 3 | | | | | 2 |
| Procurement | | | | | 3 | | 2 | | | | | | | | | | | 2 |
| Property/ Construction | | | | | | | 2 | | | | | | | | | | | 3 |
| Business Startup | | | | | | | 2 | | | 3 | | | | | | | 3 | |
| Media/ Comms | | 3 | | | | | 2 | | | 2 | 2 | | | | | | 3 | |
| Marketing | | 3 | | | | | 2 | 2 | | | 2 | | | | | | 3 | |
| Legal | | | | | | | | | | | | | | | | | 3 | |

Key

| Time Commitment | | Relevant Experience | |
|----------------------------|---|-------------------------------|---|
| Extensive > 4 hrs a week | 3 | Direct relevant experience | 3 |
| Moderate < 4 hrs a week | 2 | Strong relevant experience | 2 |
| Limited/oversight capacity | 1 | General background/experience | 1 |

Sevak Education Trust will be actively seeking to partner with service providers for the pre-opening phase. We feel that we have a very strong team but we want to ensure that the relevant contingencies are in place for a successful opening of the school. We will be looking to supplement the pre-opening budget through fundraising to accomplish this.

F5: Recruitment

Executive Head Teacher

The most important post we need to recruit to will be that of Executive Head Teacher. In choosing the Executive Head Teacher we will look for a talented and inspirational leader and manager with the drive to embrace and implement the ideas and vision of the Sevak Education Trust. Driving school standards and performance will be the key to attracting future pupils, however, in the early years a key role for the Executive Head Teacher will be to embed our ethos and vision throughout all areas of the school and promote the inclusive nature of the school in the community. Building an understanding of our school in the community through proactive marketing and community activity, led primarily by the Executive Head Teacher, will be vital if we are to deliver the commitment of capacity within the timescales defined earlier and a real and demonstrable appeal of the school throughout the community. We will be looking for an Executive Head Teacher that meets the following criteria:

Principal Responsibilities

1. Provide vision, leadership and strategic direction to sustain, nourish and develop the learners of the school within a distinctive Sikh ethos
2. Maintain and extend effective teaching, learning and pastoral care throughout the school.
3. Develop and sustain the creativity within the school
4. Monitor and evaluate the quality of teaching and learning, pastoral care and standards of pupils' achievement
5. Lead, motivate, support, challenge and develop all staff, creating a common sense of purpose to secure school improvement
6. Deploy staff and resources efficiently and effectively to meet specific objectives in line with:
 - a. The School Improvement Plan;
 - b. Workforce Remodelling;
 - c. Staff Restructuring;
 - d. The School Budget.
7. Use bench marks, and monitor and set targets for improvement
8. Manage and organise accommodation efficiently and effectively to ensure that pupils are safeguarded and that it meets the needs of the curriculum and health and safety regulations
9. Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning, improved standards of achievement and value for money

10. Maintain and expand effective relationships with the local community to extend the curriculum and to enhance opportunities for teaching and learning
11. Liaise with other schools and agencies related to pupil welfare and achievement
12. Work in partnership with the local Sikh community and in so doing foster a positive two way supportive relationship
13. To fulfil the Statutory Duties for an Executive Head Teacher as detailed in the Terms and Conditions.

The Executive Head Teacher will be expected to operate and manage within the following core areas:

1. Shaping the future:

- Is able to lead change
- Has a clear understanding of values, vision and aims and how they provide the context for school improvement
- Is committed to the development of a distinctive school ethos based on Sikh values
- Values the views of stakeholders
- Is able to communicate within and beyond the school
- Is able to work with Governors in setting and monitoring priorities

2. Leading teaching and learning:

- Has a proven record as a good teacher
- Has experience of monitoring and developing teaching and learning
- Has a clear philosophy on how the curriculum can meet children's needs
- Is able to secure high standards of behaviour and attendance

3. Developing self and working with others:

- Is able to manage, inspire, encourage and empower staff
- Is committed to the development of an open and fair culture based on Sikh values
- Understands about the relationship between managing performance, CPD and sustained school improvement
- Is able to foster an open, fair, equitable culture and manage conflict
- Manages own workload and that of others to allow an appropriate work / life balance

4. Managing the organisation:

- Has a commitment to developing and sustaining a safe, secure, happy and healthy school environment
- Is able to manage the school efficiently and effectively on a day to day basis
- Is able to manage the financial and human resources effectively and efficiently to achieve the school's educational goals and priorities

