

# Free Schools in 2014

## Application form

### Mainstream and 16-19 Free Schools

# 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:		
<b><u>Section A</u></b> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b><u>Section B</u></b> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b><u>Section C</u></b> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b><u>Section D</u></b> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b><u>Section E</u></b> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b><u>Section F</u></b> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b><u>Section G</u></b> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b><u>Section H</u></b> : 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. <b>Independent schools only:</b> you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:mainstream.fsapplications2014@education.gsi.gov.uk">mainstream.fsapplications2014@education.gsi.gov.uk</a> 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 <sup>rd</sup> 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 <b><u>Section A</u></b> 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 <sup>th</sup> 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] Leicester [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. <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>
6.	If Yes, please provide more details:  [REDACTED] and [REDACTED] are married
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	<p>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:</p> <p>The Resource People Ltd. – Introduced to us at NSN conference. Assisted in writing the bid and financial plans.</p>	
<b>Details of company limited by guarantee</b>		
13.	Company name: Akaal Education Trust Ltd.	
14.	Company address: 40 Duncombe Road Leicester LE3 9EP	
15.	Company registration number and date when company was incorporated:  8334743 18 <sup>th</sup> December 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<b>Company members</b>  <b>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.</b>		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name:	



**Company directors**

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

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

1. Name:  
[Redacted]

2. Name:  
[Redacted]

3. Name:  
[Redacted]

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

**Related organisations**

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

Yes  
 No

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

[Redacted]

[Redacted]

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>Akaal Education Trust is supported by all 9 Sikh Temples in Leicester city and county and have no influence over the trust. They have committed financial support where necessary. See section E. We are proposing a Sikh faith school as described in our application.</p>	
<b>Existing providers</b>		
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:	Not applicable
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:	Not applicable
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: Not applicable.	
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: Not applicable.	
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: Not applicable.	

## Section B: Outline of the school

1.	Proposed school name:	Falcons' Primary School, Leicester.
2.	Proposed academic year of opening:	September 2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	Sikh
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:	<div style="background-color: black; width: 100px; height: 20px; margin-bottom: 10px;"></div> And/or <div style="background-color: black; width: 100px; height: 20px; margin-top: 10px;"></div>
12	Please tell us how you found this site:	Ramgharia Sikh Temple via Leicester City Council
13	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input checked="" type="checkbox"/> don't know?
14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Leicester City Council (LCC)
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. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>Not applicable.</p>	

## Section C: Education vision

Falcons' Primary school has been driven forward by a community group with a clear vision which will nurture creative and outstanding individuals to realise their full potential, academically, socially, physically and spiritually. We see our school contributing towards the fostering of shared values, community cohesion and well being within society at large.

Currently the Sikh faith is not represented in the Leicester 'family of schools' and parents who wish their children to have an education in a faith environment are at a disadvantage as spaces available for them are few and widely distributed.

Falcons' Primary School will be one form entry – a non-selective community primary school offering places to 210 learners aged 4 to 11 when at full capacity, in Northfields area of Leicester primarily serving the Charnwood and Humberstone/Hamilton wards of Leicester. It will be underpinned by our universal Vision, Values and Virtues derived from the Sikh faith.

Our specialism will be Literacy. Literacy will improve young people's longer term prospects and life chances. It intertwines all subjects and enhances each child's understanding. In our curriculum it will be linked to physical literacy, described below.

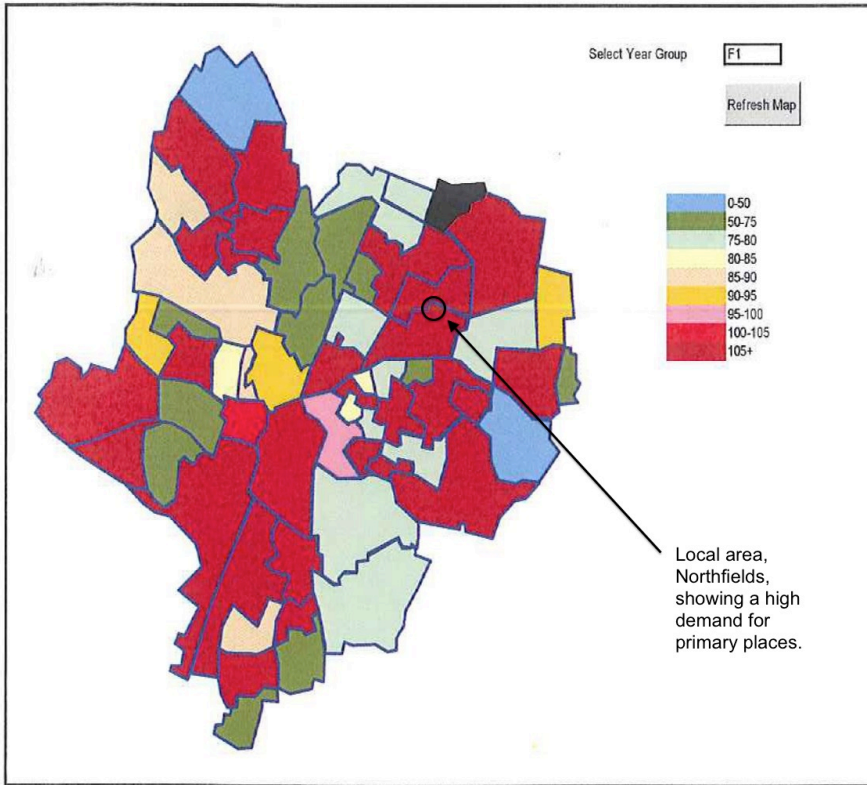
### **Rationale for Falcons' Primary School**

Below we have outlined and summarised the challenges facing our local community and why we believe our school will contribute to meeting them.

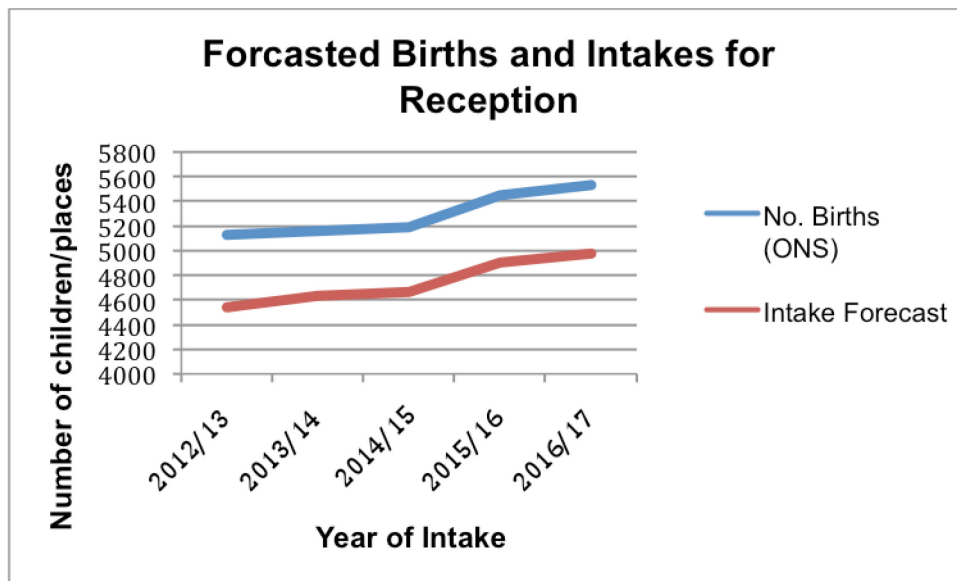
### **Need for Additional School Places**

We have discussed the need for additional places with Leicester City Local Authority who are very supportive of our school and have provided school placement and demand data in support of our application. It is recognised that there is considerable pressure on primary school places in Leicester with many primary schools being oversubscribed. Pupil projection and birth-rate figures show a growing primary population through 2015/16. Leicester City Council have advised that they are taking measures which partially address the shortfall in pupil places including extensions and conversions of existing schools, temporary classrooms and modular accommodation, but that these will only meet part of the projected placement gap.

The following map provided by Leicester City Council shows demand for reception places by area for 2014/15. It clearly shows that our local area is amongst those identified with greatest need for primary places.



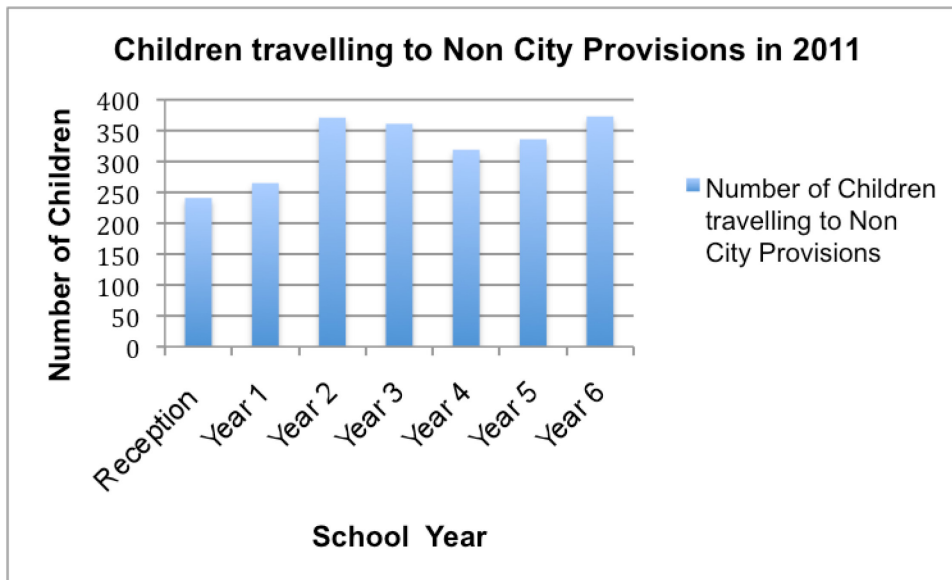
The following chart, based on figures supplied by Leicester City Council shows the projected birth-rate and primary place projections for the next five years.



(Education & Children's Services Scrutiny 19.9.12 PRIMARY PLACE PLANNING Lead Director: Rachel Dickinson)

The data indicates a shortfall of approximately 520 places, rising to 682 by 2015.

Further evidence from this data provided by Leicester City Council indicates that a number of students are travelling outside of the Leicester City Area in order to attend primary school.



For the 2011 first time admission (FTA) round for reception classes, the LA had 4018 applications. 11.7% of applicants did not receive their first preference and 3.9% did not receive any of their first 3- three preferences.

Leicester City Council has told us that they welcome our school and have advised that we could easily become oversubscribed due to current and ongoing pupil placement pressure. While they are attempting to mitigate some of this pressure they are clear that additional schools are needed in Leicester.

We have been told by the Leicester City Council, that our school could be located anywhere in Leicester without its having an impact on local schools or destabilising them in any way.

## Deprivation

### Child Poverty

Child poverty is relatively high in Leicester City. In fact, 70% or approximately 48,000 pupils in Leicester, live in areas that fall within 30% of the most deprived areas in England which is more than double the national average (Leicester Children and Young People’s needs assessments 2009-2010 – Published by Leicester City Children’s Trust).

The Leicester average figures for child poverty are reported to be at 32%. However, there is a large variation in statistics, for example within wards such as Charnwood and Humberstone where we plan to locate our school. In fact, our school location is in a region which is in the 10% most deprived areas in the country based on child poverty and social deprivation. ([www.uklocalarea.com/index.php?q=Charnwood&wc=00FNNM](http://www.uklocalarea.com/index.php?q=Charnwood&wc=00FNNM))

### Free School Meals

The percentage of children receiving Free School Meals in our chosen location is amongst the highest in Leicester at 24.9% compared to 22.9% for Leicester overall and to 19.6% nationally.

(Calculated from information obtained from DFE website relating to 10 schools within a 1 mile radius of our proposed site).

## Academic Performance

On average, Leicester City is falling below National average figures. Our local area is 8% below UK average in English and 8% below UK average in Maths. It also falls significantly below the Leicester average.

	% FSM	% EAL	% SEN	% KS2 Achieving Level 4 in English	% KS2 Achieving Level 4 in maths	%KS2 achieving Level 4 in English and Maths	Pupil Absence %	Income Deprivation affecting children
National Average	19.2	16.8	8	82	80	74	5.14	N/A
Leicester Average	22.9	-	-	78	79	72	-	N/A
Local Area Average	24.9	65	-	74	72	68	6.41	10% most deprived in UK

(Data in table obtained from DFE website Nov 2012)

However, further analysis shows that the schools closest to us, for example Merrydale Junior School, Rowlands Hill and Northfield house Primary Schools, are excessively below Leicester and the national average and far from achieving the desired levels in English and Maths, at 45%, 53% and 64% relatively. (DFE website Oct 2012)

These three schools are 29%, 21% and 10% below the national average.

Merrydale has been judged as inadequate in an Ofsted report in July 2012.

Based on the above analysis, in our area children are likely to leave primary school with attainment levels 10%-30% below the national average and are already more disadvantaged than their peers in less deprived areas just one mile from our area. This provides an additional challenge to the children as they move into secondary school starting from a 'catch up' position.

### **Why are we proposing Falcons' Primary School for our local area?**

We believe that the children within our community deserve a real opportunity to improve their life chances. The Sikh celebration of and focus on learning provides the basis for our determination and drive for excellence.

*'become great humanitarians through education'*

(Quote from Sikh Scriptures Siri Guru Granth Sahib Ji)

What makes our school distinctive is the fact that we shall be using Sikh values and virtues to underpin a relentless pursuit of academic excellence. Many of these values and virtues (which we have described below in our vision statement) are not exclusive to the Sikh community and are respected by people from all faiths and none, which will enable us to address the needs of children from across the community.

We believe by nurturing these social values, which are applicable to all



communities, our children will grow up to care about their local environment and add value to the community they live in.

Sikh values support a multi-faith ethos and we believe individuals can live harmoniously in and as part of a community where all are equal, regardless of faith, ethnicity or gender.

Whilst other communities have their own faith schools in Leicester, the Sikh Faith is not currently represented and there are not enough spaces in other faith schools for our children. Therefore they are at a disadvantage when it comes to education in a faith environment.

Consequently, we will:

- Offer all parents in Leicester the opportunity to choose for their children a distinctive learning environment, thereby enhancing choice as well as quality.
- Concentrate our curriculum delivery and the way we run our school on improving the life chances and outcomes for our children in a positive values driven and safe environment.
- Provide a school which will act as an educational hub for a multi-faith curriculum, and offer wide access to education resources.

### **Our vision and ethos**

Our ethos is designed to support the social and spiritual wellbeing of our children. We will achieve this through the principles drawn from the Sikh Faith. These include respect for others, humility, valuation of all, celebrating achievement wherever and whenever it occurs. Such universal teachings will promote inclusion and respect for all irrespective of class, gender, creed, status, ability or disability. Respect for elders, other faiths and beliefs, caring for elderly and underprivileged, and humility in living will underpin respect for others.

We will employ a broad, balanced and creative curriculum which will stimulate our learners and nurture creativity and a passion for lifelong learning. We will teach core skills such as Literacy, Numeracy, science and ICT independently. The rest of the time our learners will work on a coherently designed project based curriculum, which will be creative and skills based. Our curricular approach will be guided by the National Curriculum and will enable children to make a positive and active contribution to the local community and to becoming lifelong learners. We will use Assessing Pupil Progress (APP) and personalised Individual Education Plans (IEP) to ensure all our learners are achieving their potential. These strategies have been demonstrated to be consistently successful at Guru Nanak Primary School, Hayes and Harby CE Primary School, Leicester.

Physical Literacy (PE) will be taught through the Fundamental Movements skills (FMS). These skills are important because they are the building blocks or foundation movements for the more complex and specialised skills required by children throughout their lives to participate competently in a range of games, sports and recreational activities offered at school and in the community.

All children whatever their ability, age, size, shape or aspiration can improve their fundamental movement ability and build the foundations on which future sporting performance is based. Children will enjoy the variety, challenge and performance improvements that this programme will provide.

Skill Categories include:

- Locomotor skills – such as running, jumping, hopping, galloping, skipping and leaping.
- Balance Skills – movements where the body remains in place, but moves around its horizontal and vertical axes.
- Ball skills – such as catching, throwing, kicking, underarm roll and striking.

Children aged three to five years should be active for at least three hours during the day in structured activities and free play sessions. To nurture their gross motor development, children will have opportunities to practise FMS as part of their daily routines.

Interestingly there is now much evidence to show the impact of Fundamental Movement Training on children’s overall learning, handwriting development and mathematics skills, improvements in concentration and behaviour, as well as physical development. (SAQ international Ltd. See Annex C)

It is important to us that our ethos involves learners developing a passion for learning and the following virtues are an important asset in this process:

- Compassion for all and the environment.
- Faith in your chosen way of life.
- Determination to succeed in all your endeavours.
- Resolve to see it through.
- Mastery to be the best.

These Virtues are key to the Sikh Faith and are at the same time of universal appeal.

It is also worth noting that Students attending Sikh Supplementary Schools regularly out-perform their peers at mainstream school in national curriculum subjects. We cite this to give some indication of our track record and understanding of the requirements of learning in our local area. Evidence of their success is shown below:

Name	Supplementary school	State school	School result for relevant year	GCSEs A*-C	A-levels	Higher Education
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]


At our supplementary schools these five virtues form the basis of our strong pastoral ethos. In addition we also provide a range of additional support to young people that attend. This includes tutoring, coaching and mentoring from our volunteers. We believe this is key to raising their attainment and aspirations to go on to higher education. So far we are seeing a 100% of pupils going in to higher education. We cite this to show that as a community group we understand how to engage our local learners to encourage them to succeed. These approaches taken from our supplementary schools have been implemented in to our education plan - Pupils regularly working in small groups, a strong pastoral ethos underpinning learning, excellent attendance, working closely with parents and use of mentoring and coaching. We are clear that these approaches will support all our pupils at Falcons' Primary School. We also indentify particular approaches to working with pupils with EAL and SEN, particularly in Reception year and Year 1, which will deliver good progress and allow pupils to achieve their targets with confidence.

**Our three founding principles**

**Learn**

In order to raise academic performance, we will create an environment in which our community of teachers, children, parents and carers are fully engaged in promoting learning. They will come to expect to experience the highest quality of education and love for lifelong learning. We will achieve this by:

- Providing a safe environment in which our children can develop academically, physically, socially and spiritually.
- Placing learning at the heart of our school's activities so that it naturally carries over into all aspects of our children's lives.

- Showing children the value their teachers, parents/carers and other significant adults place on learning.
- Regular assessment and tracking of our children's progress by our trained staff so that additional help can be given wherever a pupil is falling behind the targets in his/her own learning plan.
- Keeping parents informed and involved in their child's education through regular reporting and also welcoming them into the school in support of the unfolding learning process.

We expect to see a clear improvement in academic progress as learning becomes pleasurable and a key aspect of daily life.

### **Achieve**

We will nurture a culture where exceeding expectations is the norm. By overcoming barriers and making learning fun for all we will aspire for greatness. High expectations throughout our entire organisation will help us give children the education they deserve. This will be achieved in particular by:

- Addressing the Special Education Needs of all pupils including gifted and talented, using Individual Education Plans.
- Clearly valuing achievement wherever it is manifest.
- Aiming to exceed national average targets for all pupils.

This principle will be manifested in our school by:

- A curriculum which concentrates on helping all children to acquire what we have called the bedrock subjects of English, maths and science.
- Providing ample time and resources for offering individual help when a pupil is lagging behind his/her planned achievement profile.
- Explicitly addressing all individual needs, as set out in Section D to include pupils with SEN.
- Celebrating all achievement and using praise as a key motivator of further achievement.

### **Share nobly**

Life is about more than oneself; the joy of giving can exceed the joy from receiving. Sharing and giving to others we regard as a key process which particularly impacts learning and is often best pursued by various forms of teamwork, even when it is necessary for each individual's distinctive contribution to be recognised. To progress this value, we will:

- Encourage our children and staff to be supportive of each other by selflessly sharing knowledge and resources.
- Create learning experiences which demonstrate that individuals can and do contribute different capabilities in group work for which they are valued.
- Have a zero tolerance to bullying.
- Encourage respect for each other whilst accepting our diversity in order to create a harmonious environment where different communities can unite in common goals for mutual improvement.

### **Three further principles**

#### **Welfare of society and the environment**

Deprivation can be a barrier to learning because it creates low aspirations and low self-esteem impacting on life experiences and wider opportunities. It may also place difficulties in the way of children accessing educational resources, for

example if school attendance is poor or lack of resources at home i.e. ICT. Such effects act upon the whole community and create cycles of under achievement. Consequently we shall work to eradicate deprivation in our community, in particular by valuing each individual's distinctive achievements in the context of the contribution they make to society as a whole.

We shall support teachers to provide effective learning activities that address barriers across the curriculum in every context and setting. This will involve helping everyone, encouraging acts of selfless service, supporting others locally, nationally and internationally, promoting a harmonious environment and community cohesion, which will extend the school boundaries.

### **Humility**

We shall focus our children on being considerate of others regardless of faith or no faith. Excessive pride often hinders growth and becomes a barrier to learning. We will help our children to recognise this and encourage humility as a valued talent within our school environment. This will help to heal divisions in society and ensure that merit, where ever it exists, is recognised and built upon. An example of this principle in operation in our school will be mutual participation by children of different faiths and no faith in cultural events, music, dance, drama and sports drawn from a variety of cultures.

### **Working Honestly**

We shall encourage hard work in the classroom which demonstrates honesty and integrity. We want our children to know that without effort you cannot achieve, and to transfer this to their daily life. We shall encourage children to consider the impact of their actions on others and on our environment.

In particular, praise and reward structures within the school will operate to reward effort and achievement against the odds.

### **Aspirations**

As noted above, there is a higher level of child poverty in the areas in which we intend to open our school than in surrounding areas of Leicester City, which can in part be addressed by widening opportunities for our pupils through our education plan, extra-curricular and enrichment activities.

We intend that through our broader curriculum, our pupils will have a wide range of aspirations for their own future.

Our aspirations for the school are:

- Every child feels safe and secure at all times.
- Pupils reach and exceed academic and non-academic targets.
- A school that is free from bullying.
- A culturally diverse intake of pupils through which the diversity of the city of Leicester is celebrated with pride.
- To serve our wider community as well as our pupils and their families.
- A school where staff are valued and supported and respected by all.
- A school where pupils leave as strong confident young people, with a determination to succeed in whatever they choose.
- A school in which parents feel well supported and welcome (our practical Parenting workshops will better equip parents in supporting their children with the challenges of education and life in the 21<sup>st</sup> Century).
- A school which can serve and meet the needs of its local communities.

- A resource for understanding the Sikh Faith, in particular, what it means to be a Sikh in 21<sup>st</sup> Century.
- A school that (once established with consistently stable results) will work to support schools in areas where pupils are underachieving in Literacy.

The qualitative elements in these aspirations will be measured in a variety of ways, chiefly involving regular surveys of pupils and parents/carers.

### **Targets**

Our academic targets are:

- 90% in level 4 at KS2 in both English and Maths.
- 90% level 2 at KS1 in both English and Maths.

Over the first ten years, we will monitor our results and add percentage targets for level 5 in Literacy and Numeracy.

We will analyse our KS1 results and any pupils falling short of our target will be provided with an enhanced programme involving more one-to-one learning time with the active engagement of parents. We will assess pupils' progress every week so we can have a timely response to addressing their needs.

These targets are appropriate because:

- The KS2 and KS1 targets represent a significant move forward from the current position in Leicester City.
- They represent a stage of progress which is stretching, but realistic.
- They speak directly to the kind of preparation Primary pupils need in order to make a successful transition to the Secondary curriculum.

Our non-academic targets are:

- Every child will have the opportunity to play a musical instrument.
- Every child will have the opportunity to take up a sporting activity/hobby including swimming.
- Every child will gain the appreciation of a modern foreign language.

The non-academic targets relate to enabling our children to participate in high profile elements of our culture. These targets involve offering opportunities for different kinds of learning; there will be no coercion and pupils may take up music, sport or languages at any time. The range of options will be showcased to pupils and parents/carers throughout the school year and every encouragement to become involved will be given.

Music is part of all known cultures' activities and has an honourable tradition both in Western culture and the Sikh community. It is known to enhance individuals' sensitivity and provide a context where subtle motor skills can be learned. We are committed to having music instrumental tuition for every child in our school, The Suzuki method is one we would favour as the ethos fits in well with our vision - it aims to produce 'noble hearts', and 'children will learn from their environment.' There is no entry level aptitude test; the idea is to take the child on a journey to educate them in music.

In a different way, sport and physical achievement is similarly ubiquitous in our culture and offering the opportunity to achieve sporting excellence can also support academic and other forms of achievement. In more general terms,

participation in sport and physical activity contributes to pupils' well-being and health.

Languages are the web through which mankind communicates and knowledge of which can remove barriers and facilitate mutual understanding. Once again, achievement in this domain can support learning elsewhere and enable individuals to demonstrate their ability to achieve excellence. It is well recognised that access to a second language early on improves cognitive ability. Our Intention to level the playing field for pupils who are not EAL by introducing them to a modern foreign language during their early years education through nursery rhymes.

### **How will our principles and targets be manifested in our school?**

We are confident our curriculum plan, with personalised Individual Education Plans along with a programme of APP and our extra-curricular and enrichment activities, will address the needs of our pupils, including those who initially perform below target levels.

Our vision of providing support and addressing the welfare of all will underpin meeting the needs of pupils with SEN and the gifted and talented. This will ensure that all of our learners will benefit and truly demonstrate that every child matters.

Our parental support sessions and workshops will welcome parents and help them support their children through their education. This is described in more detail in section D1.

Our model focuses on promoting wider opportunities through music, sports and languages as we feel these are common interests for all communities. The study of which will promote genuine integration through shared interests.

## Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Reception</b>		30	30	30	30	30	30	30
<b>Year 1</b>		30	30	30	30	30	30	30
<b>Year 2</b>			30	30	30	30	30	30
<b>Year 3</b>				30	30	30	30	30
<b>Year 4</b>					30	30	30	30
<b>Year 5</b>						30	30	30
<b>Year 6</b>							30	30
<b>Totals</b>		60	90	120	150	180	210	210



## Section D: Education plan – part 2

### D1

#### **The Falcons' Primary School**

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

#### **Rationale for the chosen curriculum**

We will aim to promote the spiritual, moral, cultural, mental and physical development of all pupils at the school. We believe modern life can be very demanding and stressful in a forever changing economic climate. Consequently, promoting the wellbeing of our pupils, and enabling them to develop coping and excelling skills in pastoral areas, are equally important to develop the whole child. Students of the Falcons' Primary School will benefit from a broad curriculum with particular emphasis on improving levels of literacy. The curriculum and model of delivery has been considered in light of a number of local factors affecting children in Leicester, namely:

- Below national average attainment in numeracy and literacy at Key Stage 2.
- High levels of child poverty in the proposed ward for the school.
- A significant proportion of children with English as an additional language.
- Examples of existing turnaround success in Leicester schools facing similar difficulties

The school is located in a part of Leicester where more than a third of children do not meet the national average in numeracy and literacy by the end of key stage 2. The proposed site will be in the Northfields, Charnwood area of Leicester where there are high levels of social and economic deprivation, as evidenced by the rising numbers of people in receipt of state benefits. Data from schools within a 1 mile radius of our proposed sites indicates more than 65% of children growing up with English as an additional language and child poverty indices as high as 45%, children of school age are growing up surrounded by increasing worklessness, negativity and associated difficulties of families who have limited employment prospects and significant cultural barriers. As detailed and in section C of our application (sources on pages 11 & 12). Therefore the Falcons' Primary School curriculum will:

- Raise the self-esteem and aspirations of children and prepare them with a sound grounding in numeracy and literacy which will allow them to reach their full potential from their educational career and throughout adult life.
- Promote excellence by fostering high academic standards and a love of learning through a personalised approach.
- Provide active, explicit and continual assessment for learning.
- Deliver a learning environment which is rooted in the Sikh faith - values-driven, child centred and celebrating a love of learning – thus instilling and promoting excellent behaviour and self-discipline in our children.
- Be fully inclusive, involving parents, members of our community in all its diversity, sharing and learning from activities with a range of partners, to

equip every pupil with the necessary skills and experiences to contribute to the betterment of their community and society.

Whilst we have considered the International Baccalaureate Primary Years Program, we believe following a curriculum based on the National Curriculum will offer a broad and balanced learning experience, which will meet the needs of all children in the school. Currently we have seen that the National Curriculum when delivered with passion by teachers who are well supported by their Senior Leaders provides outstanding results both academically and pastorally. Some of these local and national 'successful' schools have been cited in our application. We also realise that we will be able to recruit staff who are confident in teaching this curriculum and concentrate our efforts training our teachers and teaching assistants to the Assessing Pupil Progress and personalisation strategies which will ensure we meet our challenging and ambitious targets as outlined in section D5. We will be mindful of planned changes to the National Curriculum when further developing the Curriculum further. Thus ensuring the essential knowledge that all children should acquire whilst allowing the schools to decide how to teach this most effectively within a wider school curriculum.

### **How our curriculum links to the Sikh faith**

The Sikh faith is based on values which are followed in every aspect of life, beginning with education. They relate to the whole person and his/her development. Consequently, they are ideal to underpin a lifelong learning process, offering clear principles on which life may be lived. The key values for us, as set out in Section C are as below.

### **Learning**

The fundamental activity of the human being is to learn and thereby assimilate aspects of the world around him/her, placing emphasis on coming to understand and value the unique contribution of each and every human being. Characteristically this involves working with others, such as in teams, to achieve a goal which goes beyond the possibilities of any individual. Individuals are never devalued, but highly valued for their individual contribution. All children in our school will be encouraged to participate in learning as a contribution to human development.

Examples of this value in the curriculum could include:

- Encouraging children to feel natural and comfortable in group work, such as topic-based work in science which enables learning about the unique contribution of each individual to the human project
- Demonstrating through the study of science and literature that all individuals are part of a distinctive culture which can be understood and valued
- Learning how music works and to create music through playing a musical instrument are essentially individual activities, but they will be taught to show the commonalities across all societies and cultures.

### **Achieving**

Taking responsibility for one's own achievement, growth and development is central to the Sikh belief system. Given the right opportunities, parents will take responsibility for encouraging and empowering their children to achieve to the highest levels. Advancement on merit is at the core and we shall ensure all children absorb this value. As well as underpinning a sound education, taking

responsibility for one's own achievement is valuable throughout life and can deliver results in the most challenging situations.

Examples of this value in the curriculum could include:

- Encouraging children to set themselves stretching objectives and strive to meet them, with teachers and parents/carers providing guidance and support.
- Teaching children to understand the place in human history of striving against the odds to achieve in intellectual and physical domains.
- Teaching children to value their achievements and those of others as fundamental to human life and well-being.

### **Share nobly**

Putting others first and using one's own advantages to help those with fewer opportunities than oneself are also at the core of the Sikh value system. This is exemplified in everyday life where the highest value is placed on magnanimity, serving others before self and generally behaving nobly towards other people. These are moral values which continue to be practised throughout life and are never fully and completely learned.

Examples of this value in the curriculum could include:

- Emphasising each individual's responsibility towards others and the key role of the pupil as also a teacher in some circumstances such as learning common systems of mensuration in mathematics, some of which will be familiar to some class members.
- Enabling pupils to understand languages as equally part of our common heritage which can help communication and delineate a common culture.
- Creating situations where pupils can share their knowledge and skill with the relatively strong helping those who are weaker, whether in literary creation and understanding, or in mathematics.

### **Welfare of society and the environment**

Sikhism values our environment and the different societies which have flourished on it. Support for such areas as clean energy policy; the need to recycle; crop rotation and sensible use of fertiliser, are examples of this value at work. Societies are understood to grow up, flourish and sometimes decay, within a particular environment. This view encourages respect for different societies and the way they have adapted to different environmental factors.

Examples of this value in the curriculum could include:

- Learning respect for the environment as a common inheritance and common good in science.
- Understanding how literacy works within all societies to bring people together and avoid discrimination and unproductive conflict.
- Learning how information and communications technology (ICT) is a particular response to the need and desire for much greater social solidarity and ability to communicate on a global scale.

### **Humility**

This is a very positive value in Sikhism because it stresses the need to put others first and to value every member of any given society regardless of hierarchy or social status. Clearly learning and achievement as described above are strongly individual values, hence humility, by way of balance, stresses the need to avoid egotism and self-praise. There is nothing weak

about humility: it is the strong who practise it best because they can understand its power to bring individuals together and avoid bigotry.

Examples of this value in the curriculum could include:

- All forms of working together in horizontal and vertical housing groups for the common good, which are essential to the topic-based curriculum, will tend to enhance humility.
- Study of literature for children provides many examples of situations where those who are apparently strong and powerful may not always be the best role models when situations become difficult and a more team-based approach is more effective.
- Our children will be able to experience situations where their willingness to help others will feedback to their learning.

### **Working honestly**

This value has to do with working together with others to achieve a common goal and doing so authentically, i.e. fully recognising others' positions and still valuing them for their unique attributes, knowledge and skills. This value will start a journey from the Early Years which will follow each child throughout his/her educational career and will connect many years later with honest and authentic behaviour in term of relationships with others in adult life. It will also connect with the concept of business ethics which stresses the need for honest and decent behaviour in the business world.

Examples of this value in the curriculum could include:

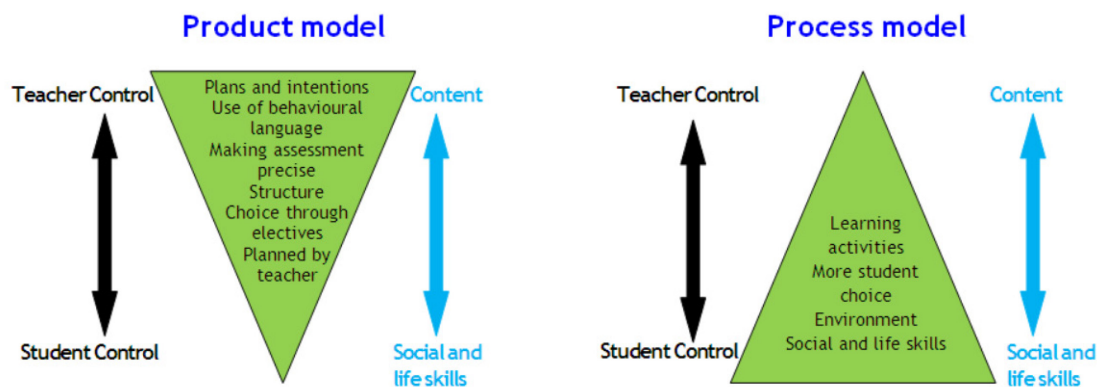
- Each child's experience of working with other children who will exhibit a variety of behaviours, skills and knowledge and learning that all human beings can be valued for what they are and what they have achieved.
- Learning about different cultures and how each can be approached with a "deficit model" or alternatively in ways which honestly bring out the best and most valuable aspects of each particular world view.
- Experiencing a multi-cultural society not as something unusual, but as a common part of life in the UK in the 21<sup>st</sup> century, in which all are valued whatever their inherited capabilities.

### **How the curriculum meets the needs of our expected intake**

Our strategy for improving students' capabilities and advancing their achievements is based on adding value to their learning in two ways:

- We will create a firm bedrock of learning based on our use of the National Curriculum Programmes of Study at KS1 and KS2 in English, Mathematics and science.
- We will advance students' wider skills by providing them with a topic-based curriculum which draws upon selected aspects of the key, non-statutory subjects, being: ICT; history; geography; a modern foreign language (French); Music; PE; design and technology.

Use of the topic-based curriculum will allow a compromise and balance between the product and process model of learning.



Ref: *Programme Design, Overview of Curriculum models*. Geraldine O’Neill – 2010 UCD Teaching and Learning Resources.

This approach allows the teacher to plan and lead the lesson, whilst still being flexible enough for the pupils to exercise some degree of control over their learning. This will provide opportunities for independent learning, and pupils becoming increasingly responsible for both their academic and social development.

We shall adopt the three bedrock Programmes of Study planned for introduction in September 2014, being English, Mathematics, Science, because we believe these offer a rigorous grounding in the required skills for further study and achievement in Secondary education and proficiency in life skills, which will enable our community to produce young people whose achievements are truly outstanding. Our curriculum will embody breadth and a balance between teaching firm knowledge, understanding and related skills in the bedrock subjects, while not neglecting wider skills and subject exposure which improve students’ motivation and link with key generic skills such as enquiry, problem solving and use of information, which characterise all successful learning.

We have chosen Literacy as our specialist subject because we believe the ability to read as early as possible is the key to all other learning and is key to the development of those with EAL. We believe good literacy provides a strong driver to secure progression and improvement. Its mastery underpins success in academic learning and the professions. Our community, with its high levels of English as an additional language, has responded well to placing Literacy at the heart of the school, providing a sound basis for success in education, further education and ultimately employment.

By integrating literacy and numeracy in all aspects of our curriculum and encouraging a personalised approach we will deliver pupils who are confident learners as they progress into secondary school. The skills developed in the core subjects will be applied consistently to other subjects and topics taught to reinforce and embed a successful basis for progression. Over 40% of curriculum time will be devoted to Literacy and Numeracy.

We shall, however, ensure that students move on to the study and progressive learning of English which offers them the opportunity to experience their own learning power and relative independence. Similarly, our progressional topic-based curriculum model will enable students to move forward in mathematics as rapidly as possible. Science, forming the third bedrock subject for study, will emphasise, as in the Programme of Study, observing and understanding natural

phenomena. Judging the impact of these strategies will be based on use of testing at the end of KS1 and KS2. Our initial target is for 90% of learners to have achieved level 4 in the KS2 tests. In this context we would note that local schools generally do not achieve so well.

### **Meeting the needs of individual students**

In order for our pupils to aim high and to achieve at the highest levels they need to be able to understand and evaluate their learning. They need to understand what excellence looks like and what they need to do in order to achieve and surpass their targets. Therefore our Education Plan puts personalised learning and assessment – through Assessing Pupil Progress, self - and peer-assessment, to teacher and test assessment – at the heart of learning, to ensure that a continuous cycle of planning, learning and reviewing delivers strong progress.

In order to participate successfully in the professional and social world as adults our pupils need to have firm foundations of faith, knowledge and skills. Our Education Plan prioritises the delivery of Literacy, Numeracy and Science to ensure that our children have a depth of understanding in these core areas of learning on which all their other learning can build. Our Plan is clear that depth is achieved not only through specialist learning time in these areas, but within the topic-based approach to learning exemplified in the approach to teaching and learning we outline.

Children who come to us having experienced significant levels of deprivation, whom we expect to be the majority, may show signs of low self-esteem, low aspirations and lack of confidence. In addition to providing a safe, stable learning environment, we shall use personalisation of the curriculum to enable all learners and particularly those suffering from the effects of socio-economic deprivation, to define their own learning path and way forward. Our topics will relate to real local/national and global issues and concerns so pupils are able to relate the curriculum to real life issues. For example when studying the environment we will look at local, national and international concerns regarding pollution how it relates to schools, businesses, families, and the average consumer.

We shall personalise our learning using the following strategic approaches:

- When planning learning, staff will examine the range of opportunities for children to use different learning styles during a period of time or over a planned scheme of work. Different learning styles incorporating visual, auditory and kinaesthetic strategies in to lesson planning will ensure that our learners can adopt their preferred learning styles then progress to developing skills and confidence in using other learning styles with which they are less comfortable.
- ICT and using new technologies will form an integral part of planning for different learning styles, and staff will incorporate it as appropriate into their personalised planning for pupils. We will encourage our staff to adopt a consistent plan when incorporating ICT into the curriculum. We will ensure access to computers is made available for pupils who are disadvantaged in this area of the curriculum (perhaps through lunch time clubs and golden time activities).
- Staff, with personalised Individual Education Plans in mind for their class will plan opportunities for pupils to select their timetable for learning within a

given period, based on a clear understanding of what needs to be done over the timescale, and their own understanding of where they are in their learning and what they need to do to make progress.

- Staff will differentiate their schemes and plans principally by task, guiding pupils towards the level of task which stretches them and allows them to make good progress in their learning. Staff will be trained in methods of differentiating and identifying those tasks incorporated into their lesson plans. They will then at the next meeting report back on the outcome of the strategies that were adopted. This 'action research' approach to using new methods encourages an ongoing learning debate between reflective practitioners.
- The Teaching Assistant working with each class, together with any additional Teaching Assistants at the school supporting individual pupils with particular learning needs, will enable pupils to work in smaller groups to support this personalised approach. We will commit to employing skilled Teaching Assistants and developing our staff to meet the needs of our children.

We are aware there will have a high number of EAL pupils who will require a great deal of support at KS1 with language and communication. Our staffing structure and staff training will reflect this to ensure all pupils have the necessary support to progress and develop at every level including, but not limited to, academic achievement.

We will be fully committed to serving our pupils with special education needs. We will have a dedicated SENCO who will work with all staff, teaching and non-teaching, to ensure the needs of individuals are fully identified and addressed. We will be using a multi-agency approach when addressing needs and action plans for individuals with SEN requirements. This is to ensure we put together the most effective plan which is acceptable to the pupil and their parent/guardian.

We are committed to serving needs of all pupils this will be reflected in the clubs and enrichment activities we will be offering. Each child will have their own personalised education plan and we will ensure the school works closely with parents and pupils to maximise each individual child's potential. Staff will monitor progress and report/update IEP every week.

Results will be displayed on our KPI board where we can visualize the School's, teachers' and pupils' performance.

### **Aspirations for our pupils and whole school achievement**

Our pupils will be articulate, kind and reflective, proud of their school, their peers and their community. They will participate in class, school and community events with enthusiasm and seek to improve the experiences of all involved in such events. They will be compassionate and thoughtful and this will be reflected in their behaviour to each other and in their attitude to the wider world. We will be seeking to develop our pupils to be tolerant and dedicated citizens, who appreciate the efforts and contributions of others to society, who work hard and in the service of their community and achieve to the best of their ability in all their endeavours. Pupils will receive a range of rewards, which reflect their contributions, and will keep - with the support of their teachers, mentors, parents and others - a 'portfolio' of all their activities which will demonstrate evidence of their participation in activities which showcase these qualities.

## **How we will improve students' outcomes**

In order for our pupils to have the firm academic foundation they need to be successful at secondary school and in life, so we have also set challenging targets for progress and outcomes for all year groups. We intend that Falcons' Primary School will achieve strong progress in learning from the Foundation Stage through to Year 6 and beyond. Please see section D5 for full explanation of our targets.

Our teaching/learning arrangements will additionally define and focus on skills required for success in life and eventually in the 21<sup>st</sup> century labour market, taught at a suitable level for Early Years and Primary children. While being based on topics and projects over which even the youngest KS1 students can exercise some control, we shall ensure each subject involved is treated with integrity and students are enabled to understand the unique contribution it has made to mankind's knowledge and understanding.

The integrity of each subject discipline will be reinforced by drawing out its contribution to, and influence by, the key subjects of English, Mathematics and Science so that students are able to understand the homogeneity of all learning and the great importance of English and quantitative skills to all other subjects. We intend that the Year 1 Phonics Screening test, if delivered again in 2014, will demonstrate that all (100%) of our pupils are working at the level appropriate for their age. This will ensure that pupils are moving forward well in literacy, the basis for all their future learning. 90% of our pupils will achieve Level 2 in English (reading, writing, speaking and listening) and Mathematics at the end of Key Stage 1.

The topic-based work will support differentiation and contribute to personalisation of the curriculum so that students operate progressively in an enquiry-based learning mode and by so doing, come to experience their own power as independent learners. This activity will be supported by judicious use of ICT, particularly hand-held devices for accessing information and recording the outcomes of each individual's own learning journey, beginning as soon as they are able, which for most we expect to be during KS1.

In these ways we shall balance for our students the necessary acquisition of knowledge with the skills required to use and extend it which characterises all useful activity.

Beyond this, we believe that our positive values framework described above, which is part of our curriculum, will create an exemplary platform for learning and for increasing motivation. This is an unusual approach for a Primary School and focuses on learning in a highly specific way.

## **Transition between Early Years phase and KS1 and KS2**

### **Early Years Foundation Stage**

Our Early Years Foundation Stage profiles will report as required on the attainment of each individual child, and their position in each of the 13 Assessment Scales. We intend that each child will demonstrate a score of at least 6 on the Early Learning

Goals 'ladder' and that 80% of them will secure a score of at least 8. We intend to achieve these ambitious goals early to establish strong foundations to progress to the next level at Key Stage 1. Our chief methodology will be use of one-to-one teacher time with those who show signs of falling behind the stated



target. While recognising that this has a cost, we believe it will give those who need it a timely boost which will pay dividends in terms of future success.

Evidence and research clearly demonstrate that early success carries right through academic life, so investment in this stage, with high expectations from the outset, will set the standard for the life of each child at the school.

### **Early Years Foundation Stage Approach**

Our Foundation Stage provision will incorporate the recommendations from the EYFS Review when they are published. Meanwhile we are mindful of the Government's response to the consultation published in December 2011. We believe that this approach will enable us more seamlessly to make any required adjustments to reflect a model focused on the three Prime Areas of Learning and Development:

- Communication and Language
- Physical development
- Personal Social and Emotional Development

With four Specific Areas of learning and development:

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

We will aim to develop an approach which is flexible and able to adapt to the Government's requirements for the Early Years Foundations Stage provision as it evolves.

We expect that within the detailed planning process, time spent on aspects of literacy and numeracy to meet our high expectations are woven into the curriculum, such that from Year R to Year 6, we expect that at least 20% of curriculum time will be spent focusing on aspects of communication and literacy as appropriate for the Key Stage – and that there is a good balance between speaking, listening, reading and writing. This will include a systematic approach to synthetic phonics from the Early Years Foundation Stage through to Year One.

This aspect of Early Years and Key Stage 1 and Key Stage 2 learning in reading is critical for our pupils as we expect that many will experience barriers to becoming effective communicators through their experience of English as a second language, and / or having special educational needs. We will utilise continual assessment and early intervention or catch up programmes to support children who are not making the required progress. We discuss our strategy in these areas in more detail further on.

### **Transition to Secondary School**

We regard the transition to Secondary School as vitally important and will seek to work with our local schools to plan and implement a programme which facilitates this for every child. Key aspects of our planning include:

- Arranging visits for our children to neighbouring secondary schools to promote familiarity.
- Agreeing with the secondary schools a Key Stage 3 programme which minimises disruption to learning from unfamiliar teaching strategies and styles.

- Ensuring that there is a clear transition programme for Year 7 which similarly minimises disruption to learners' progress.

Despite the above measures, we are well aware that disruption, leading to a subsequent dip in achievements, can occur. This would be likely to affect children who have suffered deprivation and we shall focus resources on this group, for example in terms of additional one-to-one teaching input.

## **D2**

### **The curriculum in detail**

#### **Key Stage 1:**

The teacher assessments carried out at the end of Key Stage 1 will be based on the tasks and tests produced for this purpose, so that children can in a safe environment begin to become familiar with taking tests and being successful in doing so. Again, we set this ambitious target to reflect our commitment to the success which can be achieved regardless of background or ethnicity by schools who refuse to allow these indicators to lower their expectations. 90% of our pupils will achieve Level 2 in English (reading, writing, speaking and listening) and Mathematics at the end of Key Stage 1.

#### **Strategy relating to English / Literacy:**

- Staff planning the Early Years Foundation Stage will carefully balance the focus of introducing literacy and numeracy with the other areas of learning, using play-based learning approaches such as role play areas, drama, song and art to embed literacy and game-based numeracy learning, focusing on child-initiated activities in each of the 6 EYFS areas.
- We will follow a government approved synthetic phonics scheme such as Ruth Miskin program or Jolly phonics both of which have tried and tested and been successful in schools with our proposed intake locally and nationally. These phonics programs will provide systematic instruction for whole class and individual activities in phonics, supported by a full range of decodable readers, lesson plans and teacher notes. We will introduce a whole school approach to synthetic phonics to ensure consistency throughout the school. Our staff will be fully trained in synthetic phonics as a pedagogical approach and in the use of the particular resources we use, so that we obtain the best possible results for our children.
- We will engage parents in the approach so that they are able to further support their children's learning. This will be done through a series of workshops/training sessions that transfer skills to parents supporting their child through education. If necessary the sessions will be informal so all parents are encouraged to participate.
- We will use a range of other books to support the children as they learn to read, these will include graded schemes and 'real books' to ensure children have the best possible access to and support for learning to read.
- As a high proportion of our children may have English as another language we will place great emphasis on speaking and listening from the Early Years and throughout all year groups. This commitment will be expressed across our curriculum.
- We expect that within the detailed planning process, time spent on aspects of literacy and numeracy to meet our high expectations are woven into the curriculum, such that from Year R to Year 6, we expect that at least 20% of curriculum time will be spent focusing on aspects of communication and

literacy as appropriate for the Key Stage – and that there is a good balance between speaking, listening, reading and writing; we discuss our strategy in these areas further on.

- A key role for the Deputy Principal will be to support and develop our excellent Literacy learning approach, working closely with our partner schools Kibworth Primary C of E School and Harby CE Primary School (see section F2 for further details), providing a range of approaches to learning, opportunities for all class teachers to break their class into smaller groups, and introducing co-operative learning approaches to encourage speedy progression. We shall share innovative teaching approaches and curricular materials with these partner schools and arrange joint staff development and training sessions to enable teachers to improve their outcomes. One approach we wish to adopt from Harby CE School is the personalisation of spelling. At this school pupils identify 5- 10 words to learn spellings of and work on them in school and at home. Pupils test each other encouraging team work, the class teacher and teaching assistant with monitor and record the results. At this point intervention can be planned and implemented for pupils making less progress than their peers. Pupils are guided in choosing sensible yet challenging words to spell, in doing this they learn to recognise and self evaluate their own progress.

### **Strategy relating to Mathematics / Numeracy:**

- Again, staff planning the Early Years Foundation Stage will carefully balance the focus of introducing literacy, numeracy and science with the other areas of learning, using play-based learning approaches such as role play areas, drama, song and art to embed literacy and game-based numeracy learning, focusing on child-initiated activities in each of the 6 EYFS areas.
- For Mathematics, our strategy is to introduce a wide variety of approaches to learning Mathematics in Year 1, with more than 20% of the curriculum focused on either discrete learning of Mathematics, or it being applied in everyday contexts and through our topic-based approach (see below). Recent reviews of studies<sup>1</sup> show that the most successful mathematics programmes focus on changing daily teaching practices, particularly the use of co-operative learning methods, classroom management, and motivation programmes. In particular, the most successful mathematics programmes encourage pupil interaction, and are underpinned by continuing professional development.

### **Strategy relating to Science**

We shall adopt a consistent strategy for science from Foundation Stage through KS1 and KS2 providing up to 20% curriculum time, split between science teaching and the use of scientific principles as part of the topic-based curriculum. Science will reflect students' own experience of the world and provide them with tools such as diagrams, charts, tables to make sense of everyday phenomena.

### **English KS1**

Students are introduced to the four key skills of English: reading, writing, speaking, listening. As far as possible, these are integrated so that they become inseparable to learners. A major aim is to improve students' spoken

---

<sup>1</sup>'What works in teaching maths? Report summary' Nov 2009; University of York

English as a conduit to personal confidence in relation to others. Similarly, reading and writing independently reinforces self-belief. Importantly, all four English skills will be integrated into other subjects so that students practise them across the curriculum. Much of the English curriculum will fall within the scope of Literacy and this will be the case until each student has learned to read and is able to move forward in English studies.

### **Mathematics KS1**

In accordance with our topic-based approach, students will be introduced to mathematics through learning about the key concepts of number, shape, space and measures. Learning will come through practical activity and there will be encouragement to develop mental calculation skills. As with English, the topic-based approach will make it possible to integrate mathematical skills into learning areas associated with other subjects. Examples are: learning about geographical concepts of height, space and landscape shape, to which numbers are attached; the concept of a team in certain sports represented by number which can change and the varieties of scoring, for example, between tennis and archery.

### **Science KS1**

The focus here is on students exploring living things, materials and natural phenomena. A questioning approach will be encouraged as students learn to understand the world around them and their part, and that of others, in it. Use of evidence and empirical study generally will form the basis for learning, including how other learners can support and be supported by particular ways of working. The topic-based approach will allow, for example, students to study natural phenomena in geography, such as tides, rivers and volcanoes and be aware of the ideas scientists have put forward to explain these phenomena.