5. Securing accountability:

- Has a commitment to the use of outcomes from regular self-review in order to develop the school
- Is committed to individual, team and whole-school accountability for pupil learning outcomes
- Is committed to the school working effectively and efficiently towards academic achievement and the spiritual, moral, emotional, social and cultural development of all pupils within a Sikh school ethos
- Is able to work with the Governing Body to enable it to meet its responsibilities (by providing information, objective advice and support)

6. Strengthening the community:

- Has a commitment to partnership with parents and the community to raise standards by supporting the learning of children and helping to realise the distinctive vision and values of the school as a Sikh school
- Has a commitment to collaboration and networking with other schools to improve outcomes
- Is able to build and maintain effective relationships with parents, carers, partners, Sikh institutions and the wider community so that they enhance the education of all members of the school community
- Is able to listen to, reflect and act on community feedback

Hiring Process

The governing body will appoint a selection panel that will consist of several governors including the Head of Hallfield Prep School and the Portsmouth High School. The panel will meet and agree the roles and responsibilities of panel members. The job description and person specification will be finalised and advertised nationally. Our initial timescales will seek applications no later than October 2013 and to follow the following recruitment strategy:

Advert in TES – October 2013

Short listing – first week in November 2013

Assessment process complete and offer made by 20 December 2013.

Should a suitable candidate not be identified a rerun of the recruitment will be carried out using 'search and select' or other agreed process. The intention is to have identified a suitable candidate by the resignation date of late January for an April start on site. Candidate applications will be shortlisted for an interview based on the 'Application Assessment Category' in the table below. Those shortlisted for an interview will be asked to prepare a presentation of their experience and will be given a task to prepare a presentation on the day of interview. They will also be given a pre-set interview question and a subject area that they will discuss in a group. For instance, they might be asked to prepare for a conversation about EAL integration and best practices for Seva School. On the day of the interview, they will be given a written exercise and a psychometric test. They will also be asked to take a lesson and perform a lesson observation. This will be done in partnership with one of our partner schools or at the candidates existing school. Depending on the arrangements, this may need to be organised on a separate day. The Governing Body will also have a separate interview with the candidate. The areas that we will evaluate are below.

| Assessment Category | Areas to be Assessed |
|----------------------------|---|
| Application | Evidence of previous employment, continuity of employment, previous achievement, supports check of ID, match to Seva School's philosophy and vision, match to person specification, written communication skills, knowledge and professional qualities |
| Presentation Skills | Both presentations will be evaluated separately. 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) |
| 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 Coventry community, knowledge and understanding of child protection and best practice in safeguarding, demonstrating the importance of the school being a learning community |

| Assessment Category | Areas to be Assessed |
|---|--|
| Group discussions | Leadership skills in the group, team-working, oral communication, knowledge of subject, interpersonal skills, including influencing & negotiating skills, diplomacy and sensitivity and ability to paraphrase Another exercise to justify a decision to the panel will be used. Evaluation criteria will be written communication, ability to prioritise, ability to delegate, ability to solve problems, knowledge of subject, timekeeping, ability to summarise effectively and flexibility of approach |
| Governor Interview | In-depth subject knowledge around areas such as pupil achievement, management & governance, curriculum, parents & community, resource management and ethos and vision. |
| Written exercises | The candidate will be given an exercise such as writing a letter to parents or producing a report to governors. Written communication, design, awareness of audience, appropriateness of medium, knowledge of subject |
| Psychometric tests | Various tests will be used to measure aptitude, ability, skill, personality, motivation, temperament and interests |
| Pre-set interview question | Knowledge of subject, research skills, ability to synthesise complex information, oral communication, justification skills |
| Teaching demonstration | We will use an inspector, who will assess the quality of teaching. They will measure interaction with pupils, ability to engage with young people, oral communication, creativity, leadership style, lesson planning, curriculum awareness |
| Lesson observation by the candidate and feedback to the teacher | We will use an inspector, who will assess the quality of the judgment and feedback to the teacher. They will measure aptitude, interpersonal skills, knowledge of teaching and learning, ability to differentiate, understanding of good classroom practice, understanding of behavior management, curriculum awareness, oral communication |

Staff recruitment

Having secured our Executive Head Teacher we will embark on the process of finalising our staff structure around our curriculum needs. Our first priority will be to secure the highest quality Senior Leadership Team (SLT) which will include a Business Development Manager. However, SLT members will be required to take on some teaching duties, so we will need to consider the leadership and teaching expertise when selecting suitable candidates. Job descriptions will contain the following sections to ensure that we attract the right candidates.

- Experience - The type of experience required, relevant private or voluntary (unpaid) sector experience, specific interests or home environment, transferable experience
- Knowledge - Specific knowledge required to do the job, education, training, experience or awareness
- Skills and Abilities - Practised abilities gained through study or experience or ability to develop a skill
- Training And Qualifications - Relevant teaching or areas specific qualification
- Personal Qualities - The specific personal qualities the post holder would need and will be objectively measurable
- Special Requirements - Requirements of the post which might impact on personal circumstances for instance attendance evening meetings. Approximation of the frequency and the reasons why the post holder must attend will be stated.

All posts in the school will require an enhanced CRB disclosure in connection with the protection of children and the following statement will be included in the job description, person specification and advertisement:

“Seva School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

A detailed recruitment strategy will be created which will consider the range of skills required and the market conditions at the time of recruiting. We intend to have an open day where leaders and teachers can come and meet to team to discuss opportunities. In order to attract the best candidates from the largest pool possible, we will advertise our open day nationally. We will also offer other communication opportunities for those unable to attend the open day.

We will use the open day as a short-listing process, followed by an interview and assessment process. Any gaps in our needs will be filled through more traditional advertisement style recruitment, as by that stage we will be able to be more definitive about our the requirements of individual posts. Non-teaching and support staff will be recruited through local advertising and finally through recruitment websites. In all cases we would prefer not to use recruitment agencies, unless we are finding it difficult to secure a particular set of skills through the process described above. Sevak Education Trust has already received a great deal of interest from prospective teaching and non-teaching staff and so we not foresee any significant recruitment difficulties.

Professional Development

At Seva School, we will ensure that our teachers are experts in their subject knowledge. Time will be allocated in the academic year for staff to receive any relevant training. We will use a knowledge sharing approach, where those learning new skills will share this with other members of staff. Skills in mentoring and coaching others will be given high importance. Our leadership team will ensure that shortcomings in skillsets are identified quickly and also effectiveness of any training is monitored and evaluated.

Building the Governing Team

Potential governors have been highlighted earlier in this section and the Seva School governing structure will be as follows:

- 5 governors appointed by the Sevak Educational Trust
- Up to 3 governors co-opted by the governing body
- 2 elected parent governors, one of a primary-age and one of a secondary-age pupil
- 1 elected teaching staff governor
- 1 elected non-teaching staff governor
- Ex-officio – the Executive Head Teacher

Sevak Education Trust has been set up with the initial Governors indicated earlier in this application. The Members and Governors will seek to build the Governing Board to provide the balance and skills necessary to set up and ultimately effectively govern Seva School. Our first priority will be to ensure the following three specific areas of law involved in independent state schools are allocated to suitably experienced individuals either currently Governors or invited to join the board.

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

All of the above to be designed within the constraints of a single school model Memorandum and Articles as produced by DfE. We intend to build the pre-opening board of directors/governors to its full operating numbers by the end of 2013. The key skills required for the period January 2014 to opening will be:

- Chair of Governors
- Education
- Business and Finance
- Building and Premises
- Pastoral Care
- Legal
- ICT
- Marketing
- HR Management
- Risk Management
- Governance

These roles above are specific to the pre-opening phase. The roles each individual will be responsible for once the school is open will evolve as described below. Terms of Reference for the Board of Governors from September 2013 will be developed during the school pre-opening phase. Initially it is considered that each the pre-opening board will be maintained and each of the above identified individuals will continue to champion the following areas indicated above. However, we will also be considering the further skills that will be required either in the short, medium and long term and will plan accordingly. Such skills may include:

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

During the pre-opening period the Governors would seek out, identify, assess and invite additional governors so that by September 2014 the majority of the board as defined in the Articles of Association is fully constituted except for Parent and Staff Governors.