### **Key Stage 2:**

Our target is that 90% of our children will achieve a Level 4 or more in English and Mathematics end of Key Stage 2 tests, and linked to this, all children will make the required 2 levels of progress between KS1 and KS2. This is appropriate given the previous targets, and is achieved by only one local primary school in East Leicester City presently. It is therefore ambitious, but establishes a strong foundation for our children to move forward to secondary school with confidence.

### **English KS2**

The four skills remain central, but the use to which they are put will change. Speaking and writing, for example, will be developed to enable students to grasp more complex areas; for example, students are introduced to the issue of audience, so that they can modify their skills according to context and their communication intention. As part of the topic-based approach, learners may create stories, plays, poems which communicate aspects of their world appropriately to peers and adults.

### **Mathematics KS2**

Students' learning experience will be extended to encompass the concept of a "number system" and the idea of data. Mental calculation will remain uppermost, while maps, charts and diagrams will be used to introduce them to ways of extended human calculation. The topic-based approach will underpin learning to use mathematics to solve problems, for example working out how far apart two places are by reference to a map of a certain scale.

### **Science KS2**

The focus remains as in KS1, but now simple explanatory models and theories will be introduced. Scientific and technological progress will be introduced through the topic-based curriculum, and students will be supported to make judgements on the positive and negative effects. Personal health and its link to

diet, exercise and prevention of illness will be linked to specific skills and reinforced by similar topics being taught in PSHE.

The above is an overview of some strategies in the planned curriculum, this is likely to evolve further as our highly accomplished Education working group meet and further develop the curriculum. We are expecting some further in put from [REDACTED]

### **Impact on outcomes**

We consider that a discrete and focused approach to English, Mathematics and Science – using creative and interesting learning techniques - allows a variety of opportunities for children to develop their literacy, mathematical and scientific skills. The innovative learning approaches devised by the school aim to challenge and motivate the children, providing pace and energy to their progress. As a result, faster progress in learning is achieved and better outcomes which meet our demanding targets are attained. These approaches include:

- Location of all learning within a values framework, based on Sikh values, which help to reinforce the learning process and give it additional meaning for learners.
- The balance and mutual reinforcement provided by combining work within the bedrock subjects and within the topic-based curriculum, in which the one supports the other.
- Predominance of an “enquiry-based” learning model in which creativity in devising and solving problems and presenting outcomes is paramount.
- Our dedication to creating learners who are ready and able, again drawing on Sikh values, to take responsibility for their own learning and who can and do work in mixed ability groups in which stronger learners feed positively into the progress of weaker ones.
- Provision of additional one-to-one help for learners from deprived communities and those who are EAL speakers and who need to be “unlocked” in terms of their own understanding of themselves as learners and achievers.

We intend to see more children reading for fun and leisure, children choosing books from a wide range of genres, and children discussing their use of the local libraries. For mathematics and science we shall foster enquiring minds and encourage students to devise their own problems and solve them as a way to better understand the world around them.

### **Independent and self-confident learners rooted in a topic-based, enquiry-led approach**

#### **Strategy**

To complement our discrete focus on English, Mathematics and Science, and our literacy specialism, we intend to take a topic-based approach to allow children to explore the interconnectedness of subjects, leading to deeper and more sustained learning outcomes.

We will develop a curriculum plan, drawing on the Principal Designate’s experience that outlines the topic cycle to ensure consistency and coverage over the full school cycle. This is likely to be an annual cycle as the school will be organised with a single year group in each year. We will also incorporate topics which can be adapted to involve the whole school and the community to

foster the collective cooperation inherent in our ethos. Examples of this might include inviting the police to talk about safety in the community, or inviting performing musician in bands to demonstrate and conduct interactive workshops, or even a visit from an author such as Bally Rai or Sue Townsend who can discuss the practicalities of writing with the pupils. This has been very successful in Harby CE Primary, where a visit from an author of a book they were reading, showed the pupils her numerous drafts she had to go through and the alterations that were made before final print. This motivated the pupils and encouraged them to re-draft their work and be more imaginative in there writing.

The annual plan will focus on the National Curriculum and our enrichment activities. This will be translated into medium term plans and short term plans, containing details of each year group and their anticipated needs, which will be led by staff and planned with full inclusion of teaching assistants so generating a real feeling of ownership on planning, delivering and assessing teaching and learning at the Falcons' Primary School. We will incorporate our Faith as a way of life, such as having meal time prayers in our daily schedule, and using our assembly / reflection times to consider aspects of faith and meditation, detailed in Section C above.

We will run programmes such as 'Growing talent for inclusion'<sup>2</sup>; this is a programme which encourages children to identify talents such as helpfulness, determination, and compassion and then work on nurturing these aspects in behaviour and work ethos. This will also enhance elements of wellbeing, discussed further in D6.

### **Non-statutory subjects**

Our topic-based approach will call upon a range of subjects beyond the bedrock three outlined above. In devising topics or projects, our staff will have discretion to call upon any relevant parts of the non-statutory Programmes of Study. For example, learning to distinguish and understand the lives and lifestyles of people living within the British Isles and the Indian sub-continent at different times would draw largely upon the History Programme of Study but also use elements from Geography; RE; Design and Technology. History (and the other subjects) studied in this way will enable students to achieve chronological understanding generally and to understand past events and people, a good foundation for further study of history during secondary schooling and beyond.

Language tasters will be delivered as appropriate in the curriculum, with sustained languages programmes offered as part of the mainstream provision at key stage 2 and outside the core curriculum as an optional subject studied in 'enrichment time'. Initially, tasters will involve Punjabi and French. We are keen to include French in the curriculum at KS2, as it is compulsory in all Secondary Schools in Leicester. In this way we will ensure a smoother transition of our pupils to secondary schools and ensure they are not at a disadvantage.

ICT will necessarily form part of the topic-based curriculum since it deals with the acquisition and manipulation of various form of information. In KS1, our emphasis is on building confidence in using ICT to find information; develop

---

<sup>2</sup> *Journal of Research in Special Educational Needs*, 6, (3), 2006 pp.153-165.

[Original title: Growing Talent for Inclusion: using an appreciative inquiry approach into investigating classroom dynamics]

explanatory ideas based on the information; use information in different contexts. In KS2 and beyond, the communicative aspects will be brought forward and ICT will support the topic-based curriculum in a number of ways. Pupils will be taught to access information and work on it with others. Teachers will retain their creative powers to set problems and facilitate pupils' learning how to resolve them, while moving around the classroom, rather than generally remaining at the front in a way which emphasises their possession of information and the knowledge which it generates when worked upon. ICT will be carefully planned to support learning in all subject and skill areas, for example, by the use of interactive whiteboards.

We anticipate threefold benefit from careful use of ICT:

- Learning becomes an interactive process between independent pupils and the various sources of information; the teacher's role is to define the desired learning (drawing on the Programmes of Study); finding or creating learning resources; setting up the learning environment, for example provision of Wi-Fi connectivity; acting as mentor, as the process unfolds.
- Learner directed enquiry is enhanced; pupils grow in skills and independence, progressively taking responsibility for their own learning.
- Learning is managed and its outcomes recorded through electronic means, giving pupils more control over the learning process and its outcomes.

Our approach for how teachers plan for pupils' learning is based on a model of personalised and independent learning in order that pupils achieve the high academic standards and love of learning that is one of the core principles of our Education Plan. Personalisation of learning has been found in many studies to develop independent learning skills, encourages self-assessment, resilience and a curiosity in learners. We have focused on a personalised learning approach so that we reach our ambitious targets to be an outstanding school, and it is described more fully below.

It is clear that personalisation can be deepened and made more meaningful for learners by the use of some forms of ICT. Independent learning can also be enhanced by extra-curricular activities in which learning becomes a natural part of the students' experience.

PE will be treated as a curriculum subject using the KS1 and KS2 Programmes of Study. The emphasis will fall on individuals' range of strengths and abilities and how they are applied in a well balanced life. We shall have a particular focus on Swimming. We cite the following report ([www.bbc.co.uk/news/education-18075151](http://www.bbc.co.uk/news/education-18075151)) which highlights the fact that 33% of pupils leave primary school unable to swim 25 meters. In our meeting with Leicester City Council, it was highlighted that 40% of schools in the city are failing to meet their obligations to provide swimming lessons. It has been recognised that there are sensitivities around ethnic communities and swimming. At Falcons' Primary School we will work around these sensitivities to ensure our pupils are able to take up swimming and are not disadvantaged in any way. We also plan for PE to enhance the well balanced social values which form the core of the school's mission.

Further subjects will be offered; for example, there is a good case for PSHE; Citizenship; Music; Design and Technology; Art and Design.

## **Subject delivery**

- Staff will use a topic-based approach to deliver a broad and balanced curriculum, reinforcing and applying literacy, numeracy and scientific concepts; addressing social, emotional development and well-being; physical development; use of information technologies; and placing our children securely in a positive context of place and time which allows them to understand the opportunities and responsibilities for them as they grow older.
- Skills including analysis, observation, critical questioning, comparing and predicting are emphasised where appropriate, in all schemes of work, as is the use of information technologies to facilitate these skills.
- Staff will focus on planning to introduce both skills and subjects through a variety of interesting topics as 'projects'. These topics will vary in length and coverage, and may stand alone or be planned across several year groups for interesting project approaches.
- Topic based learning is based on an enquiry process. This process involves children in the steps of asking, investigating, creating, discussing and reflecting. Investigations over an extended period of time allow children to develop deep understandings of the topic being studied. As part of our commitment to speaking and listening throughout the schools, children will be encouraged to verbally explain, present and debate the findings of their investigations. We will seek out and use good practice from others to access training and improve our approaches to developing vocabulary and inspiring confidence in children to communicate effectively. This is particularly effective with children who are late language developers, often the case with students who have English as a second language.
- Teachers design project tasks which may take between four and six weeks (i.e. a half term) to complete. These broad topics will reflect the interests of students. The topics will generally be rooted in the disciplines of science, technology, economics, history, environmental studies, and geography, but will also encourage the learning of an exhibition of art, design, technology, drama and music.
- Projects will entail the use of the communication skills of reading, writing, speaking and listening and the computation skills of mathematics. Projects as a process offer opportunities for the timely teaching of specific skills associated with communication and computation. They also provide great opportunities for role play. For example in the topic of 'the world around us' we would introduce the pupils to modern languages. We would plan to explore the cultural diversity of the class, examine the types of transport modes to get around the world, different music genres used in different cultures across the globe, as well as arts and drama. From a faith aspect we would draw in the Four Journeys of Guru Nanak, and examine how this Sikh faith is mirrored in other faiths. This could then lead into design and technology with science. The children could design their own mode of transport or musical instrument, explore environmental issues faced by different peoples, and examine scientific responses to issues such as pollution, lack of clean water, or problems with growing food.
- Our topic-based approach will be supported by and reflected in the approach that we have taken to planning the school day, shown above and in D2 below. The school day is broken into longer periods of learning time (Learning Periods) to allow staff to plan for deeper and personalised learning experiences. These learning periods will allow flexibility to reflect the pupils' individual needs, interests and support.
- Staff and pupils will have flexibility to organise learning and breaks within this time as appropriate to the pupils, the subject and the organisational needs of the class.



- Our ethos and value of trust means that we know our staff and pupils will always work and behave with integrity and dedication.

### **Impact on outcomes**

By using a topic-based approach, we encourage and embed enquiry-led learning which develops independence, reflection and is supported by assessment for learning (see below). In turn, we consider that these approaches will allow children to make faster progress and achieve better outcomes both academically and in terms of preparing them for the next stage of their learning experience.

### **Extra-curricular provision – strategy**

We recognise that pupils from deprived areas and certain communities have access to limited life experiences, we intend to address this through our extra curricular and enrichment activities.

Sports will form a core for additional provision. We shall offer archery; fencing; hockey; kabadi; gymnastics; fundamental movement. These activities will take place after formal classes and at weekends; while not compulsory, encouragement will be given for all students to participate in at least one. Beyond this, we plan a range of clubs and societies focusing on cultural pursuits and the arts. Students will be encouraged to identify their interests in, for example, art appreciation; music; chess; gardening; philosophy. All teachers will be expected to offer at least one club. We define the purpose of these activities as offering additional learning which will enrich each student's experience. It is important to note that clubs and societies will adopt less stringent parameters for participation and learning than that defined for the formal curriculum, offering students a less structured opportunity to explore their own interests and concerns. We hope that that our extra curricular provision will provide wider opportunities to the pupils. We hope they will continue to enjoy pursuits such as Archery, football, dance, and music by joining organisation such as Leicestershire schools Symphony Orchestra, Symphonic Wind Band, GNG (Guru Nanak Gurdawara) Football Club, Leicester Outdoor Pursuits Center, Dance Activate amongst other organisations. This will promote genuine integration through shared interests.

### **Extra-curricular and enrichment activities**

To complement our curriculum opportunities, we plan to provide a range of enrichment activities for pupils to develop areas in language, drama and music, dance and sports that are introduced during the core school curriculum, as well as engage in the Sikh faith, and aspects of Sikh culture and history.

- We intend to offer Punjabi and French as the two languages for pupils to study, with French providing a direct pathway to our school's closest secondary schools, Crown Hills Community College and Hamilton Community College as well as to other local secondary schools Judge Meadows Community College (Language Specialist Secondary School) . This will in turn provide a head start to our pupils as they move into secondary education, and improve their ability to access the English Baccalaureate.

- Enrichment activities will be open to our school pupils and their parents / carers and families, as our intention is to have an open community atmosphere where families from all communities can come together and share common interests. This is inline with Sikh ethos.
- Enrichment activities will be provided free of charge to children who wish to participate, and will take place after school. They are optional.
- Support for literacy and numeracy, and enhancement activities for Gifted & Talented children, will also take place in enrichment time. In discussion with parents and carers, we may require that some children attend these to support their progress, and as such will be compulsory.
- Extra-curricular activities, clubs and societies will be provided for our children and the wider local community. Depending upon the nature of these, we may ask for a voluntary contribution to cover the costs of these activities. We have provided an example timetable of enrichment and extra-curricular activities which may be offered by the school. However, in line with our Sikh faith we intend to work hard to raise funds and make arrangements with providers to minimise or remove charges to support inclusion. These are optional.

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

### **Length of the school day and lesson times**

Our time planning reflects the fact that additional support in languages provides pupils with a head start at secondary school, as do additional programmes in cultural and historical understanding which support the Humanities element of the English Baccalaureate. They also provide a sense of belonging and heritage which raises self-esteem and confidence.

### **Example Curriculum Model using the principles identified above – adapted as appropriate for each Key Stage**

Below we show an example daily timetable, which indicates the number of hours per week that pupils spend in each type of activity at the school. The Reception and KS1 pupils have a 3 Learning Period day. Reception children will be taught using the approach detailed above, using the 3 sessions flexibly and appropriately. Key Stage 1 pupils' curriculum model is exemplified below:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
LP1 1.5	Literacy – including	Mathematics – including	Science – including	PE	Literacy – including

hrs	application to topic	application to topic	application to topic		application to topic
LP2 1.5 hrs	Science – including application to topic	Topic – focused around RE & philosophy	Mathematics – including application to topic	Literacy – including application to topic	Mathematics – including application to topic
LP3 1.5 hrs	Topic – focused around geography	Literacy – including application to topic	Topic – focused around design and technology	Topic – focused around history	Topic – focused around cultural studies and languages

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

Key Stage 2 pupils have a 4 Learning Period day:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
LP1 1.5 hrs	Literacy – including application to topic	Mathematics – including application to topic	Science – including application to topic	PE	Literacy – including application to topic
LP2 1.5 hrs	Topic – focused around art / music	Topic – focused around RE & philosophy	Mathematics – including application to topic	Literacy – including application to topic	Mathematics – including application to topic
LP3 1.5 hrs	Topic – focused around geography	Literacy – including application to topic	Topic – focused around languages	Topic – focused around history	Topic – focused around environment
LP4 45 mins	Mathematics – including application to topic	Topic – focused around literacy / drama	Topic – focused around literacy	Science – including application to topic	Topic – focused around mathematics

The foundation subjects are delivered in an integrated manner, again potentially also touched upon within the core subjects. We would intend that staff plan in an integrated manner as described in Example 1.

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

<b>Subject area</b>	<b>Time delivered @ KS1</b>	<b>Time delivered @ KS2</b>
English / literacy	27%	23%
Mathematics /	20%	23%

numeracy		
Science	20%	19%
PE	7%	6%
Foundation subjects as themes	26%	26%

## **Pupil organisation**

### **The organisation of our school**

Our principal school organisation approach for learning will be in class groups of 30. Within each class group of 30, we intend to create sub-groups for learning as appropriate. At times, especially in literacy and numeracy groups, we expect to group by progress and level, and individual groups will on occasion be taught separately to enhance their progress, withdrawn from class using senior and specialist staff – this is supported by our Financial Plan in section G.

Sub-groups will be determined on the basis of pupils' progress. Pupils may move up a sub-group once their progress is sustained. Subjects included will vary from year to year according to need. This is one way in which we intend to achieve our ambitious targets at each Key Stage, including in the Key Stage 2 end of year tests.

Below we show our proposed daily timetable for the school:

<b>Time</b>	<b>Activity</b>	<b>Note</b>
7.30am	Before school – Breakfast	An extra-curricular service provided

	Club provided in the Hall.	to parents for a good start to the learning day.
8.30am	School day begins: Welcome / assembly	Pupils come into their class, welcomed by their teacher, and settled and focused for the day.
8.50am	Learning period 1	These learning periods are longer sessions to provide great opportunities for experimentation and investigation, and also a long sports / PE session, but can be broken up into smaller sub-periods by appropriate planning.
10.20am	Break time	An opportunity to play outside, and have a snack.
10.40am	Learning period 2	
12.10pm	Lunch time	The school intends to provide all pupils with a choice of a hot or cold vegetarian lunch.
1.10pm	Learning period 3	
2.40pm - Year R - 2	Reflection / assessment / assembly	
3pm – Year R - 2	Core school day ends. Extra-curricular activities, after school clubs and societies, begin for these pupils.	Pupils are available for collection by parents or pupils can stay in the after school provision.
2.40pm – Year 3-6	Break time	Play, snack
3pm – Year 3-6	Learning period 4	
3.45pm – Year 3-6	Reflection / assessment / assembly	
4pm	Core school day ends. Extra-curricular activities, after school clubs and societies, begin for these pupils.	Pupils are available for collection by parents or pupils can stay in the after school provision.
6pm – 10pm	School closes for pupil activities – now available for community learning and leisure activities.	

### **The timings of the day**

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

The three main Learning Periods in the day are 90 minutes long. These are intended to be used creatively by teachers in their planning. The longer periods

allow for a full PE session, an investigative session in Science or Mathematics, a detailed Arts session, for example, for all pupils, whatever their age. It is expected that teachers of classes especially in Years R to 2 will on occasion sub-divide these sessions, as appropriate and depending upon the class, in discussion with the Principal. Year R pupils in particular will follow the Early Years Foundation Stage and thus will be moving inside and outside during each Learning Period. They may have free choices within each Learning Period when they complete a particular task they have chosen.

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

The school's day ends at 3:00pm for Years R to 2, and parents can collect their children from that time. However, a range of extra-curricular activities, clubs and societies (see below) are available from that time for parents who wish to pick up their child later in the day. This also supports parents who have a child in Year 3 or above, whose day ends later.

The school's day ends at 4pm for Years 3 upwards, and parents can collect their children from that time. Again, a range of extra-curricular activities, clubs and societies are available from that time for parents who wish to pick up their child later in the day.

Table showing optional extra-curricular activity:

Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	Numeracy	Literacy	Numeracy	
Chess club	Enhancement group	Gardening club	Cookery club	School choir
Languages: Punjabi; Spanish.	Cultural studies – a programme which reflects our diverse community.	Music – heritage instruments; guitar; piano; recorder.	Languages: Punjabi; Spanish.	Dance – heritage dance; modern dance.
Football	Hockey	Music - instrument	Community volunteering activities	
Music – instrument	Football	Brownies / Cubs	Ballet / tap / modern dance	
Silver surfers	Parent learning	English for adults	Karate	
Gymnastics	Outdoor pursuits	Air Cadet Corps.	Archery	
Fencing	Kabadi			

### Breakdown of the school day

Year R to Year 2:

4.5 hours of curriculum time per day, or 22.5 hours per week.

Year 3 to Year 6:

5.25 hours of curriculum time per day, or 26.25 hours per week.

Assemblies / assessment / prayer time / circle time / reflection and meditation time:

30% of the school week is devoted to various assemblies, assessment, reflection and circle time – key in developing the whole child and meeting our qualitative targets, as well as providing time and space for each child and their teacher to reflect upon and assess their learning.

The school terms and year

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

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

### **Religious celebrations and holidays**

The Sikh faith has a range of days for celebration, linked to Gurus' birthdays and key events in Sikh history. We do not intend to close the school for these events, but celebrate them as appropriate during the school day. In a similar way we will provide appropriate activity and guide pupils' understanding and involvement in other religious celebrations such as EID or Christmas. We do however recognise through our consultations with parents at the Leicester Libraries Centres that the lower than National attendance in Leicester is a direct result of certain communities engaging in religious celebrations which fall in the school term. Whilst Sikh do not have any such challenges as Prayers are performed from morning to late night, we will support our parents by meeting them half way where possible, we plan to have a certain number of Teacher training days which we will arrange in line with our school communities needs. We propose a half-day on days such as Eid Diwali and Rosh Hasanah. The morning will normal school timetable with a celebration assembly, in the afternoon we will teacher training half day. These days will be planned with our local demographic in mind. We propose only half-day teacher training for two reasons, firstly so we can support all our communities, and secondly so all our pupils are able to join in the celebrations, learn and support each other.

### **House Groups and pastoral support**

We intend to secure our vision of a positive faith-based learning environment by introducing a House system with each form divided into one of 5 Houses. This vertical family group will promote cohesion through the year groups within the school, and enhance our 'home from home' feel. Staff will play a pastoral care role within House Groups and will have ultimate responsibility for pastoral care of individual pupils. We will initially introduce vertical grouping for certain parts of our curriculum (PSHE, Music) – this is designed to promote confidence in our pupils to socially express themselves. We are keen to support our pupils at all

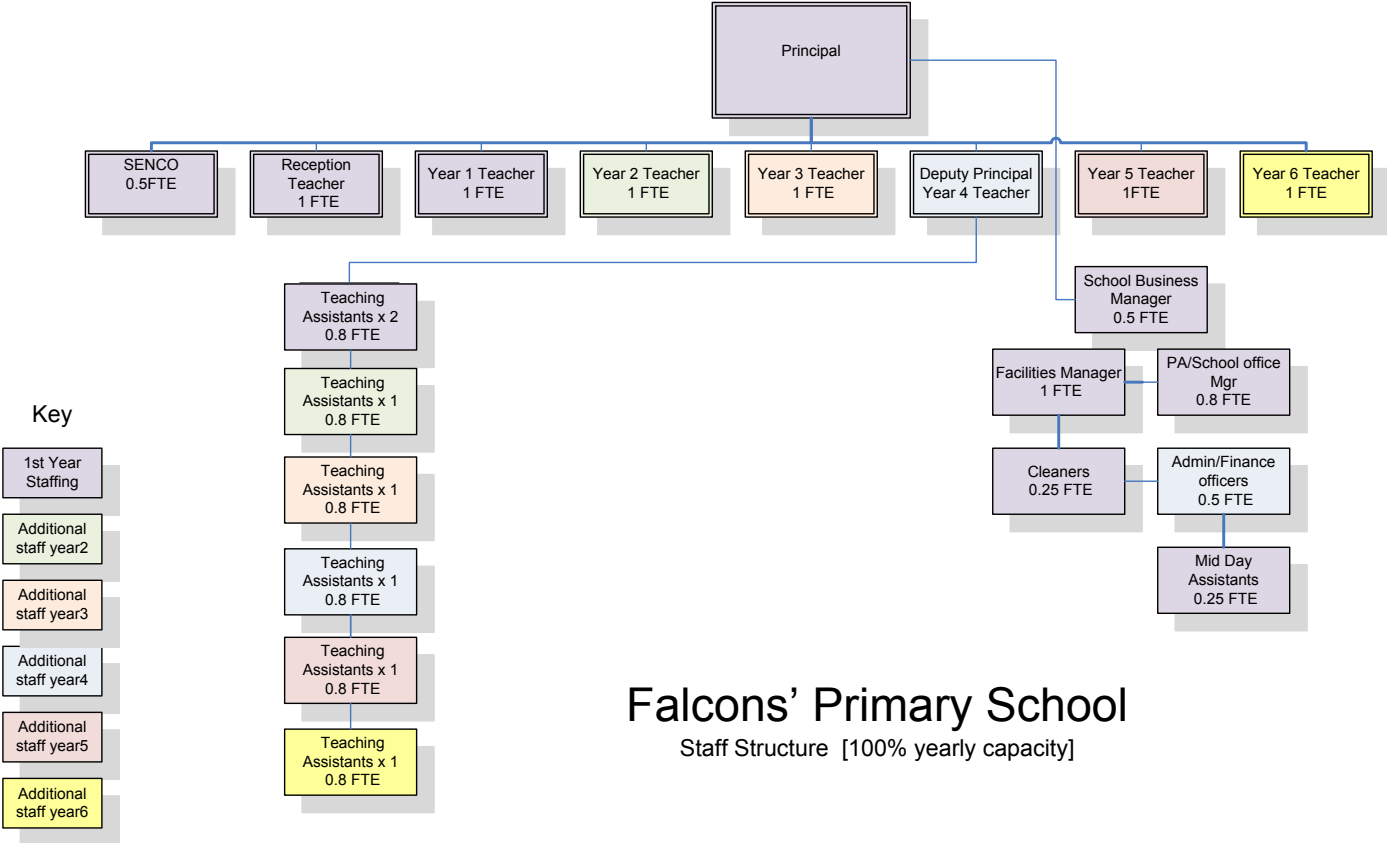
levels of development and recognise the benefits of vertical grouping when implemented correctly.

As parts of our PSHE programme we will link with schools and charities both locally, nationally and globally. We already have a partner school in north India (Punjab) and London Hayes. Schools in Leicestershire county council have also expressed an interest to partner with us.