We seek to add to our governing body over time using the following approach

- Governor recruitment will be treated as an on-going process, so that when a place comes up, we already have people who are eager to become involved
- We may carry out a skills audit by using a governing body self-evaluation tool like the Governance Self Evaluation Tracker (GSET) or the Governors' Index to help identify strengths and areas for improvement;
- We will consistently think about the future and ways to develop governors for different roles or responsibilities, including leadership roles on the governing body
- Even if there are no vacancies on the governing body we may maintain an associate members list that can then readily fill any vacancies as and when they arise.
- We will set up information sessions where parents can meet existing governors, talk to governors about the role and ask questions
- A section on the work of governors will be added onto the school website
- We will aim to raise the profile of the governing body through good communication via the school newsletter, our prospectus, information for new parents, photos and mini profiles of governors in the reception area
- Information on school governance will be available at school events, to encourage people to come forward. Events such as meetings for new intake parents, parents' evenings, open evenings and sports days
- Local services and businesses such as doctors, dentists, veterinary surgery, local libraries will be given leaflets and we will aim to advertise locally if cost effective
- We will actively search for Governors through links with the community, local business contacts and through services such as Governornet.

Governors will go through an induction which will include running through:

- The school's strategic plan
- The main issues facing the school
- Roles and responsibilities of governors
- The governance structure
- The school's financial position
- Performance assessments of the school, the Executive Head Teacher, the SLT and the board

During the first term of opening, we will seek to recruit parent governors. The staff will be asked to nominate staff governors for the board. The full governing board will be constituted and operational by January 2015.

Section G: Initial costs and financial viability

Our Approach

Section H

When searching for a suitable school site for Seva School, we used the guidance provided by the Education Funding Agency below:

| Age range | Size (square metres) |
|--------------------|--|
| All-through (4-16) | 1050 m ² + 5.1 m ² per pupil |

$1050 \text{ m}^2 + 5.11 \text{ m}^2 \times 1230 \text{ children} = 7323 \text{ m}^2$

Seva School will cater for 1230 pupils at full capacity, so the proposed site would need to be approximately 7350 m². We used various methods to locate a suitable site, including contacting the local authority, visiting commercial estate agents, driving around the areas and searching the Internet for suitable sites. The two sites below are our groups recommended sites for Seva School.

Coventry West Midlands (Preferred site)

at is one of the last remaining plots on a very successful business park and this is our preferred site. It is located in Holbrooks and neighbours Foleshill, Longford and Radford. The main dual carriageway also has excellent links to Upper Stoke too, which are all of the wards that Seva School would serve. The premises offers flexible build options and can cater for an education establishment ranging from 1394 – 9290m². The site is owned by the group and is offered either freehold or leasehold. An overview of the plot is shown below:



There are two existing bus routes to [REDACTED], both routes run from the central bus depot in Coventry then through the key areas of Radford, Foleshill and finally into Holbrooks. An added convenience is that there is an existing bus stop located at the site.

We feel that this is an ideal site as it has excellent transport links as well as footpath access from residential areas. The site offers an onsite security patrol and CCTV monitoring, which is a very important factor for the parents we have spoken to while gathering demand. The site also has a speed limit of just 20 MPH which is enforced by speed bumps. The roads on the site have wide walkways and offer open and clear visibility. As well as being accessible, secure and spacious, this particular site is surrounded by fields, which create an environment that is conducive for learning. Due to the flexible options available on this site, we can cater for the large assembly hall, kitchen/dining area and sports hall.

[REDACTED] Coventry. [REDACTED]

This full site is 11736 m² and comprises of some steel framed warehouse buildings. All of the buildings have corrugated sheet roofs and are clad with corrugated PVC coated steel sheets. The buildings stand at the centre of the site with typical mezzanine floors offering an additional 185 m² of office based space. This site is available both freehold or leasehold and is currently vacant.

[REDACTED] The site is situated in the heart of Holbrooks, and is connected to Foleshill Road which is main road running from the centre of Coventry through to the M6. There are a number of bus services close to the site along with easy access by foot. If this site was to be extended and redeveloped it could provide an all-through school in the heart of the community, and due to the size of the site it would allow for us to provide the much needed assembly hall and sports facilities.

[REDACTED]

We will also endeavour to raise contributions towards the purchase of the school site through donations from the community, businesses .



[REDACTED]

Annexes – Local Business Pledges @ [REDACTED] per month for 5 years

| Company name | Owner | Contact |
|--------------|-------|---------|
| [REDACTED] | | |

[REDACTED]

Annexe – Personal Pledges 50 people @ [REDACTED] per month for 5 years

[REDACTED]

Finance Model : 100% Pupil Capacity Model

Finance Model : 80% Sensitivity Model