House competitions relating to a range of school activities, from sports and drama to fund raising and volunteering, achievement of merits and other academic awards, will all count towards House points. Houses will be supported by teachers in their pastoral care role and led by pupils in Year 6, with 6 pupils in each form belonging to one of the 5 Houses. This will provide a vertical 'family' structure with 42 pupils in each, creating an intimate and personal support structure where older pupils will be able to lead and support younger ones. There will be formal mentoring activities for Year 5 and Year 6 pupils to undertake in relation to Reception pupils and new arrivals in their House.

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

**D3 staffing structure**



The staffing structure for falcons Primary School has been designed to enable each cohort of students to have access to qualified teacher at all times. Supporting the



teacher we have both teaching assistants who will support both large and small groups of students requiring particular educational support such as help in improving learning skills. Our intention is for each class to be supported by assistants on a 1 to 1 class basis. However, we recognise the constraints if pupil numbers are low and in this case will allocate assistants on a 1 to 2 class basis or 1 to 1 class basis but part time only. In addition, we have identified the need for an additional teacher with SENCO responsibility who will not teach a class of their own when the school has all cohorts but will work with other teachers to identify children requiring advanced support and devising plans to meet these children's needs. The SENCO will also provide one to one and small group support where it is felt children would benefit from this intervention. In the early years the Principal and SENCO will provide some cover for teachers during preparation time.

In the first year only 2 cohorts of students will be admitted, Reception and Year1, yet we feel it is important to establish the programmes necessary for ensuring success for all students in the school. Our intention will be to recruit the SENCO in addition to class teachers and the PD to ensure the foundations for the learning we have identified throughout section D can be met. As the school will still be very small in the early years of operation the Principal will be expected to take on significant teaching responsibilities compared to in later years. Our staff chart does not show personnel required to deliver some of our additional activity such as music lessons and extended school services. This is shown in the finance section of the application as outsourced costs as we will buy in particular expertise.

In addition to class teaching responsibility we will have a number of teachers taking on additional roles across their Key stage or school. In particular these relate to:

- Safe guarding
- Assessment
- Foundation stage and Key stage 1 curriculum
- Key stage 2 curriculum

To ensure these areas are covered from day 1 the year one teacher will take responsibility for the Key stage 1 department. Key stage 2 responsibilities will apply when the first cohort of students enter year 3 and will be undertaken by the year 3 teacher as an additional responsibility. Safeguarding will be managed by both the Principal and SEN teacher and the Principal will take responsibility for assessment until the vice principal joins in year 4 at which time this role will be handed over.

STAFFING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Leadership</b>						
Principal 1 FTE	Overall direction and development of the school.	All financial, academic, staffing and property matters	All financial, academic, staffing and property matters	All financial, academic, staffing and property matters	All financial, academic, staffing and property matters	All financial, academic, staffing and property matters
Vice Principal Year 4 Teacher				Responsibility for year 4 class and deputising to Principal	Responsibility for year 4 class and deputising to Principal	Responsibility for year 4 class and deputising to Principal
School Business Manager 0.5 FTE	Whole school non-curriculum Finance, HR, Premises, Efficiency, Health & Safety, Contracts  Non curriculum policies	Whole school non-curriculum Finance, HR, Premises, Efficiency, Health & Safety, Contracts  Non curriculum policies	Whole school non-curriculum Finance, HR, Premises, Efficiency, Health & Safety, Contracts  Non curriculum policies	Whole school non-curriculum Finance, HR, Premises, Efficiency, Health & Safety, Contracts  Non curriculum policies	Whole school non-curriculum Finance, HR, Premises, Efficiency, Health & Safety, Contracts  Non curriculum policies	Whole school non-curriculum Finance, HR, Premises, Efficiency, Health & Safety, Contracts  Non curriculum policies
<b>Teaching Staff</b>						
Reception	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Year 1	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Year 2			1 FTE	1 FTE	1 FTE	1 FTE
Year 3				1 FTE	1 FTE	1 FTE
Year 5					1 FTE	1 FTE
Year6						1 FTE
SENCO	0.5 FTE Provide SEN, safe guarding and planning cover	0.5 FTE Provide SEN, safe guarding and planning cover	0.5 FTE Provide SEN, safe guarding and planning cover	0.5 FTE Provide SEN, safe guarding and planning cover	0.5 FTE Provide SEN, safe guarding and planning cover	0.5 FTE Provide SEN, safe guarding and planning cover

Teaching Assistants 0.8 FTE [term time only]	2	3	4	5	6	7
<b>Non Teaching Staff</b>						
PA/Office Manager 0.8 FTE	1 term time only	1 term time only	1 term time only	1 term time only	1 term time only	1 term time only
Facilities Manager 1 FTE	1 FTE – responsible for maintenance and cleaning	1 FTE – responsible for maintenance and cleaning	1 FTE – responsible for maintenance and cleaning	1 FTE – responsible for maintenance and cleaning	1 FTE – responsible for maintenance and cleaning	1 FTE – responsible for maintenance and cleaning
Admin 0.4 FTE	1 x part time TTO	1 x part time TTO	1 x part time TTO	1 x part time TTO	2 x part time TTO	2 x part time TTO
Cleaners 0.4 FTE	0 x TTO	0 x TTO	1 x Part Time TTO	1 x Part Time TTO	1 x Part Time TTO	1 x Part Time TTO
Mid Day asst 0.25 FTE	2 xTTO	2 xTTO	2 xTTO	2 xTTO	2 xTTO	2 xTTO

#### **D4 - Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met**

Our school will work to meet the needs of all pupils, through personalisation, individual assessment, delivering an exciting, broad and balanced curriculum full of challenge and support, in an environment which encourages attendance, good behaviour, and the development of lifelong good practices for learning.

#### **Meeting Needs**

We are committed to serving the individual needs of all pupils and each child will have his/her own personalised education plan. Staff will monitor progress and report/update IEP every week. Results will be displayed on our KPI board where we can visualize the School's, teachers' and pupils' performance. We will ensure the school works closely with parents and pupils to maximise each individual child's potential. This will also be reflected in the clubs and enrichment activities we will be offering.

#### **Partnerships**

We will provide the opportunity for all our pupils to learn a musical instrument. We will ensure that our pupils and their parents are aware of the opportunities available to them in the wider community and educate them on the benefits of such opportunities. We have links with a wide range of organisations in Leicester such as Leicestershire schools Symphony Orchestra, Symphonic Wind Band, Leicester Gymnastics Dance Academy and Leicester Outdoor Pursuit Centre. We also have the following partnerships providing mutual support and sharing ideas.

- Community partnerships - with other schools, with other education providers, with outside agencies (Leicester Gymnastics Academy, Leicester Outdoor Pursuit Centre, Arts in Education, so our pupils can enjoy playing a musical instrument within a wider group. Also South Asian Arts UK, GNG Football Club, an FA affiliated football club in which all communities of Leicester participate.
- Harby CE primary school, in the County like many other County schools have expressed genuine interest to partner with our school, as has Oaklands School and the Krishna Avanti School.
- With Leicester City Council education partnerships – are all welcomed and will be actively sought by the school as key strategic approaches to achieve our goals. We hope to grow into a school which can be an active partner to others in turn, by sharing our literacy knowledge/specialism with other schools this is in line with our Sikh principles. We will also welcome other schools to visit us when covering the Sikh studies in RE. Many of our Gurdwara are already doing this independently; we will work in partnership with the Gurdwara to provide supporting material for school visit, which are in line with the National Curriculum.
- Leicester City Council have welcomed our proposal to develop Falcons' Primary School (see Section E2), and we intend to enter a partnership with a family of local schools with whom we shall work with to learn from and disseminate best practice, and with the secondary schools, work closely to provide seamless transition from Year 6 into Year 7.

We fully support and intend to adopt the Special Educational Needs Code of Practice. Abiding by the code will be the overall responsibility of the Principal, supported by our SENCO.

We anticipate a higher proportion of pupils than nationally to attend who have particular barriers to learning because of the demographic of our local community. An average of 65% of pupils in local Leicester schools have English as a second language. The school serves an area of social deprivation, which can generate challenging environments in which to live. In addition, an analysis of our local schools shows that the average proportion of pupils who are noted as having a Statement of Special Educational Needs is 10.8%, nearly 3% above the England average. We therefore expect to need to support pupils with a wide variety of learning needs.

We are determined to provide our particular strategies to meet the needs of these pupils, so that they are able to progress and achieve the targets that we have set for the school.

### **Meeting the needs of Children with Special Educational Needs**

We will be fully committed to serving our pupils with special education needs. We will have a dedicated SENCO who will work with all staff, teaching and non-teaching, to ensure the needs of individuals are fully identified and addressed. We will be using a multi-agency approach when addressing needs and action plans for individuals with SEN requirements. This is to ensure we put together the most effective plan which is acceptable to the pupil and their parent/guardian.

### **Assessment and Early Intervention**

Our approach to tracking and assessment will ensure that we are quickly able to identify when a child falls behind or fails to make sufficient progress in phonics, reading, writing, mathematics or science. Such early signs will initiate the appropriate early intervention programme so that pupils do not fall too far behind and are able to make progress so that they can continue to learn at the same pace as their classmates. The early intervention programme involves direct contact with parents to discuss problems and seek their involvement in mapping and delivering the way forward for each child.

This early identification will also highlight any issues affecting learning progress, such as problems at home, where we might need to include other agencies or provide support through outreach or school based family support. Once an intervention plan has been drawn up and agreed, progress will be closely monitored and reported so that additional help, should it become necessary, can be swiftly given.

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

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

## **Approach**

Our overarching strategy for all children with particular needs is to develop with them, their parents, and other agencies and partners which may be involved with the child, an individual learning plan which is appropriately resourced and deliverable by us, to allow them to make the best possible progress in their learning. We recognise that some parents will speak English as an additional language and, in collaboration with Leicester City Council, will maintain a register of professionals who can communicate with them in their first language, should this become necessary. While not mandatory, it would be an advantage for candidates wishing to become a SENCO to speak one or more community language.

Our SENCO will select the most appropriate intervention or catch up programme and ensure our teaching assistants are trained in using the resources to support pupils' learning. We shall use a combination of in class support and withdrawal, including dual or part-time attendance, as appropriate, to support the child's learning. The SENCO will also be a conduit between parents who are EAL speakers and sources of English language tuition which, if demand proves high enough, Falcons' Primary School will offer.

We will track progress and measure the impact of such intervention programmes on pupil learning, progress and outcomes in order to adequately assess their efficacy and value for money.

Leicester City Council runs Specialist Inclusion Centres for pupils with complex physical care needs, and for those with complex social and emotional behaviour needs.

Children with less severe needs but who require particular levels of support beyond that normally expected in mainstream provision are based in Resource Bases attached to particular mainstream schools. These exist for children with specific needs – speech and language; visual impairment; hearing impairment; moderate learning difficulties; severe learning difficulties. We intend to use expertise and best practice from these bases should a child apply to our school, to ensure that we can support them effectively in their learning. We shall, prior to opening our school, seek to make formal agreements with each school which has a base to ensure ease of access should we need to use it.

## **Supporting pupils with English as an additional or second language**

### **Assessment**

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

### **Approach**

We intend to liaise with Leicester City's ESOL provision, and also learn from approaches taken by one of our partner schools, Guru Nanak Academy (GNA) in Hayes, to support practically both pupils and their parents who have English as an additional or second language. Guru Nanak Academy has been rated as 'outstanding' by Ofsted, and takes a high percentage of pupils with English as a

second language. Their literacy programme from Reception year onwards is a key element of their success and they are keen to share this with us both in terms of approaches taken, and training for staff.

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

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

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

We are also confident of success with EAL students through commitment to our Synthetic phonics program, as we have seen the Jolly phonics program used effectively at Highfields Primary School in Leicester where 85% of pupils do not speak English as their first language, and 35% of pupils are on free school meals. (*Data provided by LCC and referenced against DfE website*).

We intend to provide opportunities to study a language, including Punjabi, French<sup>3</sup> and possibly other heritage languages at key stage 2. We believe that this approach will allow increased early success for our pupils who arrive with English as an additional language, celebrating and making central their own skills and experiences rather than showing concern at their gaps in their education.

We wish to make connections with schools in other countries and use ICT to video-conference and work with them, learning from and supporting each other. ICT is likely to be particularly effective because it enables children and young people to speak to their peers across the globe, according to their particular learning level and needs.

---

<sup>3</sup> This subject is the one taught by a number of local secondary schools, giving our pupils a head start in this area.

### **Working with parents**

It is our experience that a pupil arriving with little English may find it difficult to make quick progress with learning English because some or all of their family are unable to speak English, and so at home they are immersed in their heritage language. To counter these effects without 'stigmatising' a family, we will use a trained member of staff (nominally the Special Needs Co-ordinator, but it may be another member of staff depending on the situation) to work with the family to engage them in our or other adult learning classes to address those with English as a second or additional language. We aim not to get them to reject their own language entirely, but to balance its home use with family to encourage rapid progress by all the family.

### **Specific strategies for supporting the most able (Gifted & Talented)**

#### **Assessment**

We believe our personalised approach to learning and robust assessment systems will help us to identify both pupils who are performing below expected levels for their age and those that are or have the ability to exceed these. Children will be identified by staff through formative assessment from the Early Years Foundation Stage onwards as having a particular ability to develop to a level beyond that of their peers either academically, practically or socially.

#### **Approaches**

We will ensure there are planned curriculum opportunities for children who are identified as having exceptional talents and abilities, but all lessons will provide opportunities of children to be challenged and for them to demonstrate and extend their understanding, their skills and abilities. The key to supporting all pupils including gifted and talented pupils will lie in the balance between process and product model enabling pupils to be guided to develop and stretch further.

More able pupils would be supported in a variety of ways, including being taught in smaller groups to ensure that teaching is well matched to learning levels, one to one tutoring, the use of peer mentors, extended curriculum through after school clubs and educational visits. The need for this additional resource is reflected in our staffing structure and financial plan. However, it is not possible always to predict the number of additional groups and therefore teachers we shall need year on year. It may be that it is most effective to form groups as a result of identifying candidates in the classroom. We expect to explore different ways of making resources available to more able pupils on the basis of our first year experience.

Peer mentors may be one effective way of meeting the needs of the more able, although this is likely to be limited in a Primary School environment. One possible solution would be to use secondary pupils to take this role, to mutual advantage, and we shall explore this in due course.

The more able will also be encouraged to develop independent learning strategies and take more responsibility for determining their learning targets and direction of their learning according to their interests and talents. This will include the Enhancement group which we intend to develop for gifted and talented pupils in year 2 and beyond. One strategy for this Enhancement group could be 'Pre teaching' and in this way extra input will be fed back into the class hence raising the bar for all



pupils. Pupils with a range of particular academic gifts will be encouraged to participate in the Enhancement Group, although it will be optional.

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

### **Working with families**

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

For looked after children we will work with the [REDACTED] who oversees teaching and learning for all looked after children in Leicester. We have already had meetings with him and introduced our project.

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

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

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

- Learning English
- Adult literacy and numeracy
- Nurturing and parenting classes
- Cooking and nutrition classes

- Community and social events
- Basic ICT to shop, socialise and bank online

## **Roles and Responsibilities**

### **The SENCO**

We will appoint an experienced and appropriately qualified Special Educational Needs Coordinator (SENCO). Our SENCO will have leadership and management responsibility for our team of Teaching Assistants alongside the Vice principal. The SENCO will provide support and guidance to class teachers in planning and delivering appropriate curricula for individuals with particular needs. He or she will work with children, their class teachers and other supporting adults to develop Individual Education Plans to support all children requiring particular support. The IEPs will be shared with the individual pupil so that they own their targets and know what they need to do to make progress towards their goals. This reflects our overall learning approach but will be more finely tuned for individual pupils requiring their learning to be broken down into smaller segments, more closely monitored for progress or greater support.

Key aspects of the SENCO role:

- Working with teachers to find strategies which can be implemented in day to day class teaching so withdrawal is minimised. (This is done particularly well by our partners Harby CE Primary school who are a small community school and have had Outstanding Ofsted reports.).
- Supporting the process of engaging parents in learning, alongside the Deputy Principal.
- Training support staff in aspects of Special Needs support.
- Identifying appropriate intervention programmes, managing and implementing them, reporting on their impact.
- Working directly with children in one to one interventions.
- Responsible for, and working with, looked after children.
- Attending and reporting to review panels.
- Reporting on progress of pupils to leadership team and class teachers.
- Writing and tracking IEPs.
- Tracking, assessment and reporting in relation to all children identified as having some form of Special Educational Need, with class teachers and other members of the leadership team.
- Identifying children with SEN.
- Initially our SENCO will be responsible for implementing our Gifted and Talented strategy.

### **Classroom teachers**

Classroom teachers will be key to early identification and planning for meeting the needs of children with SEN. They will work through both their academic and pastoral roles and have day to day contact with our SENCO. Once need is recognised, teachers will have responsibility for drawing up and agreeing the ensuing plan. In so far as this involves, for any individual child, periods in the classroom, the teacher remains responsible to the integrity and quality of the child's learning experience. Wherever possible, children with SEN will be supported to remain in the classroom and work alongside their peers. Withdrawal strategies will be used as sparingly as possible.

## **Teaching Assistants**

Just as classroom teachers will remain responsible for the achievements and progress of pupils with SEN, so the Teaching Assistant will remain responsible to the teacher for exercise of his/her role in relation to the child with SEN. For this reason, we shall ensure that our Teaching Assistants are properly trained to fulfil their roles in relation to all learners, including those with SEN, the Gifted and Talented, and others.

## **Using ICT to support learning for all**

We will use technology and ICT to support all learning. We anticipate that the use of technology will motivate and engage students, provide alternative methods of communication, extend opportunities for communication and allow students to further develop their independence and responsibilities in learning. ICT will be a key tool in the 'toolbox' of every member of staff, used appropriately as part of a range of learning and teaching approaches.

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

The use of technology in class supports our curriculum model by providing creative and independent opportunities for learning and allowing structured and explicit outcomes to be expressed and achieved. Such technology provision will also support students with specific needs such as dyslexia or dyspraxia. Children with a range of Special Educational Needs will find the provision of ICT throughout the school invaluable in supporting them in communicating and expressing their learning.

Examples of how ICT can be used to support children with different learning needs include the following:

- Pupils learning about volcanoes and their effects on the weather can access several key websites which effectively take the user into the heart of a volcano and show graphically how volcanoes produce lava and dust which interferes with light getting to Earth from the Sun.
- Those learning French can benefit from real time French language conversations with their peers throughout the French speaking world.
- Science pupils can take a virtual trip to the Moon and back, while using some fairly elementary mathematics to plan and undertake the journey.
- Almost all works of literature likely to appear in the Primary curriculum are available in digital format, permitting ease of study and understanding of how authors achieve their literary effects.
- Websites can be used as a source of information about a vast range of subjects, alongside books and journals.
- Some ICT applications have sophisticated tools for capturing information and presenting, for example, in a group situation, as a result of pupils' own enquiry.
- ICT will be used to support communication with pupils with specific needs who would otherwise struggle to engage at all in their learning, by making partnerships with a Special School who has expertise in this area.

As well as using ICT in learning and teaching, ICT will be critical to supporting learning through its use in leadership, management, administration and assessment. In particular the use of technology to input, analyse and evaluate data will be

important in tracking progress of each child, identifying any lack of progress, and identifying and supporting early intervention. All staff will have a personal device to use, such as a laptop or tablet, as a core part of their provision.

## **D5 Definitions and measures of success**

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

We recognise that the targets we have set for the school are challenging. Many of our pupils may come to school with a range of recognised barriers to learning, such as English as an Additional Language, Special Educational Needs, or are from socially deprived backgrounds which can be indicators of lower educational outcomes. Nevertheless, we are encouraged by the good results achieved by other local schools, for example, Abbey Primary, a social values ethos school, judged as inadequate by OFSTED is now oversubscribed and recognised as outstanding. We are inspired by many examples of 'outstanding' schools which are delivering the high standards we aim for with similar cohorts of children<sup>4</sup>, such as Guru Nanak School in Hayes, which has a multicultural demographic where significant numbers of pupils speak English as a Second Language, and Harby CE and Launde Primary schools in Leicestershire, Highfields Primary School and Whitehall Primary School which have a majority of pupils from socio-economically deprived backgrounds, high numbers of children with Special Educational Needs, and a multicultural demographic where many speak English as a Second Language.

We refuse to be defined by lower targets which may be considered to be acceptable through such measures as 'contextual value added' which we believe downgrade expectations of young people due to socio-economic background, gender or ethnicity.

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

#### **A. Academic Outcomes:**

The academic outcomes of FPS will be one of the key criteria against which others and we will judge our performance, and as such are very important. We intend to deliver the very highest levels of outcomes for each child through our approach to learning and assessment, which is personalised, vibrant and effective. We have established 3 ways of measuring academic outcomes detailed below.

#### **B. Personal Development and Effectiveness:**

The personal development of our children is key to creating lifelong learners who are happy, successful and able to continually develop and change as they grow. An important element of our vision is the creation of children with confidence, supporting their community and each other. We therefore developed three criteria for measuring the success of this element of our vision, detailed below.

---

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

### **C. Moving on – Next Steps:**

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

### **A. Academic Outcomes**

#### **Measure 1 - Academic achievement and progress**

We intend to deliver a high standard of outcomes and progress at each stage, as shown below:

#### Early Years Foundation Stage

##### Pupil Assessment – tracking through KPIs

Our Early Years Foundation Stage profiles will report as required on the attainment of each individual child, and their position in each of the 13 Assessment Scales – as it currently stands, although we fully intend to move to any new assessment guidance coming from the review of the EYFS. Working on current assessment requirements, we intend that each child will demonstrate a score of at least 6, and that 80% of them will secure a score of at least 8, to establish strong foundations to progress to the next level at Key Stage 1. We intend to set equivalently high standards for outcomes should the assessment approach change.

The measurement process is through careful observation and frequent recording of key achievements by the staff against assessment scales, and the review seems to indicate that this will not change, although additional guidance will be provided, which we shall make use of.

These are ambitious in that they provide a series of outcomes which are towards the upper end of what might be expected at this age – and will be charted against an intake which conceivably may have lower than average ‘attainment’ upon entry. This ambition is necessary, however, if we are to lay the foundations for success at KS1 and then 2, shown below.

#### Key Stage 1

##### Pupil assessment – tracking through KPIs

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

We intend that the Year 1 Phonics Screening test, if delivered again in 2013, will demonstrate that all our pupils are working at the level appropriate for their age. This will keep us on track for achieving our Key Stage 2 targets, as it indicates the required degree of proficiency in reading. 95% of our pupils will achieve Level 2 in English (reading, writing, speaking and listening) and Mathematics at the end of Key Stage 1. This ambitious target states that we will bring almost all of our children up to the required level, and our demographic data infers that this may be challenging as pupils will start from a lower base. This target also reflects our Key Stage 2 target.

## Key Stage 2

### Pupil assessment – tracking through KPIs

90% of our children to achieve a Level 4 or more in English, Mathematics and Science SATs, with a high proportion achieving level 5. This mirrors our ambitious targets at KS1 and in the Early Years, and reflects appropriately the highest performing primary schools in the wider.

To achieve this, we will set the secondary target of all children making the required 2 levels of progress between KS1 and KS2, so that even if a child does not have the desired attainment level, the progress he or she is making demonstrates sustained learning.

### Rationale:

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

**Measure 2** - The ability to think critically and independently, to question and to communicate coherently, orally, in writing and using IT skills.

### Pupil Assessment – tracking through KPIs

Assessment of this criterion will be against critical and independent thinking measures. Results will be a helpful indicator, but other key performance indicators will include the range of high level evaluative skills shown through assessment; the number of pupils who are considered to have gifts or talents; and the rounded outcomes of our pupils as demonstrated by their broad range of interests and involvement in their local community.

### Evidence

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

### Rationale

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

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

### Pupil Assessment – tracking through KPIs

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

- Enable pupils to store electronically examples of their work, together with a commentary explaining briefly the context for the work.
- Enable sharing of resources and content drawn from the web, between pupils and teachers.
- Provide a progressive record of each learners' achievements, parts of which could be made available to parents to enable them to support their child's progress.

#### Evidence

A pupil may use evidence of 'leadership' when uploading pictures to their portfolio where they captain their House team to victory in a spelling competition; another pupil may use evidence of team work when they put in their portfolio a certificate awarded for their role in developing a derelict site for use by the local community.

#### Rationale

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

### **B. Personal Development**

Children from our school will be happy and have excellent reputations in the community and with other local schools. They will be known for their trustworthiness, their honesty, their compassion, and their service to others.

**Measure 1** - The motivation and self-discipline for pupils to reach their full potential in all areas of life and the ability to celebrate appropriately their own success and that of others.

#### Pupil Assessment – tracking through KPIs

We shall, while the pupils are at the school, use pupils' e-portfolios to capture evidence of motivation and self-discipline. In the longer term, we expect to see all our pupils achieve at least 5 good GCSE results including English and mathematics, which is vital to support attainment at the higher academic level with which we intend they shall achieve when they leave us. We will measure the onward journeys of all our pupils and expect to see all our pupils continue on to education, employment or training post-16.

#### Evidence

The merit system will be a useful indicator of pupils' self-motivation in the class, and we would expect all our pupils to meet the 'average' expectations shown in the Rewards policy. Pupils may also use celebrations in assembly, and their ability to promote others for awards, as evidence of their own self-discipline and motivation. We shall also continue to track pupil progress into secondary school to gather their GCSE results as evidence of our success.

#### Rationale

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

**Measure 2** - Be able to make positive and inclusive friendships and being tolerant of other's faiths and backgrounds.

Pupil Assessment – tracking through KPIs

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

Evidence

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

Rationale

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

**Measure 3** - Trustworthiness, accountability, personal integrity and self-discipline resulting in positive behaviour, respect for others and excellent attitudes to learning.

Pupil Assessment – tracking through KPIs

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

Evidence

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

Rationale

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

### **C. Next Steps – moving on successfully from our School**

**Measure 1** - A sensitive, informed and responsible approach to the use of our environment, facilities and resources in school, in our communities and in the world at large.

We intend that pupils will take pride in their school, help in its upkeep, be positive about its development and success to date.

Pupil Assessment – tracking through KPIs

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

Evidence

These measures are in the main qualitative and captured by pupils in their portfolios,



and in assembly celebrations for activities that the pupils have undertaken.

#### Rationale

This criterion is important as it measures the success of the element of our ethos relating to Sikhism's universal value of respecting all creation, one of our twin pillars. This element is also measured through criteria 5 and 6 above

**Measure 2** - The ability to live in a complex and changing world making informed independent choices towards a balanced, healthy life style and developing the social skills to be a successful and integrated citizen.

#### Pupil Assessment – tracking through KPIs

We will have supported the success of each individual when we can see what they go on to achieve when they move on from our school. We intend to continue our pastoral oversight to ensure that they are successfully embedded into their secondary education by inviting them back to school to share their experiences, and offering any support that may be required by them or their family in adjusting to the additional costs or difficulties which may be experienced by a change in educational or wider learning setting as they move on to secondary school. We intend to offer help to assist our alumni in pursuing their post 16 education and we will keep a record of all our pupil outcomes and any follow-up activities we may have to undertake in order to assist our pupils.

#### Evidence

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

In the longer term, we expect to see all our pupils achieve at least 5 good GCSE results including English and mathematics [or equivalent], given the academic levels of attainment with which we intend that they shall achieve when they leave us. We will measure the onward journeys of our pupils and expect to see all of them continue on to education, employment or training post-16.

#### Rationale

This overarching measure helps us to determine our success in embedding a desire to learn, to strive and to succeed in lifelong learning.

### **Pupil assessment and tracking systems**

To ensure that we achieve our targets in each of these 8 areas, our pupil assessment and tracking systems will be critical. We are clear that the use of ICT is central to tracking data effectively, and that regular and timely assessments of all types are built into all planning as an integral element of learning. These will include self and peer assessments by pupils. Studies of successful learners also makes it clear that 'ownership' of assessment is central to improving, and thus the methods we use for tracking are both held by staff and by pupils, and shared with parents.

- Assessment will be both formative and summative.
- Assessment will be made by the teacher and staff through a range of methods appropriate to the Key Stage – for example, observation in the Early Years Stage; tasks, tests, self-assessment and observation in Key Stage 2.
- As children move through the school they will be tracked as individuals, as groups and as a cohort. This will help us to identify children who are not making expected

progress and plan for early interventions, or identify issues with groups or cohorts of pupils.

- We will identify long term, medium term and short-term goals. The children's performance will be assessed, recorded and reported on a regular basis. Any targets set will then be revisited and updated accordingly.
- As developed by our partner schools and personalised for our demographic intake by our Education working group, a template, or generic Individual Education Plan will be provided to teachers for all students who join the School. This will be personalised for each child as they reach targets set. Senior staff will be expected to ensure class teachers are being supported through this process and, if required, additional help is given so each child has a personalised IEP within the first half term of joining the school.
- Staff will be expected to work closely with the SEN co-ordinator to ensure children are given sufficient support to progress in all areas of learning and development.
- It will be the Principal's responsibility to report to governors for additional support. This will be provided as and when required – we currently have a number of retired teaching professionals who are prepared to volunteer at the school.
- Class and pupil targets will be established each year and tracking will be undertaken against these targets.
- Targets will be established which address each of the 8 areas described above, as appropriate.
- The 'Assessing Pupil Progress' (APP) model will be followed, using the processes designed and developed by Harby CE Primary, one of our partner schools, rated 'outstanding' by Ofsted, where their 'continual assessment' methodology provides a clear focus for planning for teachers.
- The APP model will track individual pupil progress, and each teacher or, if appropriate, teaching assistant, will spend time each day assessing progress being made by a pupil and recording progress as appropriate. The staffing model we have proposed facilitates this strategy.
- All teachers will be trained to use these successful techniques and apply the assessment of pupils' learning to their planning in a continuous cycle of improvement.
- Self-assessment will form a central part of our approach to the curriculum, with regular opportunities for children to understand what they know, what they need to do to progress, and whether they are progressing, being created through planning. The school day also facilitates this strategy.
- Pupils will own their own record of progress, successes and achievements, from a 'Reading Diary' in the EYFS (initially recorded by parents / carers / staff) to an e-portfolio and 'Learning Diary' which plots progress against 'learning ladders' in Key Stage 2.
- ICT will be used to provide interesting and engaging forms of self - and peer-assessment opportunities. It will also provide a place to store pupils' e-portfolios, a collection of key pieces of work that pupils will use to show evidence of their progress against the 9 different criteria we have identified above.
- Although the school management information system has not been identified yet, it will meet our requirements to enable staff and teachers to input assessment results directly and produce a range of data to support our interrogations of individual pupil, group and school progress and achievements in a range of areas.
- It is likely that our MIS will be an online system, possibly SIMS which is used in many Leicester City and County schools, will allow our trained and designated

staff access to the system from anywhere in the school and away from the school at any time. This will support teachers planning and effective management of the school overall. We will ensure all our staff that are required to use the system are fully confident in doing and effectiveness of any training provided will be evaluated further on the job training provided if necessary.

### **Monitoring, Reviewing and Reporting (Escalation)**

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

Assessment data will also be monitored and reviewed on a formal basis by class teachers and Senior Leaders, this will involve the following:

1. Ensuring Learning objectives are made explicit and shared with pupils.
2. Peer and self assessment is used.
3. Pupils are engaged in their learning and receive immediate feedback on their progress.
4. Reports on progress and attainment in the bedrock subjects of English, mathematics and science are made regularly to governors, staff, parents, pupils and other stakeholders. These reports will include the % of pupils working to various Assessment for Learning (AfL) levels in the Assessing Pupil Progress (APP) Program projected levels for following term with supporting strategies. For example in English the report would consist of data on the 7 AfL criteria

AF7 - select appropriate and effective vocabulary.

AF6 - write with technical accuracy of syntax and punctuation...

AF5 - vary sentences for clarity, purpose and effect,

AF4 - construct paragraphs and use cohesion within and between paragraphs

AF3 - organise and present whole texts effectively...

AF2 - produce texts, which are appropriate to task, reader and purpose

AF1 - write imaginative, interesting and thoughtful texts.

For each of these Assessments for Learning criteria teachers will assess the level (1-8) that pupils are working to within the class. Strategies would be identified to progress learning and reported in same format the following term.

5. These reports take the form of regular termly statements, e-mailed to Governors, aggregating data from every pupil's progress and compiled by the teacher using a simple pro forma and information from the APP grid for each subject see Annex D for example
6. A broader view of progress is provided across each subject for teacher and learner (which involves the SENCO).
7. National standards are used in the classroom (the SENCO ensures this is happening and will work with teachers to model the practice).
8. If the expected progress is not made, early intervention strategies will be implemented. These could include changes to short term/medium curriculum planning to bring intervention into classroom or extra support/one to one tuition.
9. Improvements are made to medium-term curriculum planning – this is done every half term by a team involving TA, class teachers, SLT.

Teachers will generally review the progress of their class against their targets on a **half termly** basis. This is because we are aware that in many schools teachers will raise concerns at the end of the first term, at which point they are asked to monitor and apply some sort of intervention. However, if intervention is not successful then we have arrived at the third term and the pupil has lost momentum, parents have lost two terms to be involved, and at that time of year teachers are less likely to take matters further.

At Falcons' Primary School therefore:

- Reports will be made half termly to the senior management team(SMT), enabling the SMT to evaluate the performance of the staff and ensure both staff and pupils needs are being met.
- Tracking pupil progress using the assessment grids will allow staff to determine the need for early intervention where a child demonstrates that their progress is stalling, this would include intervention strategies incorporated into the daily lesson plans, and allows the school to work closely with parents to understand their assessment of the situation and agree a recovery process. The staffing strategy supports the flexible creation of smaller groups and breaking groups into smaller sets by ability as appropriate to focus on barriers to learning as they present themselves, by using a non-teaching Deputy Principal to provide this staffing addition. The Science specialist teacher provides the opportunity for planning, preparation and assessment time for each member of staff.
- Our tracking and reviewing system for children with literacy issues is more detailed and requires at some points weekly review and adjustment of intervention as a result of review. In these cases, a half termly summary will be prepared by the Deputy Principal capturing the literacy assessment outcomes of each individual file.
- The senior management team will report to governors and will share results and progress with staff through the school. For progress and excellence to be consistent we believe an open, honest and team approach to the use and sharing assessments, progress, tracking, reporting and data is essential.
- Senior Leadership will review school progress towards targets on a termly basis, and half termly for those with specific literacy issues.
- A senior member of the leadership team will take the lead and be responsible for assessment and the use of data to inform school improvement.
- This data will be reported into Governors every term and then to parents through news letters.

Until the Deputy Principal is employed in year 4 the Principle will take on these responsibilities with the SENCo, any additional support required will be discussed reviewed and actioned by the Governing body.

Fortnightly reviewing will ensure:

1. The records are always up to date.
2. Class teachers are seen to be coping and feel in control of the situation or otherwise in need of support.
3. Training needs of individual teachers/TA can be addressed in a timely manner and support provided when necessary, whether this is in the form of mentoring, internal or external training.

## Parents

- To promote an inclusive, community-focused learning environment, engaging parents will form a key part of our strategy. As well as being welcomed into the school, we shall run a range of learning sessions both in school time and outside school time to respond to parental concerns ('how can I support my child in their homework?') and to meet parallel parent learning requirements (for example, adult classes to teach English as a Second or Other Language levels 1 to 3).
- We shall hold regular surveys and question-and-answer sessions at school to identify parent and community issues, needs and concerns, so that we are continually meeting our community's needs as a hub for learning. Our parent Governors will also play an important role in voicing the needs and concerns of all parents at meetings and in general.
- We intend that the Principle will be regularly welcoming parents and pupils in the morning and at the end of the day. This will build positive relations with parents and the community encourage all parties to approach school with needs and concerns when necessary.
- The use of the 'parent portal' on our Virtual Learning Environment will also allow parents to keep fully up to date with their child's activities. We will always welcome parents to make an appointment with any of the staff to discuss any of their queries, concerns or issues. We believe that the dialogue between family and child and the school is critical to a pupil's success, as it fosters an understanding of our pupils' needs and promotes a consistent approach to both learning and discipline. We will therefore continually interrogate and review our inclusive approaches with parents to ensure that we are doing all that we can to promote that.

We take particular pride in our approach to informing parents of their child's progress and involving them in any celebratory or remedial action which might be necessary. Our model involves the despatch of a pro forma report for each child, based on the measures above, on 01 February and 01 July each year, which will contain subjective judgements about his/her progress, together with any comments on how the parents might wish to become involved, or further involved, in supporting their child's progress. Parents will be encouraged to become involved and will be invited to two school meetings, based on the reports, at which both their own child's progress and the overall achievements of the school are showcased and discussed. Beyond this level of contact, we intend to design a programme of contacts between parents and the school which will offer parents ample opportunities to challenge their school if they are unhappy with progress, this message will be made clear to parents at New intake welcome events at the beginning of each new year and during the taster days for new intake in summer term.

## D6

**Describe your admission policy, confirming commitment to fair and transparent admissions practices.**

### D6. Admissions

The Falcons' Primary School (FPS) will operate to Leicester City Council's coordinated admissions scheme for first time admissions and in-year (mid-term) admissions. All those applying under the faith criteria must attach a letter from their priest or Gurdwara they regularly attend.

FPS is committed to following the School Admissions Code, the School Admission Appeals Code, and participate in the Fair Access Protocol.

Falcons' Primary School is the admission authority. The admission arrangements if require changing will be consulted on in accordance to the school admissions codes and once determined by the Trustees and Governors of the School Trust will be on the FPS's website by 1<sup>st</sup> May.

#### Admission Number

The admission number for Reception 4+ entry (and onwards), is 30 children per year. This is to ensure that FPS comply with infant class size legislation.

For the main admission round, all on-time preferences will be considered simultaneously and ranked in accordance with FPS's admission criteria. If the school is oversubscribed, places will be offered using the school's priority order. Late applications will receive the lowest priority however will still be considered by the same FPS admissions criteria.

#### The oversubscription criteria:

##### **N.B. This is not the same as Admission Criteria**

For all children whose statement of special educational needs (SEN) names the FPS in their statement, FPS will abide by Para 1.6 of School Admissions Codes.

Where FPS is oversubscribed, FPS will split the applications by faith and non-faith, and apply the oversubscription criteria in the following in priority order:

<b>Sikh Faith Criteria (50% allocation)</b> (Sikh faith applications must be accompanied with a letter from your priest or from the <i>Gurdwara</i> you attend regularly)	<b>Non-Sikh Faith Criteria (50% allocation)</b>
1. Children of Sikh faith that are looked after children, or previously looked after (see note i);	1. Looked after children or previously looked after (see note i);

2. Sikh children with exceptional medical, social or welfare needs, (see note ii);	2. Children with exceptional medical, social or welfare needs (see note ii);
3. Sikh children with siblings (see note iii);	3. Children with siblings (see note iii);
4. Sikh pupils living nearest to FPS (see note iv and v).	4. Pupils living nearest to FPS (see note iv and v).

**\*Notes:**

- i. Looked after children or a child who was previously looked after, but immediately after being looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). A letter from the last local authority the child was in care of confirming the child was in care will be required. The length of time in is irrelevant.
- ii. For criterion 2, the application must be accompanied with professional supporting documentation that confirms the reasons or supports how the application for a place at FPS is needed.
- iii. Siblings include brothers or sisters including half brother or sister or legally adopted children, but not include i.e. cousins living at the same address. The sibling must be an older sibling attending FPS at the same time.
- iv. Nearest distance is measured in a straight line from where the home (permanent residence see definitions below) meets a public highway to the FPS main front gate, using a computerised map tool.
- v. Where one or more applicants have the exact same ranking i.e. equal distance in a block of flats, independent lots will be drawn.

**Definitions:**

**Faith:** Faith is defined as any child who, with or without their family, is a practicing member of the Sikh faith, and can confirm this through a letter from their priest or the Gurdwara they regularly attend.

**Permanent Residence:** The child's permanent residence is where they live, normally. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend four out of seven nights in a given week.

**Distance measurement:** Leicester City Council's computerised mapping tool will be used to determine straight line distances, from where the home address meets a public highway to FPS's front gate.

**Multiple births:** In the normal round of admissions and if one place remains children of multiple births will all be admitted in accordance with the school's admissions codes.

**Oversubscription (waiting) list:** When all available places have been allocated, an oversubscription list will be operated by FPS for all applicants that have been refused. The list will be ranked in accordance to FPS's admissions criteria and if a place becomes available FPS will allocate it to whoever is at the top of the list. The list will be reviewed and revised:

- Each time a child is added, or removed from, the list.
- Whenever FPS is notified that the child's circumstances have change i.e. change of address.
- At the end of each school year, when parents with a child on the waiting list will be contacted and asked if they wish to remain on the list for the following school year.

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

**Deferred entry to Reception Year (at 4+):** FPS is 4+ to 11 primary school with a single start date from September for most pupils. Some parents may if they wish however, request deferred entry to until their child reaches compulsory school. This is the term immediately following the child's fifth birthday. For summer born children they should start following the summer half-term. Places cannot be held beyond the academic year in which the original application was made. If you wish your child to start in year one then a fresh application must be made.

**Transition to Reception:** To ensure that each child has a smooth transition into FPS school, FPS will offer an induction process for Reception children and their parents:

- Parents and children will be invited to a *Welcome to School Evening*. This is an opportunity for the Principal and staff to welcome parents to the school, to share information and to visit the classroom.
- Children are invited to attend the '*taster sessions*' during the summer term and may need to be accompanied by the child's **parent** (not grandparent, older sibling, uncle, aunt, child-minder etc).
- Parents are invited to Literacy and Numeracy workshops.
- Home visits will take place by our staff prior to a child starting school for the first time. The home visit plays no role in the admissions process.

### **Processes, including Appeals:**

The Governing Body of FPS will establish an Admissions Committee tasked with making decisions on admissions for the school, including drawing up the process for, and hearing Admissions Appeals in accordance with the Code of Practice. It maintains responsibility for ensuring that the functions are carried out properly, and if it decides to do so, will appoint an independent clerk to the Appeals Panel who will offer advice, appoint the panel and manage the process in accordance with the Code. All appeals in the first instance should be made in writing using the Leicester City Council's appeal forms but addressed to the Falcons' Primary School, which is the admitting authority for FPS.



## **D7**

### **Behaviour management**

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

- We believe that our children should feel safe, happy and secure in school, both in the classroom and in the playground.
- We intend that all our children will develop positive attitudes about themselves, others and towards their learning.
- Our strategy is very much based on positive reinforcement and reward.

### **Positive Role Models**

Above all else it is essential that young children have appropriate behaviours and attitudes modelled for them. All our staff will provide these positive role models. Staff will treat each other and the children with respect and kindness. They will work co-operatively and in service to each other and the community. Although our staff will not necessarily be required to be of the Sikh faith they will agree to promote the universal values and ethos for which our school stands. Young children do not always recognise the behaviours of kindness, helpfulness, diligence, tolerance, responsibility and respect. Staff will label the behaviours they see so that children understand the relationships between the words and the actions.

### **Golden Rules**

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

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

- We intend to use the following rewards:
  - Verbal and written praise.
  - Stickers, points and Golden Time – which are personal within the classroom.
  - Merits and House points – which count towards the House competition.
  - Positive letters home from the Stage Leader.
  - Certificates presented in assemblies.
  - Celebration assemblies where great work is shared with the school.
  - Letter or telephone call home from the Principal or Deputy Principal.

## **Rewards for positive behaviour**

Whole school celebration assembly when the achievements (both behaviour and academic) can be celebrated and recognised.

Year R

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

Years 1-6

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

## **Dealing with challenging behaviour**

It is important that children learn the responsibilities that come with their actions. Children need to learn that they have choices in the way in which they behave. They have control over their behaviour and their actions. We will work with our pupils to understand their choices and discourage action that is not acceptable. Although we will promote and reward positive behaviours we will also implement an appropriate system to remind children of behavioural expectations and administer sanctions appropriate to the degree of challenge.

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

Early Years:

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

Key Stages 1 and 2:

- Verbal warning.
- Time out – in class. The child is asked to sit quietly and calm down in a designated and calm area of the classroom. This is not a 'naughty corner'. It is a 'calm corner' or 'golden space' where a child has the opportunity to reflect

for a few minutes and re-join the class when ready. No fuss is made, the emphasis is on being calm and reintegrating with the class with dignity so that learning in the class is not disrupted. Inappropriate behaviour is not ignored. The teacher will have a quiet word with the child for a short time, emphasising the right choice and providing the opportunity for the child to make amends with an apology.

- Removal from class – this is as above but a child that is unable to calm down in the classroom with his or her classmates as an audience is asked to calm down for 10 minutes in a neighbouring class. All classes will have a designated ‘calm corner’ or ‘golden space’. Egg timers will be used to show the child when the time is up. If they feel that they are ready to return to class and work without disruption, they may. In the rare occasions where a child is very agitated and is unable to calm down on their own they will go with an adult to a quiet space elsewhere in the school until they have calmed sufficiently to talk about the problem, resolve it and return to class.
- Parent meeting with class teacher, an invitation to come into school to discuss the behaviour and strategies to support an improvement in the child’s behaviour. In the spirit of our school we will seek to work closely with parents and carers to ensure we provide support and guidance where appropriate.
- Principal / Deputy Principal: the child may be sent to either for a discussion about their behaviour and strategies for improvement. Parents / carers will be invited to attend a meeting to discuss the behaviour.
- Where a child’s behaviour is repeatedly resulting in a consequence a strategy of support will be put in place. This will include a method for tracking the behaviour, frequency of behaviour, identifying trigger incidents and capturing every opportunity to reinforce the positive behaviours sought.
- A severe incident will cause the Principal or Deputy Principal to contact the parent immediately. Our behaviour policy will define what constitutes a severe incident which is likely to include an act of violence to another child or adult, discrimination and racially motivated incidents.
- Exclusion – in very rare cases where a child is violent or abusive to staff and / or peers, and external exclusion may be required. We are committed to following the statutory guidance and requirements for exclusion but would anticipate no use of any type of exclusion.
- A Fresh Start – to ensure that a fresh start is possible, a sanction given on a day will not be carried into the next day or even into the next lesson.
- Where the school begins to see difficult behaviour with a child, discussion internally with the SENCO and the Senior Management team will in the first instance lead to discussion with parents about involving appropriate external agencies to consider the triggers for the behaviour, including issues at home, the revealing of particular special educational needs, or other similar.
- Where there is need for further intervention and in the case of troubled family concerns that are impacting on attendance, behaviour and academic progress areas, FPS will work with the LA in terms of troubled families agenda, staff will be fully trained on the schools policies in such cases and a member of the SMT will be given the responsibility to initiate contact with external agencies keeping the relevant class room staff informed.

## **Promoting Pupil Wellbeing**

We take our role in ensuring Every Child Matters very seriously and believe that our ethos and our strategies will fully support every child in our school to be healthy, stay safe, enjoy and achieve to their full potential, make a positive contribution to the life of the school and to the community and be able ultimately to achieve economic wellbeing. The Sikh faith and ethos of the school makes the values of wellbeing explicit in all that we do.

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

We consider and cherish the whole child and fundamentally believe that this is the right approach not only to pupil wellbeing but also to excellent outcomes for children. Class teachers will know children and their parents well from pre-school visits and regular pupil/teacher interviews on progress. Class teachers will also invite parents, carers and the extended family to appropriate curriculum update meetings, celebrations and assemblies.

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

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

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

## **Safeguarding**

At FPS safeguarding is as much about pupils' emotional and mental well being as it is about their physical well being. We have outlined how we will work with outside agencies to identify and support children with educational needs. This will include working with agencies to support children at risk. Equally it will be our responsibility to identify when children in our care present symptoms of underachievement or of being at risk. Initially our appointed SENCO will be responsible for safeguarding and child protection issues and will work with colleagues and outside agencies to protect and support our pupils.

We shall operate an online safety policy restricting access to websites, which could cause harm to young children, while encouraging our pupils to “surf safely.” Initially our Education Working group with the Principal will consider the latest on-line concerns locally and nationally, and the findings will be reflected in our policies. We are also aware a high percentage of parents will not be fully aware of the risks associated with on-line safety, and we will ensure that they are made aware of what is necessary to protect their child’s safety whilst on line. This will be carried out through letters sent home, and parent workshops and evenings. We envisage that these actions will enable all parents to make educated choices protecting their children’s online safety. For parents who are overwhelmed or are financially struggling to input the safeguarding we will provide the use of our computer suite with aim to educate all parents, provide safe access to computers for children and families who are most disadvantaged. We will work with the local police, youth agencies and others to support positive decisions being made by our children, to prevent youth offending and develop approaches to support our children should they be in danger of going down this route.

Disclosures about being subject to physical or sexual abuse will be treated with the utmost seriousness and discretion. Such a disclosure will immediately trigger our Safeguarding policy which provides for children who are, or believe they are, subject to abuse to occupy a safe space in the school and where support can be given. We shall act as quickly as possible to take the necessary steps, such as referral to the Police and at all times remain in support of the child to continue learning until matters are resolved. The Principle will clear direction and harness the commitment and energy of staff. Channels of communication will be simple and effective ensuring each member of staff knows what they are responsible for and how their safeguarding duties relate to those of others. Staff, governors, pupils, parents and external partners will be consulted to ensure that policies are sustainable. As a result, we intend consistency in their safeguarding practice with a positive impact on pupils’ sense of well-being and security; an excellent springboard from which to concentrate on their learning.

High priority will be given to training in safeguarding matters. For example: Safeguarding will be a weekly item for staff meetings, and posters and displays ensure it has a high profile within the whole school community. FPS will exceed the minimum expectation of refresher training every three years for all staff and every two years for designated child protection staff. We will provide annual training for all staff, supplemented by regular updates in staff meetings and underpinned by accurate records of the training undertaken by each member of staff, including volunteers and student teachers. Staff handbooks will provide key information and guidance so that staff know exactly what is expected of them and how they should deal with any safeguarding matters. For example, in relation to child protection issues, they know what to look out for, who to report concerns to, and what the agreed referral procedures are. Other day-to-day routines, such as staffing arrangements at break times, will be also made clear, adding consistency to the way that staff carry out their roles.

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

## **Bullying:**

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

This has been outlined in our approach to rewarding good behaviour above:

- In the first instance, if a child believes that they are being bullied or a member of staff considers that a child is being treated in a way which may make them feel bullied, discussion between children and staff as appropriate takes place. A child may feel confident to tell a teacher.
- Our mentoring system will provide older House mentors who can be approached by younger pupils to provide support and raise concerns. We shall also develop peer support processes as appropriate should a bullied child need support, such as befriending or circles.
- In dealing with bullying incidents, we will observe five key points:
  - We will not ignore bullying.
  - Staff should not make premature assumptions.
  - All accounts of the incidents should be listened to fairly.
  - We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
  - We will follow up to check bullying has not resumed.
- In class, approaches to being bullied, how to tell when someone may be being bullied, and what to do, will be discussed and raised through curriculum opportunities, assemblies, class circle time, and reflection.
- Parents will be made aware of the signs that may indicate a child is being bullied and encouraged to talk to their child and/or the school if they have any cause for concern. We emphasise a partnership approach at all times in matters of behaviour and well-being.
- Bullying behaviour will be discussed with the child or children, noted in the School Incident Log, and the Behaviour Policy followed. We may also instigate restorative justice approaches as appropriate.

## **Attendance Strategy**

We consider that attending school is the best way for each child to achieve his or her full potential. We shall follow our statutory duty to keep an accurate attendance register.

Our key strategic approach is to make sure that school is a positive, exciting place to be which a child does not wish to miss. As such, our approach to creating a vibrant learning environment, with exciting learning opportunities, is at the heart of our attendance strategy. As set out in our vision and values, we place the highest value on learning and achievement and our Attendance policy reflects this.

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

- Our attendance target is 97%, and we intend to make that clear to all parents and children and help them to help us to achieve it by showing our community progress towards that goal through a visual display in the entrance to the school and periodically in classrooms.
- We have arrived at this target as follows:
  - Within 1 mile radius:
    - Percentage absence is 1.27% above national
    - Unauthorised absence is 0.55% above national
    - Persistent Absence 15%+ is 3.87% above national
    - Persistent Absence 20%+ is 1.91% above national
  - Based on this information our target for the first 3 years should be the national average. After which we will set year on year improvements until we reach and maintain 97%. We know there are a number of schools in Leicester that are able to get better than National average for attendance. We will use early intervention and work with families for whom we believe are struggling to meet the desired attendance.
- We shall provide a clear procedure on authorising absences, including holiday absences, through supporting Leicester City Council's Attendance Strategy.
- We plan to celebrate religious events of **all** major local communities in school (e.g. Eid, Diwali, Vasaikhi, Easter, etc). We envisage this will encourage parents to send their children to school to celebrate important events with their class mates. When appropriate we will invite parents and local community to join our celebrations. We also envisage this will promote empathy for the diversity of our school. We recognise through consultations with prospective parents that certain religious days add considerably to absenteeism and will work with our local community and carefully plan teacher training days to minimise impact on attendance as discussed in section D2.
- We shall put into place a clear course of action for first-day contact between parent and school whenever a child is absent – whether by text, by phone or in person.
- We shall put into place a comprehensive and detailed procedure for taking formal action where a child's attendance is unsatisfactory, which will include working closely with parents / carers and where appropriate, the involvement of external agencies. In brief:
  - Unexplained absence or lateness will in the first instance be followed up with a phone call home by the administrative staff or the class teacher, we feel that by the class teacher reaching out will have a positive impact.
  - This will be repeated if no explanation is forthcoming, and the Deputy Principal will be alerted.
  - A letter will be sent home if unexplained absence appears to be becoming persistent, requiring a written explanation. The letter will also invite the parent to come into the school for a meeting.
  - If absence is persistent, and a meeting cannot be secured at the school, the Deputy Principal will work with appropriate agencies as required, and make a home visit.

The attendance strategy will be the responsibility of the Deputy Principal in the first instance. The school administration staff will track attendance through the schools

Management Information System. The administrative staff will notify the Deputy Principal of regular or persistence absence or where there is an absence that gives cause concern for any reason. The Deputy Principal will follow up accordingly with the parents/carers or the appropriate agencies if necessary.

We do recognise that some pupils may need to take lengthy periods of absence, for example in order to overcome a sports injury. In these cases we shall do all possible to ensure the pupil is able to continue his/her education and will provide online support including facilitating written work and submission of assignments and other measures of pupil progress. Classroom teacher will prepare folder for literacy, mathematics and science as a minimum requirement and also include detailed of topic work so parents with the work at home may support pupils. Work completed and returned to the school will be assessed and provide feedback to the pupil and their family, this could be face to face, over the phone or by e mail. Each case will be assessed individually, for instance in some cases a reduced timetable may be sufficient. Our trust member [REDACTED] and has full experience of intervention strategies that can be employed and will oversee this area as described in section F.

### **D8 – Faith ethos and meeting needs of all children**

Our local community is ethnically diverse and includes Afro-Caribbean, African, white British, Jewish and Asian residents, including being a local centre for the Sikh community in Leicester. In examining local schools within a mile of our proposed site, we see that there is an average of 65% of pupils with English as an additional language. Our community has some resources at its disposal, but places for community theatre, meeting, clubs and societies are limited. This information has driven our response to the role that our school is to play in its community. We are passionate about ensuring that our school is fully inclusive and meets the needs of all those in our community. To achieve this, we have shaped our Education Plan and curriculum appropriately, discussed in detail above, and summarised below.

#### **Inclusion in a Faith School**

- As a Sikh faith school, we still wish to promote a welcoming environment for pupils of other faiths and none. We have described earlier how we consider that the values of the Sikh faith are universal and underpin all aspects of our approach to school life.
- To ensure this, we will provide a welcoming, multi-faith and multi-cultural entrance to the school, which celebrates our Sikh faith and ethos within a wider context so as not to overwhelm, and provide information to parents in a number of languages other than English upon request.
- As can be seen in our Enrichment and Extra-curricular programme above, we match Sikh activities – music, singing, sports, cultural studies, learning Punjabi – with equivalent non-Sikh activities, including learning French, archery, fencing and others. In this way, non-Sikh children can enjoy enrichment and extra-curricular activities alongside their friends.
- Should parents of non-Sikh children wish for their child to ‘opt-out’ of Sikh-faith religious education and / or assemblies, they may do so, and alternative provision will be put in place for these children.
- Every effort will be made to ensure our assemblies are fully inclusive to all faiths and pupils of no faith. We will follow the guidance provided by The Leicester Standing Advisory Council for Religious Education (SACRE) as summarised at the end of section E2. We will ensure our parents understand this and invite them to



an assembly so they can experience it first-hand. Should they still wish for their child to opt out of collective worship we will use a multi-agency approach, which will include parents, to decide how this time may be well spent. Alternative provision would take into account the social values promoted through assemblies and include the opportunity for the pupil to develop these.

- Religious education has not been given additional time in the curriculum. Our key curriculum focus is on achieving excellence across a broad and balanced provision of learning.
- Our marketing plan illustrates how we shall enthusiastically encourage non-Sikh parents to apply to the places available to them in our excellent school.
- A commitment to small group teaching, in-class support and withdrawal as appropriate to accelerate the progress of pupils from other faiths.
- An integrated programme with Leicester ESOL to provide specialist support as appropriate.
- A commitment to provide adult education for parents for whom English is not a first language, so that they can support their child at home.

### **Children living in a household where no one works, or are in low-paying jobs or working untypical hours**

To address this, we have provided the following:

- The establishment of a school day, which supports the parent through 7.30am – 6pm provision.
- A Breakfast Club to ensure that every child starts the day with a healthy breakfast.
- Lunchtime hot meals to ensure that every child receives a well balanced, nutritious and tasty meal each day. A balanced vegetarian meal will be provided by the school, which will not only ensure that all are well fed and can learn, but also promotes a healthy lifestyle in the longer term.
- We are not expecting all our pupils to become vegetarian. One vegetarian meal out of three is a good way ensure pupils get their 5 a day. Our surveys show that a large percentage of parents who are not vegetarian would welcome one such meal a day for their child.
- A commitment to small group teaching, in-class support and withdrawal as appropriate to accelerate the progress of all pupils, especially those that may need additional attention.
- We will favour pre-teaching as a strategy for withdrawal, as we feel that pupils should avoid developing negative learning tendencies as can often be the case. Instead we hope to equip them with enough knowledge to be confident learners in the class.
- A safe and supported environment to complete their homework while accommodating working parents and carers.

We intend that Falcons' Primary School becomes a vibrant community hub for all in our community, and mean to implement the following proposals to ensure that our school serves our children, their families and the wider community:

- A wide variety of extra-curricular and enrichment activities which celebrate the rich heritage of our pupils.
- A range of learning activities for adults after school hours with some examples as shown above. This will be added to through our consultation process.

- Presentations of class work to which parents are invited on a regular basis. These presentations will be recorded and uploaded to our learning platform to ensure that parents who cannot attend can remain involved.
- Use of our building for community meetings and for community groups (we are currently consulting with community groups over how we might share resources and intend to develop a plan for managing this sharing).
- Promoting our school as a venue for presentations and displays by and for the community.
- Forging links with secondary schools such as Judge Meadows, a Language Specialist College, and Crown Hills Community College, specialising in sports, to share information and to prepare our students for progression.

# Section E: Evidence of demand – part 1

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Reception</b>	30	72		240%	30	63		210%
<b>Year 1</b>	30	74		247%	30	72		240%
<b>Year 2</b>					30	74		247%
<b>Totals</b>	60	146		243%	90	209		232%

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

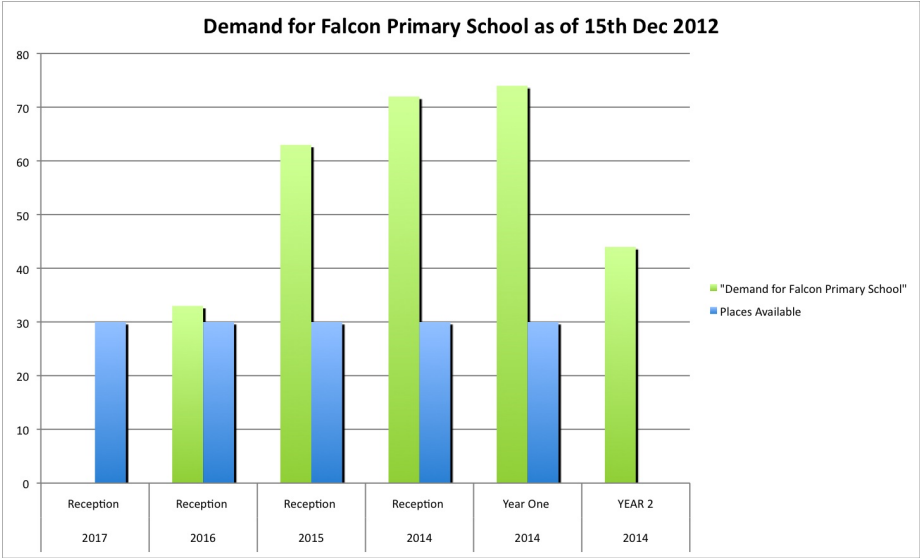
A Full table showing the children’s ages and postcodes is in Annex E.

# Section E: Evidence of demand – part 2

## Parental Support

We have consulted with the parents of children in our community and they have given a definitive declaration of support for Falcons’ Primary School.

72 children wish to attend Falcons’ Primary School in reception class in 2014, 240% of available places, and 74 pupils wish to attend in year 1, 247% of places filled. In 2015 we have already established that 63 children wish to attend reception class as their first choice, 210% of available places. The graph below summarises our results.



As part of our demand campaign parents were given detail about the school to help them make an informed choice. This included a clear statement of our Vision, Values and Virtues and an explanation that our ethos has been derived from the Sikh Faith and is focussed on social values for all communities. As our questionnaire in Annex E shows we specifically asked them:

- Would you be interested in sending your child(ren) to Falcons’ Primary School?
- Would you choose Falcons’ Primary School as your first choice?
- The birth dates of their Children (Day/Month/Year)?
- What is your postcode?
- Do you consider yourself of faith or no faith.
- Do you regularly attend a Church, Sikh Temple, Hindu Temple, Mosque or other place of worship?
- Are you vegetarian or Non-vegetarian?
- Would you be happy for your children to have a nutritionally balanced vegetarian meal as described?
- If they wouldn’t, why not?
- Would you like to be updated on our progress?
- Please provide contact details on the method that you would like us to contact you.
- Additional Comments.

It was particularly important for us to ascertain feedback from parents regarding our proposals for school meals and snacks. In doing this we recognised the particular difficulties associated with meeting the diverse dietary requirements of the wide range of faiths and religions potentially served by our school. Our feedback found that almost all of the parents whether vegetarian or not had no objection for their children having a nutritionally balanced vegetarian lunch. Two parents required more information when we have a confirmed menu. Please see the summary in the table below:

No of parents/children Vegetarian	Number of parents/children non-vegetarian	Number of parents/children happy with our diet	Number of parents/children requiring more information
35	172	209	2

It is our intention to open in September 2014 with one form entry school having one reception class and one year one class in the first year and grow 1 class per year as our cohort progresses.

We have also collected responses for 33 children so far whose parents have told us that they would enrol their children in our reception class in 2016. Demand gathering is on-going.

Our proposed intake of students for 2014, 2015 and 2016 shows a significant number of students will come from the eastern side of the city with the greatest density in the North East and is presented in the following map centred on our preferred site in Northfields, Leicester. This clearly shows there is sufficient demand for our school from the local community.

Of the Sikh parents we interviewed we recognised that travel patterns to school can be quite different to a traditional community school serving a locality. These parents

are prepared to travel across the city in order to attend a school with a Sikh based ethos. The English Martyrs Catholic school in Leicester also has pupils attending out of the catchment area and have confirmed that those parents seeking a faith ethos are prepared to travel across city boundaries.

In the Map below shows our current demand. The central shaded area is a 2-mile radius and the outer shaded area is a 3-mile radius.



Green Dots indicate Reception 2014  
Blue Dots indicate Year 1 2014  
Purple Dots Indicate Reception 2015  
Fuscia Dots indicate Reception 2016

As part of our on-going marketing strategy we are continuing to gather parental support for our school. We have made, and continue to make, every effort to welcome pupils from all ethnicities, faiths and backgrounds.

As mention in Section A, Our dialogue with our community started in the Sikh Temples in Leicester with a series of open evenings and meetings. We have managed to secure the support of 9 Temples these are

Ramgharia Sikh Temple, Guru Tegbahadhur Gurdhwara, Guru Amardas Sikh Temple, Gurdhwara Guru Panth Prakash, Sri Guru Ravidass Temple, Guru Harkrishan Sahib Gurdhwara, Gurdhwara Sahib Sikh Temple Loughborough, Dashmesh Darbar.

They have not had any direct input in to this application. However, they have pledged support for the project and will make a financial commitment once the school is

approved. As a token gesture they have committed to [REDACTED] per year initially which has been added to the financial plans accordingly and they are happy to fund raise for us in the future.

We are the only city in the country where all Sikh Temples have come together to support a single education project.

We were then invited by the BBC to Krishna Avanti Free School to participate in the Inside Out programme regarding Free Schools aired on 12/11/2012.

We have been working for the last eight months with Leicester Children's Library services and have engaged their support in consulting with all communities within a 3 mile radius of our preferred school locality. These include, Belgrave, Hamilton, Highfields, Rushey mead and St Barnabas libraries.

We have met with Parent visiting the [REDACTED]. This centre welcomes patients from some of the most deprived areas in Leicester including, Thurnby Lodge, Rowlats Hill, Northfields, Netherhall, Humberstone, Evington and Crownhills. Hence, allowing us to reach a very wide audience.

They also run weekly vaccination clinics which enabled us to engage with parents of young children.

We have also engaged with the parents in this area through Leicester libraries book bus services. Leicester City Council has put on this service for the most deprived communities recognising they are at greatest levels of deprivation and most isolated preventing them from accessing libraries as well as other services.

We are continuing the effort via leaflet drops in the local area and will be visiting local Sure Start Centres, nurseries and pre-schools to discuss our plans and engage with the managers and parents.

We have marketed our school outside a local supermarket. This proved highly successful in generating interest from young parents.

## **Section E2: The wider community**

### **Marketing strategy**

Falcons' Primary School is driven by the needs of our community; we seek to respond to those needs. Our marketing will communicate the benefits of our proposed school and express our vision, ethos and pedagogy and explain how these are translated into our curriculum to ensure that the learning needs of our children are met.

Publicity for the school thus far has included:

- Publically launching our school project at St Barnabas Library on National Library day 2012.
- Open days and evenings at local community centres.
- Coffee mornings at local community centres.
- Social media marketing including fully working website [www.falconsprimary.org](http://www.falconsprimary.org) with news updates on twitter and Facebook page

<http://www.facebook.com/falconsprimary>

- Online and local news paper press releases including Leicester Mercury (a local news paper). (4<sup>th</sup> December 2012) <http://www.thisisleicestershire.co.uk/Free-school-plans-Government/story-17494130-detail/story.html>
- BBC Inside Out programme. (12<sup>th</sup> November 2012)
- BBC Asian Radio network interview (2<sup>nd</sup> March 2012)
- Local community radio station (16<sup>th</sup> November 2012)
- Information leaflets drop at church groups and other religious establishments, community centres, local libraries, nurseries and Sure Start Centres. (Planned for January to March 2013)
- Discussion groups with Leicester Standing Advisory Council for Religious Education (SACRE).
- Meetings with prospective parents, interested members of our community, and community groups. In addition to our parental support forms we have collected a number of responses from community groups and individuals expressing support for the school. We have used, and will continue to use these forms to identify people and groups with whom we can form partnerships to benefit our school and the community.
- Discussion group held at Loughborough Business School having members from staff (a mixed faith/no faith group) (30/01/2012).
- Blood Donation Campaign at Oadby Library, led by the Mayor of Oadby and Wigston. The event was held in association with Leicestershire County Council, NHS Blood and Transport dept., and all Leicester Sikh Gurdwaras (Temples) and Mandirs (Hindu Temples).
- Information stall at Roseberry Nursery, Leicester.
- Handing out leaflets and engaging with public during a street Procession on the occasion of Guru Nanak's Birthday (25/11/2012).
- Information/exhibition/support stalls at all Sikh Temples of Leicester.
- Open event at the Ramgharia Community Centre where 250 people attended this (05/11/2011).

We have received constructive feedback from our consultations and have taken the points on board to make our school more appealing to the wider community. This starts with the name of our school, changing from Leicester Sikh School to Falcons' Primary School. Providing wider community appeal and allowing the local community and the potential intake, regardless of faith/no faith, to be able to associate/relate to the school.



We have been successful in explaining that our ethos is relevant to all communities of faith or no faith.



We will continue to market our school and to engage with our community throughout the application process and beyond. This will intensify once this application has been accepted. In order to engage fully with our community, key aspects of our on-going consultation will be:

- Our research indicates that up to 65% of pupils from our local community will not speak English as a first language. We recognise that consultation with the families and carers of these children will need to specifically address the challenges associated with communicating effectively with a variety of people who speak a different language in their home. We will liaise with community leaders from the different ethnic groups within East Leicester and agree with them the most effective way of engaging with members of their community including advice on translation and communication. Dependent upon the outcomes of these meetings a combination of the following will be undertaken:
  - Update our website to include information in different languages.
  - Provide written information in different languages.
  - Provide translation services at community meetings and assistance in filling in our survey forms.
  - Provide information to allow community leaders to engage with their people and inform them about our school.
- We will arrange additional community meetings at a variety of venues including libraries, sure-start centres, pre-schools, religious and community centres to explain our intentions.
- Employment statistics for Leicester indicate an unemployment rate three times the national average in some pockets of our community with disproportionate numbers of those working in machine jobs and elementary occupations. We will arrange meetings for a variety of times to allow people undertaking shift work (cleaners, hospital porters etc) the best opportunity to attend.
- Expand our website to include full details of our application. News and updates will be entered as and when new information becomes available, for example the recruitment of the Principal.
- Issue press releases detailing our progress and explaining our vision and ethos.

If approved, we will conduct statutory consultation in line with section 10 of the Academies Act 2010, and, in agreement with the DfE, will enlist the support of a Project Management Consultancy firm in order to ensure the compliance and effectiveness of the process.

The purpose of the consultation will be to inform on the plans to open Falcons' Primary School, to highlight the benefits of our topic based curriculum and strong literacy and numeracy program underpinned with the Sikh Faith and ethos, and to enable parents, carers and members of the local community to ask questions and voice their opinions.

The consultation plan will be structured over a 6 week period, to ensure the maximum opportunity for engagement and responses.

Our consultation will be targeted at:

- Existing parents, carers and social workers with responsibility for children in our community.
- Local community organisations and groups who might become stakeholders or partners with the school through connections that we have established, and



continue to make.

- Local youth and sports groups.
- Faith groups.
- Leicester City Council and members.
- Neighbouring secondary schools.
- Teachers' unions and non teaching staff unions.
- Neighbouring residents.

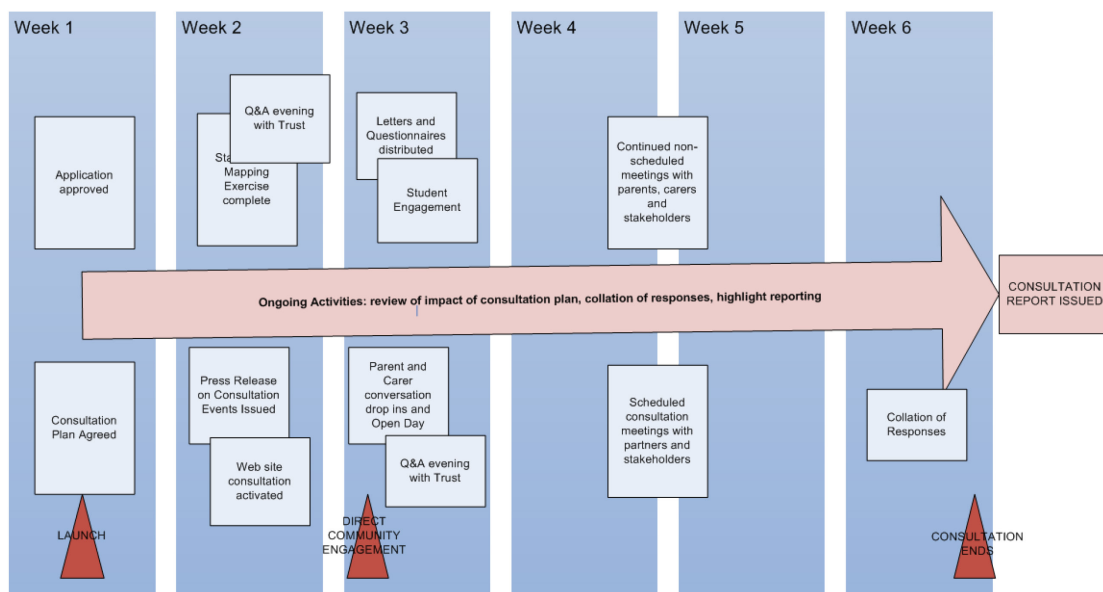
The core messages of our consultation will be:

- The distinctive ethos of Falcons' Primary School.
- Our curriculum.
- Our Diet.
- Our admissions.
- The ways in which we aim to improve the life chances of our young people.
- Our plans to work in partnership with both local schools, and our wider partners working together to share the best teaching methods and resources.
- The relationships we plan to establish with community organisations.
- How we will improve the outcomes for our pupils giving them a better foundation from which to progress into secondary education.

We will consult through:

- Direct personal contact.
- Our Web site.
- Telephone and e-mail.
- Mail shots and door to door survey.
- Informal presentation and Q & A evening to be held in public venues close to our preferred premises. Here we will take the opportunity for parents to sample our proposed menu for the children school meals and provide feedback to further improve them.
- Drop in information centres at the local supermarket, leisure centre and library.
- Briefing papers to the local media.

Consultation process and timescale:



Our consultation plan will fully comply with the Equality Act 2010, ensuring that all stakeholders of whatever background, ethnicity or faith are able to participate. Our primary function is to engage positively with disadvantaged pupils, and to draw their families, communities and support networks into that process.

### Access for All

We intend that Falcons' Primary School will serve the needs of all children in our community and understand that these needs will be varied. We will put in place a number of measures to make our school attractive to a range of pupils and to ensure that they have the opportunity to benefit from a high quality learning experience:

- Breakfast club – To ensure that all students get the best start to their day, regardless of their background or home life. We expect a 10% uptake for paid Breakfast club. We will however provide free places to pupils on FSM or other benefits.
- Homework club – To ensure that those students who, for a variety of reasons, are unable to work at home can complete their work and are properly prepared for lessons. We plan to have these sessions in the extended time table. However, we will assess at regular intervals whether there is a need to have these sessions during school time for pupils who are not engaging with the after school clubs.
- An inclusive environment – Although a faith based school, our ethos embraces people of all faiths and backgrounds. We do not believe in conversion, and will be promoting social values key to all faiths and no faith. Infact, during our consultations we were told by several white British parents of no faith that if a school was outstanding in both academic and non-academic pursuits, they would not be discouraged from sending their children to a Sikh Faith school.
- Performance – We are confident that the strategies we are employing within the school education plan as described in section D will ensure the academic and non-academic achievements of our pupils will make our school a popular choice for parents from all backgrounds in coming years. We are aware that a high performing school is able to transcend differences in culture as parents typically want their children to achieve and will therefore seek out the best performing schools.

- Promotion of our curriculum approach – Over time our results will attract a range of students. Initially, however, we intend to promote and publicise our curriculum approach as set out in section D through the marketing approach set out above. In particular we will promote the following aspects to encourage a wide range of pupils:
  - Our highly personalised approach to learning supporting both less able and gifted and talented children and helping both to achieve their potential.
  - The presence of a highly effective SENCO to benefit less able children and those with Special Education Needs.
  - The provision of a learning assistant in all classes providing additional support as standard regardless of whether statemented children bring funding for additional staff.
  - A commitment to partnering and ongoing training of staff to ensure that best practice is maintained in teaching students of all abilities.
  - Our determination that pupils with Special Education Needs are successful both academically and socially.
- Forging links with secondary schools to share information and to prepare our students for progressing. We will become a member of the Leicester “family” of schools as promoted by Leicester City Council.

### **Parental and Community Involvement**

We recognise the benefits for both our school and the community in forging good relationships and sharing facilities, ideas and opportunities with our community.

We intend for Falcons’ Primary School to be a vibrant community hub and will implement the following proposals to ensure that our school serves our children, their families and the wider community.

- A range of learning activities for adults after school hours with some examples is shown in section D of this application. This will be added to through our consultation process
- Presentations of class work to which parents are invited on a regular basis. These presentations will be recorded and uploaded to our learning platform to ensure that parents who cannot attend can remain involved.
- Use of our building for community meetings and for community groups (we are currently consulting with community groups over how we might share resources and intend to develop a plan for managing this sharing).
- Provision of breakfast clubs and after school homework clubs to allow children from disadvantaged backgrounds to get the best start to the day and to have a safe and supported environment to complete their homework while accommodating working parents and carers.
- Promoting our school as a venue for presentations and displays.
- Forging links with secondary schools to share information and to prepare our students for progressing.

### **Collective Worship**

To ensure that our school appeals to the wider community, at Falcons' Primary School our collective worship will be a time when the whole school will meet together in order to consider and reflect on common concerns, issues and interests. It will offer all pupils an opportunity to worship through engaging in relevant meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development. Collective Worship policy at Falcons' Primary School pays due regard to statutory requirements and has taken account of the guidelines offered by the LCC through its SACRE.

Collective Worship will contribute significantly to the ethos of Falcons' Primary school and it is our aim that it will be a time when the school community can share common aims and values, celebrate achievement and special times, explore together the world in which we live and develop a community spirit. Parents will be welcome to attend acts of worship from time to time.

For the individual pupils, we also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to worship that which is considered worthy, consider spiritual and moral issues, explore their own beliefs, develop their own spirituality, reinforce positive attitudes, participate and respond and reflect on what it means to be human. Collective worship is distinct from curriculum time. However, in Falcons' Primary School, collective worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, collective worship will enrich class work through its consideration of subject matter from different perspectives.

Occasionally visitors will be involved in leading acts of worship at some point in the school year. Such as Christmas, Easter, Vaisakhi, Eid, Yom Kippur (Jewish festival), Diwali as well as other non religious events such as comic relief and jeans for genes.

Any parents who object to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents will be encouraged to discuss this with the Principal. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff. We will take a multi-agency approach before deciding on alternative provision. This will take in to account the pupils' spiritual, moral, social and cultural development that would otherwise have been covered during collective worship, so that the pupil is not disadvantaged in any way.

As already mentioned in D8, our assemblies will be fully inclusive to all faiths and pupils of no faith. We will ensure our parents understand this before making any hasty decision on collective worship and will invite them to assemblies so they can experience this first hand.

Sikh ethos is adamant that 'acceptance' is the key to social harmony and community cohesion. In the 21<sup>st</sup> century we feel that 'tolerance' just does not go far enough and we must accept our diversity and respect all opinions recognising that people can have different beliefs and still be right.

## **Our School Diet**

At Falcons' Primary School we will be offering a vegetarian diet in line with our Sikh ethos and promoting a Healthy Life style. We are not seeking to convert pupils or parents to vegetarianism but educate them to the many health benefits.

Our menus will be nutritionally balanced and fun for the children. We will be at the same time educating pupils and parents on the benefits of the vegetarian diet and how substituting a vegetarian meal to one of your daily meals can offer health benefits. On average a child eats 1095 meals year of which 190 would be vegetarian. Approximately 17-19%.

Please below a extract from <http://vegetariankids.co.uk/vegetarian-nutrition-for-children/benefits-of-a-vegetarian-diet-for-kids/>

### **Benefits of a Vegetarian Diet for Kids**

A vegetarian diet for kids is much more likely to of benefit than it is to harm them.

Here are some of the many advantages of a healthy vegetarian diet:

- Vegetarian children are generally more nutritionally aware than others. Most of our eating habits are learned in childhood, so the healthy lifestyle they are exposed to as kids should stand them in good stead for the rest of their lives.
- Generally, vegetarian kids are likely to be more open to trying a variety of foods and will tend to eat more healthy options overall than non-vegetarians.
- They will have less exposure to the hormones and other chemicals that animals destined for eating are given. Pollutants tend to concentrate in fatty tissues, whereas they can usually be washed from plant foods, so eating a vegetarian diet can be safer from these.
- There is less danger of food poisoning and food borne illnesses from plant foods than from meat, poultry and seafood.
- Plant foods contain more fibre than animal foods, which is good for digestive health.
- Vegetarians are also much less likely to be overweight.

In addition, vegetarians are less likely to suffer from some of the diseases that the Western diet leads to in later life:

- There are less incidences of cancer in vegetarians.
- Vegetarians have a lower incidence of nearly all intestinal diseases and discomforts, probably due to the fibre in a plant based diet.
- Plant eaters are less likely to have a heart attack or stroke than animal eaters, most likely due to the low cholesterol and saturated fat, and the high fibre in a vegetarian diet.
- Vegetarians have a much lower risk of getting diabetes.
- So they really are building a healthy foundation for later on too!

Of course, this assumes that they are eating a nutritionally balanced vegetarian diet, not living on pizzas and chips! To make sure your vegetarian child is getting all the nutrients they need, take a look at our guide to a [vegetarian diet for kids at different stages](#).

Consultations have shown that within the proposed vicinity of the school parents are open to the idea of a vegetarian diet. In fact, Abbey Primary school in Leicester through demand from pupils is now serving vegetarian food three days per week. Parents and pupils have also told us that in schools the vegetarian option is rarely available if you are not on first sitting. Thus showing vegetarian food is more popular in schools in Leicester than non-vegetarian food. In Kestrels' Field Primary School special provision had to be made for vegetarian children specifying hot meals. The children are now lined up at the front in their sitting as the catering staff recognised that children opting for the vegetarian meal were regularly not catered for as vegetarian options were popular with all pupils.

# Section F: Capacity and capability

F1: Respective roles of the company members, governing body and Principal.

Falcons' Primary School is established by, and headed by, the Akaal Education Trust – a company limited by guarantee with articles of association based on the model documents issued by the Department for education ('DFE') for Free School companies. The founding members of the Trust will appoint Directors to the company to take forward the vision of the school and will hold these directors accountable for the day to day operation of the company. These Directors will also act as Trustees to the Trust and are referred to in the articles as 'Governors' of the school, therefore taking legal responsibility for the day to day running of the school.

The precise makeup of the membership and governing body is prescribed in the Articles of Association which will form part of the funding agreement for the school.

We consider that the core role of the Akaal Education Trust is to ensure that the disbursement of public funds is undertaken appropriately – as such, it is accountable to the Secretary of State, and must be satisfied and satisfy in turn that the public funds used to run Falcons' Primary School are being used effectively to meet the vision and ethos of the school. Akaal Education Trust is currently made up of the following 3 persons:

Name	Experience and Responsibilities
[REDACTED]	[REDACTED]



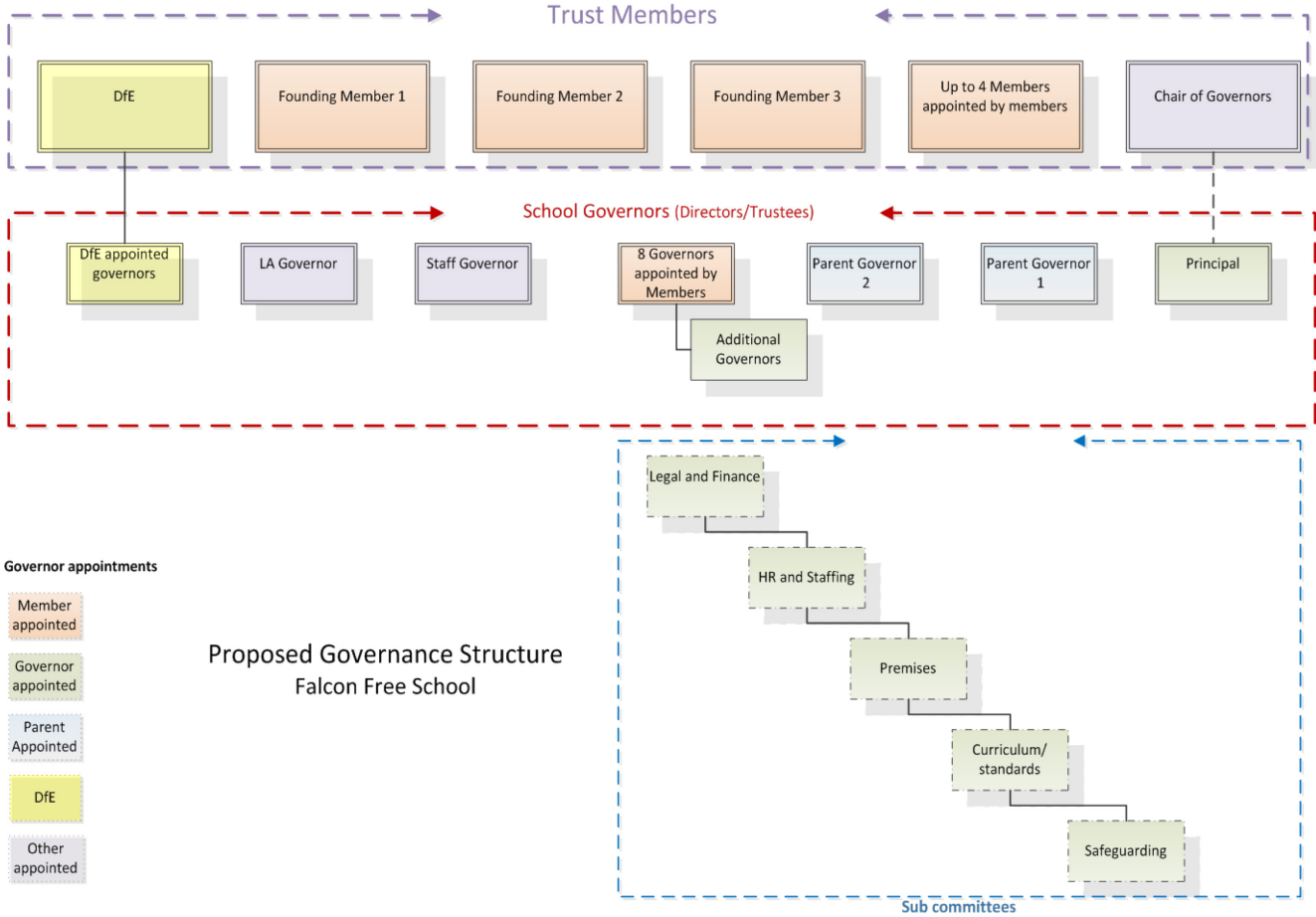

<div data-bbox="188 194 352 230" style="background-color: black; width: 100px; height: 16px;"></div>	<div data-bbox="528 230 692 266" style="background-color: black; width: 100px; height: 16px;"></div>
--	--

Together, these three Directors of the Trust will focus on the relationship between public funds used, and outcomes achieved by the school in line with our Vision and Ethos. They will become Governors of the school during the first 6-12 months of the school running as they all have skills that will benefit the effective management of a school in its early development. They will then step back in to the trustee role once they have established the experienced Governing Body to take the school forward. This way they will ensure that the escalation and resolution of issues is maintained.

As both directors of the company and trustees of the Trust the governors will have a legal responsibility to ensure the organisation complies with charities and company law and does not breach rules laid out in the governing documents. The governors will also have power to discharge some of their duties through delegation to the

Principal and committees of the governing body but ultimately will retain responsibility.

Below we have outlined the structure of our School Governance showing escalation between the levels.



**Governance**

The role of the Governing Body will be to hold the Principal to account for achieving the outcomes of the school, in particular the achievements of its pupils, demonstrating effective leadership and management, good value for money in running the school, and an innovative and creative approach that makes the best use of the staff. In undertaking this role, the Governing Body must demonstrate that it is able to provide both challenge and support to the Principal through:

- Determining school improvement goals.
- Overseeing Principal performance management.
- Visiting the classroom and monitoring teaching.
- Taking a keen interest in the school by attending events.
- Monitoring the delivery of the school’s vision and ethos.

- Determining spending policy and monitoring spending.
- Determining fundraising policies and assisting in revenue generation.
- Internal and external analysis of national tests using both benchmarking and comparative information.

We will manage the Governorship of our school in a transparent and open manner. Conflicts of interest will be declared at appropriate times and where necessary Governors will be asked to withdraw from decision making or discussions, for example when the outcome of such discussions or decisions might be considered to be of personal or financial interest.

The Governing Body will in turn be held to account by the Trust, Ofsted, the parents of the school and other stakeholders eg. Local community, DFE.

We have structured the governing body to allow us to effectively discharge our duties in a timely and efficient manner and propose a concise governing body with subcommittees made up of associate governors reporting in an advisory role to the main body via the sub-committee chair who is a governor. (refer to the diagram showing the governance structure). The main Governing body can then ratify any decisions made by the sub-committees.

In this way the individual teams are able to remain focussed on their tasks but the Governing body retain overall control without needing to micromanage. This approach also nurtures potential governors with less experience to learn from their more experienced counterparts. A careful balance will be struck between holding the head to account and getting too closely involved with the schools day to day management. ██████████ is fully aware of this and experienced in the effective governance roles and responsibilities within schools. ██████████, ██████████ realises the importance of supporting staff and ensuring that they have the skills and confidence to work independently and as part of a multi-functional team to ensure KPI's are being met and exceeded.

To provide the right level of expertise and scrutiny at committee level we will recruit additional associate governors as advisers to these groups. We will establish our governing body and committee structure during the pre-opening stage of the school to allow the governors to drive forward the school development and make important decisions on staffing, curriculum, budget and premises. During the set-up stage the Trustees will meet weekly as a minimum and the Governing Body will meet Monthly and Subcommittees will meet as required and report as described above.

Once the school is operational the governing body will carry on meeting monthly and the sub-committees will meet as required by the Governing Body. Reporting will be as described above and the meeting periods will be reviewed as the school grows and progresses.

Given its important role, the Governing Body needs to be made up of people who bring a wide range of skills and experience to the school, who are prepared to make a significant time commitment to ensure the effective set up and running of our school and who are dedicated to the aspirations and vision as set out in section C of this application and as described in Section F2,3,4 and 5.

Criteria for selecting our governors will include:

- Sympathy with the ethos of our school.
- Balance of skill sets.
- Access to resources and expertise external to the School.
- Amount of time available to commit to the School.
- Availability to attend meetings.
- Willingness to attend training courses.( see section F5)

### **Duties and responsibilities of the Principal**

The Principal Designate will lead on the development of Falcons' Primary School on behalf of the governors, focusing on curriculum development, the learning environment, staff recruitment and development and implementation of the Trust's vision and ethos. Reporting to the Chair of Governors the Principal will ensure the school is a well-managed, cost efficient, outward facing and successful school where highly motivated staff and young people achieve or exceed their potential. The main duties and responsibilities of the Principal will be:

- On behalf of the governors provide day to day management and leadership of the school including direct line management of senior staff.
- Establish high expectations and deliver outstanding outcomes for all students.
- Win the trust of other educational institutions to support partnership working for the good of young people in the region.
- Demonstrate professional credibility with relevant employers, industry stakeholders and professional bodies.
- Display genuine innovation, not only in management and leadership, but in curriculum design, teaching and learning and the use of technology.
- Represent and promote the college effectively.
- Recruit, retain and nurture a diverse staffing structure comprised of highly motivated, committed people with a passion for technology and innovation and the very highest level professional skills and experience.

### **F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.**

Although we intend to recruit the Principal as soon as possible we recognise the need to access appropriate educational expertise both during the implementation of the school and the transition period following school opening. We have identified a number of key areas for education support at different stages of the development:

Pre-funding agreement:

- Educational advice and support to develop the Education vision and ethos into a more detailed brief.
- Education ICT expertise.
- Recruitment of an appropriate Principal.
- Development of key education policies.
- Development of appropriate performance management framework and targets for the Principal and leadership team.

Post-Funding Agreement:

- Induction and support for the Principal.
- Curriculum expertise.
- School Policies and Procedures.
- Staff performance framework.
- Education Development Plan.
- Pre-Ofsted preparation.
- Governor support.

Post-Opening:

- Staff Induction and Training.
- Governor Support.

To address the above and support the development of the school so far we have built partnerships with a number of outstanding education individuals, institutions and organisations and have established an **Education Working Group** which has helped us hone our application and fill the gaps identified. These professionals have committed to offering us their continued support for our project and are passionate about making a difference to education.

**The Education Working Group** consists of:-



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

### **Partnership with Affinity Teaching Alliance in Leicester**

Affinity teaching school alliance has formed a formal partnership with our School and has included us within their alliance as a strategic partner. We have joined the management board and will play an active role within the teaching school as they develop. In the meantime Affinity Teaching School Alliance will provide support for the school as it grows and develops. In line with their role as a teaching school they have offered the following areas of support:

<b><i>Initial Teacher Training</i></b>	<b><i>CPD</i></b>	<b><i>Research and Innovation</i></b>
<ul style="list-style-type: none"> <li>• Provide support and recruitment through the Schools Direct Teacher training.</li> <li>• Provide coaching support for NQT appointments and induction years.</li> <li>• Experience days for Trainee ITT students within Falcons' Primary Schools.</li> <li>• Support school recruitment of teachers and induction.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide access to Teaching School Alliance collaborative CPD such as Digital Literacy, Challenge in Maths, Develop First Quality Teaching.</li> <li>• Involve teachers in the Improving and Outstanding Teacher programmes.</li> <li>• Access to alliance staff meeting network which allows Falcons' teachers to attend other school's staff meetings.</li> <li>• Develop bespoke course/collaborations after CPD audit of new staff.</li> <li>• Develop long term capacity within schools for Falcons' Primary to contribute to CPD delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide access to Alliance Research and Development.</li> <li>• Support the Falcons' Primary in developing lesson study to improve teaching and learning.</li> <li>• Develop action research within school's performance management processes to ensure staff rigour.</li> </ul>

<b>Leadership Development</b>	<b>School to School Support</b>	<b>Succession planning</b>
<ul style="list-style-type: none"> <li>• Providing coaching support for new leaders within school.</li> <li>• Support leaders with school to access national college courses through Inspiring leaders.</li> <li>• Support the school in working towards the Talent Management Quality Mark.</li> <li>• Leaders from Falcons' school to access Literacy, Numeracy, ICT Foundation, SEN and Leadership networks</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Data health checks and whole school assessment reviews lead by NLE/LLE/SLE colleagues.</li> <li>• Annual Teaching and Learning health checks and whole school assessment reviews lead by NLE/LLE/SLE colleagues.</li> <li>• Coaching support to develop whole school self evaluation systems.</li> <li>• Curriculum development support and coaching by 11 SLEs.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide recruitment strategy and succession planning for leaders and teachers within school.</li> <li>• Develop talent identification systems to develop potential leaders and teachers.</li> </ul>

Please see letter of Support from [redacted] in Annex F.

**Other School partnerships:**

We have formalised relationships with several Schools. These include Harby CE Primary in Leicester, Kibworth Primary School in Leicester, Krishna Avanti Primary Schools in Leicester, Madani High School in Leicester, and Nishkam Primary School in Birmingham with a view to sharing good practice and working in partnership.

Working with these local schools will add value to our curriculum both academically and non-academically. Each school will bring their own uniqueness to the partnership and in site in to cultures and communities that make up the richness of our diversity. We feel this is exceptionally important as our intake is projected to be a healthy balance of all communities. This has been reflected in our demand data and the feedback we are getting during community consultations. These schools have a vast experience of techniques used for EAL and serving local communities often having to think outside of the box as the case with Harby CE Primary, recognised as outstanding by OFSTED in last three consecutive inspections.

We are keen to share good practice, encourage staff exchange programmes, opportunities for children from different schools to work together on projects and shared community days where parents and families can broaden their social horizons.

In addition to this we have established a relationship with a similar school in Hayes, Guru Nanak Academy. This school is a very successful Sikh all through school and



we consider that their expertise and advice will be invaluable in helping us to up skill and train our team as appropriate to ensure that we are able to manage and run our school effectively. We have met with this school on a number of occasions and they have made a commitment to us. Guru Nanak School are in the process of becoming a Training School and we will have the possibility of using their expertise to ensure that our teachers receive the training required in order to deliver the excellent standard of education that we are committed to.

**Partnership with Pre-schools**

We are keen to establish links with pre-school settings as we feel this will give us a good indication of the entry level of our prospective pupil intake.

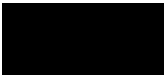
To this end we have established a partnership with Roseberry Pre-school, which is close to our local area and operates from a Sikh Temple serving the whole community. Its intake reflects the local demographics and it is know for serving all communities inclusively and nearly all the pupils have English as an additional language.

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

As with the educational aspects of the project we understand the need to identify appropriate resources at key stages in the school development to ensure sound financial planning and management for the project and the school.

We recognise the need to ensure appropriately experienced individuals with high level experience of school finances are deployed at stages in the schools development to support the governors and the Principal.

We have set up a Finance Committee from our Steering Group with the following members with the financial expertise and have the knowledge and skills to offer critical scrutiny and control of the financial management of the school. They have all committed to support the project from conception, through to opening and beyond and will be willing to join our governing body and subcommittees as required.





#### Pre-funding agreement:

Our Financial Committee has been led by [REDACTED] during the application stage of the project. We have employed the support of our consultants, [REDACTED], to develop the initial indicative budgets for the school with input from the Finance Committee in to the various budgets.

#### Post Funding agreement and opening:

We recognise the need to ensure appropriate support is in place to establish the school financial systems, school budgets, payroll, pensions and service procurement etc post funding agreement and on school opening

We have identified the Principal as the Finance Director in our staffing structure and we have also identified a school business manager to support this role. We intend to recruit the school business manager early using some of our project development funding to enable them to undertake the necessary work with the Principal to:

- Establish and manage the school budget.
- Manage the development budget.
- Put in place financial and MIS systems.
- Procure external financial services such as payroll and audit.

If we are not able to recruit to this post in time we will procure the services of an experienced schools finance consultant to work with the Finance Committee and the Principal until such time as an appointment is made.

We understand the levels of accountability and monitoring required by the EFA and are familiar with the self-evaluation documentation issued around financial management and governance with an annual return required from September 2013. Our Governance Structure diagram at the beginning of section F shows a finance subcommittee. This subcommittee will consist of governors and co-opted governors who will oversee the financial management of the school as delegated by the governing body. They will ensure we deliver compliant financial systems and procedures and will make recommendations.

#### Scheme of delegation of authority:

We will clearly identify the financial responsibilities from the governors to committee

and to the Principal in a schedule of delegation overseen by a 'responsible officer'. A clear schedule of management and evaluation of accounting will include termly management accounts at full governors' meetings with prior assessment and approval by the financial sub-committee.

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

We have a number of people with extensive experience in their field which shows the breadth and depth of expertise and experience within our team as already shown in the Trustees, Education Working Group and the Finance Committee in section F1, F2 and F3. They will work with us through all stages of the project through to on-going support when the school is established and have expressed their interest in the role of governors.

In addition to the Trustees, Education Working Group and the Finance Committee, the following people are members of the Project Steering Group and bring with them extensive experience of business, finance, legal, marketing and human resource. Their experience and level of commitment is highlighted in the table below.

We see our resources deployed over three phases, as illustrated below:

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

Role	Name of person	Experience & Expertise	Time commitment (Hours per month) S = setting up T = Transition R = running
Legal	[REDACTED]	[REDACTED]	15S, 9T, 5R
	[REDACTED]	[REDACTED]	

			15S , 9R, 9R
Faith, safeguarding and wellbeing	██████████	██████████	9S, 9T, 5R  9S, 9T, 10R
ICT	██████████	██████████	9S, 10T, 8R

Marketing	██████████ ██████████	██████████	8S, 7T, 6R
Premises	██████████	██████████	8S,8T, 8R
Community	██████████	██████████	15S, 15R, 10R

**Additional project support**

Where possible we intend to utilise the expertise we have in the group and our wider partnerships during the school development phase and supplement this with more targeted support from external experts within the schools sector.

To ensure the timely engagement of external support and the efficient use of our Project Steering Group members we recognise the need to bring in external project management support to coordinate the key work stream activity. Although our present consultants, [REDACTED], will support the school in the early stage, we intend to undertake a public procurement activity for the appointment of a project management company or consultant as soon as we have confirmation of our project development grant. Our group has considerable experience of commissioning services from external suppliers. However, we intend to seek the support of the school buying club to help us in this activity.

[REDACTED] due to his extensive project management experience will assist with the Project Management during the set-up phase of the school. He will be assisted by [REDACTED], having vital experience of effective governance and management skills. Together they will organise a team from our steering group, education working group and finance committee to work closely with external project management consultants and will oversee the coordination of all activities against an implementation plan relating to:

- Legal and governance
- Finance
- Marketing and admissions
- HR and recruitment
- Education
- ICT and MIS
- Premises

The external project management consultants will report to the trustees prior to the Principal's appointment and establish and monitor the working groups for each of these areas during the pre-opening stage. Working alongside the Principal Designate they will ensure the school project remains on track and report or escalate any risks and issues to the trustees in a timely manner. They will also identify any additional external help and support required to ensure the school is successful and will work with the DfE to prepare the project for funding agreement.

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

#### **Recruitment of the Principal Designate**

We see the recruitment of the Principal early, as a crucial element of our plans. To enable us to move to this appointment quickly we have already drawn up a job description and person specification for this post (see below). This clearly demonstrates the type and calibre of person we are looking for, the role he/she will play during the implementation phase and when the school is open. We aim for the Principal to take up post by January 2014 at the latest, to influence and guide the design of their school, its curriculum, policies and procedures, to recruit staff and market the school to children and parents.

As soon as approval is given for Falcons' Primary School we will advertise this post and work with an experienced and professional recruiter to assist the recruitment process. They will meet with interested candidates to discuss the post, produce a long list from which the governors and others will produce a short list for interview. There will be a 2 day interview process for the post. Day 1 will be a rigorous Assessment Centre focusing on Leadership and Management, Curriculum, Planning and Budget Management. Day 2 will be composed of interview panels with members of our education working group and governors and other organisations if we feel this is necessary. Prior to the 2 day interview candidates will complete a number of on-line assessments. All candidates will receive a candidate pack and have an opportunity to meet with members of Falcons' Primary School before applying.

We are looking for an energetic, dynamic and inspirational leader to lead the pre-opening and development phase of the Falcons' Primary School, head the organisation once open in September 2014 and work with the Trust to deliver an outstanding school for the children in the area. An outstanding track record of school leadership will be essential. As will a passion for teaching and learning, and the credibility to engage partners and the community effectively and drive forward an outstanding institution within a Sikh based philosophy and ethos.

The Principal Designate will lead on the development of Falcons' Primary School throughout 2013/14, focusing on curriculum development, the learning environment, staff recruitment and development and implementation of the Trusts vision and ethos. When Falcons' Primary School opens the Principal will ensure that it is a well-managed, cost efficient, outward facing and successful school where highly motivated staff and children achieve or exceed their potential.

The right Principal will be critical to realising our vision and we are looking for an inspirational and successful leader who can:

- Provide strong, principled and effective leadership, forging a clear sense of purpose and inspiring students, staff, parents, sponsors and stakeholders.
- Establish high expectations and deliver outstanding outcomes for all students.
- Win the trust of other educational institutions to support partnership working and pupils' progress and transition.
- Display genuine innovation, not only in management and leadership, but in curriculum design, teaching and learning and the use of technology to support learning.
- Represent and promote the school effectively.
- Recruit, retain and nurture a dedicated staff team comprised of highly motivated, committed people with a passion for learning and the highest level professional skills and experience.

Below is our proposed job description for the Principal:

### **Falcons' Primary School (Primary)**

---

#### **JOB DESCRIPTION**

**Job Title:** Principal

## Falcons' Primary School

### **Accountable to:** The Governors

The Principal will take overall responsibility for Falcons' Primary School and will carry out his/her professional duties in accordance with the Memorandum and Articles of Association, the policies and requirements of the Governing Body and current relevant legislation.

The core purpose of this role is to lead the successful development and implementation of the Trusts vision, ethos and ambitions for the Falcons' Primary School, Leicester. The Principal will:

- Provide outstanding leadership and direction, ensuring the highest expectations and standards in teaching, learning, behaviour and community engagement and cost-effective resource management.
- Effectively manage teaching and learning.
- Promote excellence, equality and high expectations of all students in both their core learning and extra-curricular activities.
- Deploy resources to achieve the school's aims, including the spiritual and emotional well-being, health and happiness of children.
- Evaluate performance effectively and identify priorities for continuous improvement.
- Carry out day-to-day management, organisation and administration.
- Collaborate and lead in community initiatives securing the commitment of the wider community.
- Create a safe and productive learning environment that is engaging and fulfilling for all pupils.
- Exploit modern technologies and education initiatives to enhance achievement.

### **Key responsibilities:**

#### **Strategic leadership**

The Principal will:

1. Work in partnership with the Trust Board, staff and students to ensure that Falcons' Primary School's vision and ethos are clearly articulated, shared, understood and acted upon effectively.
2. Work with the Trust Board, staff, students and wider community to translate Falcons' Primary School's vision and ethos into clear strategic objectives that promote and sustain school improvement and achieve the highest quality educational provision.
3. Ensure that the Falcons' Primary School vision is understood and promoted by staff, students, parents/carers and the wider community.
4. Actively promote and demonstrate creativity, innovation and the use of new technologies to achieve excellence in all aspects of curriculum development and delivery.
5. Develop the identity of the Falcons' Primary School and ensure that it has an excellent reputation within a local, regional and national context engendering strong partnership working with a wide range of partners.
6. Working with local stakeholders ensuring that students are supported to make effective transition into and out of the school.



7. Ensure strategic planning takes account of the diversity, values and experience of learners and the wider community.

### **Setting and achieving high expectations in Teaching and Learning**

The Principal will:

1. Ensure there is a consistent focus on student aspiration and achievement using data and benchmarking to monitor every student's progress and attainment.
2. Ensure that effective teaching and learning are central to all strategic planning and resource management.
3. Demonstrate and articulate high expectations and stretching targets for the whole Falcons' Primary School community.
4. Develop and embed positive strategies, which ensure the highest expectations of attendance and behaviour, thus reflecting the working environment and practices being promoted.
5. Provide for the emotional, spiritual, social and personal development of pupils to complement academic development.
6. Monitor, evaluate and review classroom practice and promote improvement strategies.
7. Determine, organise and implement a dynamic curriculum supported by effective assessment which facilitates transition and progression pathways to secondary education.

### **Building Partnerships**

The Principal will:

1. Build a strong collaborative learning culture within the Falcons' Primary School and actively engage with early years providers, secondary providers and other academies and schools to build an effective learning community.
2. Invite and engage parents/carers, community representatives and other organisations into the Falcons' Primary School to enhance and enrich its role, work and value in the community.
3. Mindful of some lower than average starting points in contexts of particular social deprivation, work closely with parents and carers to ensure the culture of high expectations and achievement in the school is supported and reinforced at home.
4. Work with local employers to identify and expand opportunities for sponsorship, work-placement and employment for students.
5. Co-operate and work with relevant agencies to protect and safeguard children.
6. Build a culture and curriculum that celebrates the richness and diversity of the Falcons' Primary School community.

### **Operational Management and Securing Accountability**

The Principal will:

1. Ensure that resources are managed effectively and efficiently to support the highest levels of aspiration and achievement for the students.
2. Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews.
3. Treat people equitably and with dignity and respect to create and maintain a positive culture.

4. Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.

### Securing Accountability

The Principal will:

1. Fulfil commitments of contractual accountability to the Governing Body.
2. Provide information and objective advice to the Trust Board and its sub-committees to enable them to establish priorities and meet their responsibilities;
3. Present an accurate and coherent account of the Falcons' Primary School performance to its governors.
4. Ensure compliance with the requirements of all relevant auditing, employment and health and safety legislation and guidance.
5. Ensure that appropriate financial controls are in place and regularly reviewed and monitored.
6. Recruit, lead, motivate, support, challenge and develop staff, ensuring that the focus is on high expectations and achievement.
7. Create and sustain an organisation that promotes collaborative working, sharing knowledge and understanding and self-evaluation, encouraging all to recognise their personal accountability for the success of Falcons' Primary School.
8. Ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review.
9. Ensure the structures and ways of working support the vision and ethos of the Trust Board, including the proactive promotion of equality of opportunity and diversity.

### Other Responsibilities

The Principal will:

1. Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust Board.
2. Be fully aware, understand and act upon the duties and responsibilities arising from legislation and guidance in relation to child protection and safeguarding.
3. Comply with Health and Safety rules and legislation.
4. Carry out their duties with full regard to Equal Opportunities.
5. Act in compliance with data protection legislation in respecting the privacy of personal information.
6. Comply with the principles of the Freedom of Information Act 2000 in relation to the management of school records and information.

<b>Technical Person Specification:</b>			
<b>Post: Principal of Falcons' Primary School</b>			
CATEGORY	REF	Criteria description	Method Of Assessment
<b>Skills and Abilities</b>			
<b>Essential</b>	<b>1.1</b>	Ability to lead and inspire the staff and student cohort providing clear direction for the achievement of excellence in all aspects of school life.	
	<b>1.2</b>	Able to demonstrate a developed philosophy of high aspiration and	

		expectation for every child giving cognisance to personalised learning, SEN, equal opportunities, diversity, ethos and student management.	
	<b>1.3</b>	Able to communicate passionate commitment to the added value the school will bring to its students and the community, and the ability and confidence to promote the school at local, sub-regional, regional and national levels.	
	<b>1.4</b>	Effective and efficient financial and resource management. The skills, drive and ability to manage school projects and resources effectively and to build and manage high performing teams throughout Falcons' Primary School.	
	<b>1.5</b>	Demonstrate political astuteness and be able to sensitively managing a diverse range of stakeholder interests.	
	<b>1.6</b>	Outstanding oral and written communication skills, including the ability and presence to make points clearly, to listen, understand and respond convincingly in a variety of situations.	
	<b>1.7</b>	Innovative approach to classroom practice and exceptional teaching skills; ability to differentiate effectively across the age and ability range.	
	<b>1.8</b>	Ability to interrogate data to track pupil progress, outcomes and whole school performance.	
	<b>1.9</b>	Ability to review and evaluate the efficacy of all activities.	
	<b>1.10</b>	Ability to challenge appropriately and provide effective professional support to staff.	
	<b>1.11</b>	Organisational skills of a high order; able to multi-task and plan effectively.	
	<b>1.12</b>	High order ICT skills.	
<b>Experience</b>			
<b>Essential</b>	<b>2.1</b>	Proven track record as an outstanding Principal/Head Teacher or Vice Principal/ Deputy Head Teacher within a school, academy or equivalent learning environment.	
	<b>2.2</b>	A track record of successful operational management (including monitoring and self-evaluation strategies to set and maintain the highest standards of the quality of: teaching and learning, student	

		outcomes and quality of provision and efficiency, as attested by Ofsted).	
	<b>2.3</b>	Demonstrable experience in leading and managing curriculum development and innovation to deliver a high performance culture amongst all staff and students.	
	<b>2.4</b>	Experience of successfully establishing effective links with the local community and other schools and working with a range of partners, both within and outside the world of education.	
	<b>2.5</b>	An inspirational and innovative strategic education leader with a personal and professional commitment to the delivery of the highest levels of performance and achievement in every child and every teacher.	
	<b>2.6</b>	Experience of successfully addressing transition and progression routes in and out of a primary educational institution.	
	<b>2.7</b>	Successful experience of strategic financial planning, budgeting and resource management.	
<b>Desirable</b>	<b>2.8</b>	Proven track record of successful change management in an educational setting and significant school improvement initiatives.	
<b>Knowledge</b>			
<b>Essential</b>	<b>3.1</b>	Sound knowledge and understanding of national education priorities/developments in primary years.	
	<b>3.2</b>	A thorough understanding of the opportunities which new technology (including ICT) presents to enrich and enhance teaching and learning, management and administration and the wider school community.	
<b>Qualifications and Training</b>			
<b>Essential</b>	<b>4.1</b>	Graduate or equivalent qualifications.	
	<b>4.2</b>	QTS.	
	<b>4.3</b>	NPQH or similar.	
<b>Attitude/Disposition</b>			
<b>Essential</b>	<b>5.1</b>	Passionate about learning and committed to putting the learner at the centre of all that the school does.	
	<b>5.2</b>	Relentless determination and commitment to constant review and refinement in the pursuit of excellence.	
	<b>5.3</b>	Demonstrates professionalism, personal integrity and loyalty.	

	<b>5.4</b>	Works effectively as a leader, individual and as part of a team.	
	<b>5.5</b>	Astute with political acumen and good judgement; able to reach and justify difficult decisions.	
	<b>5.6</b>	Articulate and approachable.	
	<b>5.7</b>	Committed to inclusivity.	
	<b>5.8</b>	Creative and collaborative; able to tap into the creative energies of others.	
	<b>5.9</b>	Tenacity, drive and enthusiasm for excellence and innovation in core, bridging and technical education.	
	<b>5.10</b>	Emotional resilience and the ability to manage in high pressured environments.	
<b>Other Requirements</b>			
<b>Essential</b>			

### **Staff Recruitment:**

As already stated, we intend to recruit our Principal by January 2014 but also recognise they may not be in post when we need to commence recruitment activity for the rest of the staff team. Therefore our education consultants and the education working group will prepare the necessary job description and person specifications for each post. If we have appointed a Principal but they have not commenced employment we will seek to get their views on the proposals.

The timetable for staff recruitment for year 1 will ensure that the staff are appointed in a timely fashion, recruiting the senior staff first. Clear job descriptions, person specifications and HR procedures will ensure that there is a robust process and that high calibre, suitably qualified candidates are appointed. Stingent recruitment and vetting procedures will be in place for staff and their adults. Nobody will commence work unless all checks have been completed including the results of an enhanced Criminal Records Bureau (CRB) check.

The posts will be advertised using the free TES support service, TES primary package and local press advertorial where we think it will attract the right calibre of staff. We will also run a number of local events to encourage staff who may be interested in the school the opportunity to come and speak to the Principal and governors about our plans. Interview panels will be composed of experienced members of our education working group, our education consultants and governors. Once the Principal is appointed they will play an integral part of the recruitment process.

### **Induction and Training**

We will open the school in September 2014, However, two weeks before students are admitted we will undertake a period of induction, team development and staff training. This will be vital to ensure the teachers and staff can understand and be able to promote our vision and ethos effectively. The first weeks and months will be vital to the success of the school and any appointment we make. The arrangements made for introducing a new employee, or governor to the duties of the post, and to the school as a whole, provide the foundation for a successful and safe contribution to the school. The Induction Programme is designed to help new employees and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible.

The induction process will:

- Provide information and training on the school's policies and procedures.
- Provide Child Protection training and assess its effectiveness.
- Enable staff to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community.
- Provide understanding of our Vision and Ethos.
- Contribute to the colleague's sense of job satisfaction and personal achievement.
- Explain the school's Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations.
- Identify and address any specific training needs.

The induction programme will include:

- An induction checklist of the policies, procedures and training to be covered.
- An induction timetable.
- Details of help and support available.
- Details of work shadowing, if appropriate.
- A diary of induction meetings.
- Details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor.

The Induction programme will be tailored to specific individuals or groups of staff as appropriate and will take account of any NQT requirements also. As a suggestion we have identified the different staff in the school and the induction programme for each, although this is not intended to be exhaustive and careful consideration will be given in relation to each post and the experience of the post holder.

### **Teaching Staff including Teaching Assistants**

All new staff will be given appropriate induction advice, training and resources. This will include:

- Safeguarding children and children protection.
- Health and Safety.
- Fire and Emergency procedures.
- First Aid.
- Code of Conduct.
- National Curriculum documents.

- Staff Handbook.
- School Brochure.
- Policy documents, including School Improvement/Development plan.
- Year group schemes of work.
- Assessment advice, recording, reporting, resources and procedures.
- Class lists.
- Information on whole school and year group resources, including ICT.
- Timetables.
- SEN information.

### **Administrative Staff**

All new staff will be given appropriate induction advice, training and resources. This will include:

- Safeguarding children and children protection.
- Health and Safety.
- Fire and Emergency procedures.
- First Aid.
- Code of Conduct.
- Staff Handbook.
- School administrative systems and procedures.
- Specific job related training such as finance, for recruitment selection administration etc.

### **Cleaning/Caretaking/Kitchen Staff**

All new staff should be given appropriate induction advice, training and resources. This will include:

- Safeguarding children and children protection.
- Health and Safety .
- Fire and Emergency procedures.
- First Aid.
- Code of Conduct.
- Staff Handbook.
- Specific job related training such as manual handling, use of ladders, kitchen safety etc.

### **Midday and Cover supervisors**

All new staff should be given appropriate induction advice, training and resources. This will include:

- Safeguarding children and children protection.
- Health and Safety.
- Fire and Emergency procedures.
- First Aid.
- Code of Conduct.
- Staff Handbook.
- Specific job related training such as Behaviour management.

### **Governors**

All new staff should be given appropriate induction advice, training and resources.

This will include:

- Safeguarding children and children protection.
- Health and Safety.
- Fire and Emergency procedures.
- First Aid.
- Code of Conduct.
- Current relevant school information, policy documents and School Improvement Plan data.
- School brochure including staffing, Ofsted and school performance data.
- DfE information on the role of governor.
- Governing Body Policy documents.
- Dates and times of whole governing body and subcommittee meetings.
- Access and information of previous governing body minutes.
- Latest governing body report to parent and school newsletters.
- Information and access to governor training courses.

### **Volunteers**

All new staff should be given appropriate induction advice, training and resources.

This will include:

- Safeguarding children and children protection.
- Health and Safety.
- Fire and Emergency procedures.
- First Aid.
- Code of Conduct.

All staff will be subject to on-going performance management through the schools own performance and development framework which will be provided by their line manager, or the Chair of governors in the case of the Principal. We will develop a performance management framework for all staff to help us to continuously improve the quality of care, teaching and learning in our school and ensure high levels of achievement for all children. Our framework will provide an opportunity for all staff to focus on agreed evidence of their performance, to develop and extend their skills, knowledge and understanding and maintain the relevant teacher standards or job performance required for their post. In particular we want to improve performance by developing the effectiveness of teaching staff, both as individuals and as teams. The evidence is that standards rise when schools and individual staff are clear about what they expect pupils to achieve. That is why performance management is important. For our teaching staff performance management in conjunction with CPD is the process that links priorities for school improvement as set out in the SIP with priorities for career progression and professional enhancement. We will work with our partner schools as discussed earlier in this section to ensure we have in place a rigorous process for setting, measuring and supporting performance in our schools. To support the performance management framework we will put in place a training and development plan linked to the performance management cycle which enables us to identify staff requiring additional support or training to help them fulfil their role.

### **Governors**

The members will appoint a majority of governors to the governing body and will assess applicants against approved criteria which the members feel are necessary



for the future success and performance of the school. As a minimum the criteria will include:

- The skills and experience of which the school has the greatest need i.e. legal, finance, HR, education etc.
- The skills and experience of the candidate and their ability to make a full and effective contribution to the work of the governing body of the school.
- The candidate's support for the school's vision, ethos and mission.
- Expertise up-to-date and to take a full part in the work of the governing body.
- The results of an enhanced Criminal Records Bureau (CRB) check or a current one dated within the last 12 months.

The number of governors on the governing body is contained in the memorandum and articles for Free schools and will include those appointed by members, a staff appointed governor, two parents appointed governors, the principal and additional governors appointed by governors.

The procedure for appointment of staff and parents governors will be decided and agreed before the school opens but the appointment of initial governors will be undertaken before the school opens to help the development of the school going forward. Applications for governors will be invited and all applicants will be assessed against the criteria above.

- 1) We will use the on-going community consultations to discuss with individuals their expertise if they show that they are interested in making contribution to the school
- 2) We will contact individuals who indicate that they would be interested in helping directly
- 3) Contact individual partners directly to identify a governor – we have developed relationships with the Diocese of Leicester, Leicester Local Authority, Affinity Training School. We feel confident that should we be taken forward to the next stage these organisations would support us in a governance role.
- 4) Identify and discuss with the current team and local parents the gaps in our team, with a view to individuals on the team recruiting other appropriate individuals to become involved.

Those successful at this stage will be invited to meet the members and other stakeholders to discuss their application further. The members will then make a decision on which applicants should be invited to join the governing body.

### **Training for Governors**

As part of our commitment to ensuring our governors can manage and effectively drive the schools development we are proposing a series of training which we will commission externally from a qualified body such as the national Association of Governors.

As a minimum our governors training programme will:

- Define the key roles and responsibilities of governing bodies in achieving effective schools.
- Help new governors to become confident and effective.
- Support a range of teaching and learning styles and modes of delivery.



Admissions and Safe Guarding	██████████ ██████████
Curriculum and Standards	██████████ ██████████ ██████████ ██████████
HR and Staffing	██████████ ██████████
Premises and Health and Safety	██████████
ICT and MIS	██████████ ██████████ ██████████ ██████████
Principal	TBC
Staff Governors	TBC
Parent Governors (2 required)	██████████ ██████████ ██████████
Community Governors	██████████  ██████████  ██████████  ██████████

# Section G: Initial costs and financial viability

We have provided two financial models, one showing the school at 100% pupil capacity in each cohort and the other showing each cohort at 80% capacity. All our assumption can be found on the assumptions pages of the individual models.

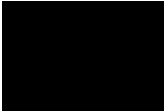
[REDACTED]	:
[REDACTED]	
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	[REDACTED] [REDACTED].
[REDACTED]	.
[REDACTED]	.
[REDACTED]	[REDACTED] [REDACTED].
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.

# Section H: Premises

We have explored the area around our local community to ascertain the availability of buildings or sites suitable for a new primary school. We have spoken with our LA and with estate agents and business owners in our area.

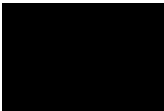
We have found 2 suitable sites in the vicinity of our local area.

## Site 1



This site has been reserved for a community project for the Ramgharia Sikh Temple by [redacted].

## Site 2



Leicester



Furthermore, Leicester City Council has advised that they will assist us in locating a suitable site and we are currently in discussions with them over where this site might be. A number of buildings around Leicester are becoming/have become available as the Local Authority consolidate their own school building stock and as schools are closed, merged or relocated and we have been assured that suitable premises will be found. We will continue to progress this aspect of our application during the evaluation period and are confident that we will be able to present a suitable building and information over the associated costs and procurement route in time to meet an opening date of September 2014.

## Contingency Planning

To ensure that we do not delay the start-up of our school, we have considered contingency planning should our site not be ready on time.

We have 2 sites available which can accommodate 60 pupils with ease for 12 months. There is a sports hall and class rooms ready and available with minimum cost to prepare them for a temporary school.

# Annexes

## Annex C

### Report on Fundamental Movements showing improvements in outcomes



Children who spend more than 75% of their time engaged in sedentary activities, such as watching TV and playing computer games, have nine times poorer motor coordination than their active peers.

Official figures show that half of five-year-old boys are struggling in basics after a year in primary school.

The importance of physical activity and the development of essential movement patterns in the early years of children are crucial, not only for health but also for intellectual development and the building of a foundation for improved learning, increased confidence, better physical performance and overall success.

Here at SAQ® International, we have been conducting programmes throughout the UK and Europe with schools, pre-schools, nurseries and families. Our goal has been to get a joined-up thought process and joined-up delivery; so that all agencies, teachers, teacher's assistants, outreach workers, day care and nursery staff are trained



and have the resources to deliver our programme on a day-to-day basis.

Already we have achieved some remarkable results, such as improved movement, better hand-eye coordination, increased concentration, better behaviour, increased alertness, listening skills and improved handwriting and reading.

After participating in the programme a Year 2 girl made sudden, dramatic improvement in all areas including hand writing.

A failing London primary school implemented the SAQ® programme

over a 12-month period. Independent research showed SATs results improved. There was a 14% rise in Science, a 15% rise in English and a 21% rise in Maths.

The importance of getting children to move early must not be underestimated. It is a crucial part of every child's development and lays a foundation for their future potential whether it be academic, health and wellbeing or physical activity and sport.



# Annex D

## APP Writing Grid

### Assessing Pupil Progress Writing: Level 4

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

Criteria for Level 4: Four out of AF1, AF2, AF3, AF4, AF5, AF6.

4c = minimum criteria met    4b = minimum criteria AND additional highlighting across Level 4 AFs    4a = nearly all of Level 4 AND highlighting across several AFs at Level 5

	AF1: write imaginative, interesting and thoughtful texts	AF2: write texts which are appropriate to task, reader and purpose	AF3: organise whole texts effectively, sequence and structure information, ideas and events	AF4: construct paragraphs, use cohesion within and between paragraphs	AF5: vary sentences for clarity, purpose and effect	AF6: write with accurate syntax and punctuation in phrases, clauses and sentences	AF7: select appropriate and effective vocabulary	AF8: spelling
<b>Level 4</b>	<b>Across a range of writing</b>							
	<ul style="list-style-type: none"> <li>relevant ideas and content chosen (eg. what and how much to include)</li> <li>ideas and material developed in detail (eg. as dusk fell over the increasingly spooky forest.; feeling dejected and longing to be home; the deadly lion's razor-sharp teeth)</li> <li>viewpoint established and maintained (eg. diary entry in role, eye-witness report; letter of complaint; persuasive booklet)</li> </ul>	<ul style="list-style-type: none"> <li>main purpose of a range of text types is clear (including range of narrative, poetry and all 6 non-fiction text types)</li> <li>main features of selected form are used and are appropriate to purpose</li> <li>style appropriate to task with some attempts to engage the reader (eg. expanding on points; adding imaginative detail, use of humour; building characterisation)</li> </ul>	<ul style="list-style-type: none"> <li>paragraphs used to structure the whole text</li> <li>openings and closings are linked (eg. opening: 'make sure you avoid the canal,' mum warned...ending: as Tom stood there dripping wet; he thought maybe he should listen to mum next time!)</li> <li>ideas or material are generally in a logical sequence</li> </ul>	<ul style="list-style-type: none"> <li>paragraphs contain appropriate information (eg. main idea elaborated by further sentences)</li> <li>sentences in each paragraph are linked (eg. by use of pronouns, connectives, adverbs, commas)</li> <li>some attempts to establish links between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>secure use of complex sentences</li> <li>use of a range of connectives for different text types (eg. however, although)</li> <li>generally accurate variation in tense and verb forms (eg. for impact: today the panda is safe but who knows what tomorrow will bring; consistent use of tense in narratives with speech)</li> </ul>	<ul style="list-style-type: none"> <li>sentences demarcated accurately throughout the text</li> <li>some use of commas to mark clauses (eg. Tom, although it was raining, went for a walk)</li> <li>accurate use of speech marks (eg. use of commas before after speech, ?, ! etc. inside speech marks)</li> <li>apostrophes for possession (eg. Tom's game, the girls' room)</li> </ul>	<ul style="list-style-type: none"> <li>evidence of deliberate vocab. choices (eg. Theo repeated through gritted teeth, a growl rising from the back of his throat)</li> <li>expansion of general vocabulary to match topic (eg. technical language; subject-specific vocabulary; range of powerful and imaginative verbs and adverbs)</li> </ul>	<ul style="list-style-type: none"> <li>correct spelling of:               <ul style="list-style-type: none"> <li>a range of connectives, adverbs, prepositions and contractions (linked to the other AFs at L4)</li> <li>regularly formed polysyllabic nouns, verbs, adjectives and adverbs</li> <li>past and present tense inflections</li> <li>range of plurals</li> </ul> </li> </ul>
<b>Below Level</b>								

Overall assessment (tick one box only)

Level 3a

Level 4c

Level 4b

Level 4a

Date:



# Annex D APP Reading Grid

## Reading assessment guidelines: levels 2 and 3



Pupil name \_\_\_\_\_ Class / Group \_\_\_\_\_ Date \_\_\_\_\_

	AF1 - use a range of strategies, including accurate decoding of text, to read for meaning	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
Level 3	<b>In most reading</b> <ul style="list-style-type: none"> <li>range of strategies used mostly effectively to read with fluency, understanding and expression</li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>simple, most obvious points identified though there may also be some misunderstanding, eg <i>about information from different places in the text</i></li> <li>some comments include quotations from or references to text, but not always relevant, eg <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>straightforward inference based on a single point of reference in the text, eg <i>'he was upset because it says "he was crying"'</i></li> <li>responses to text show meaning established at a literal level eg <i>"walking good" means "walking carefully"</i> or based on personal speculation eg <i>a response based on what they personally would be feeling rather than feelings of character in the text</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>a few basic features of organisation at text level identified, with little or no linked comment, eg <i>'it tells about all the different things you can do at the zoo'</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>a few basic features of writer's use of language identified, but with little or no comment, eg <i>'there are lots of adjectives'</i> or <i>'he uses speech marks to show there are lots of people there'</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>comments identify main purpose, eg <i>'the writer doesn't like violence'</i></li> <li>express personal response but with little awareness of writer's viewpoint or effect on reader, eg <i>'she was just horrible like my nan is sometimes'</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>some simple connections between texts identified, eg <i>similarities in plot, topic, or books by same author, about same characters</i></li> <li>recognition of some features of the context of texts, eg <i>historical setting, social or cultural background</i></li> </ul>
Level 2	<b>In some reading</b> <ul style="list-style-type: none"> <li>range of key words read on sight</li> <li>unfamiliar words decoded using appropriate strategies, eg <i>blending sounds</i></li> <li>some fluency and expression, eg <i>taking account of punctuation, speech marks</i></li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>some specific, straightforward information recalled, eg <i>names of characters, main ingredients</i></li> <li>generally clear idea of where to look for information, eg <i>about characters, topics</i></li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>simple, plausible inference about events and information, using evidence from text eg <i>how a character is feeling, what makes a plant grow</i></li> <li>comments based on textual cues, sometimes misunderstood</li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>some awareness of use of features of organisation, eg <i>beginning and ending of story, types of punctuation</i></li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>some effective language choices noted, eg <i>'slimy' is a good word there</i></li> <li>some familiar patterns of language identified, eg <i>once upon a time; first, next, last</i></li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>some awareness that writers have viewpoints and purposes, eg <i>'it tells you how to do something', 'she thinks it's not fair'</i></li> <li>simple statements about likes and dislikes in reading, sometimes with reasons</li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>general features of a few text types identified, eg <i>information books, stories, print media</i></li> <li>some awareness that books are set in different times and places</li> </ul>
BL							
IE							

Overall assessment (tick one box only)      Low 2       Secure 2       High 2       Low 3       Secure 3       High 3



## Annex E

### Promotional 4 page brochure used during Demand Gathering



**FALCONS PRIMARY SCHOOL**

[www.falconsprimary.org](http://www.falconsprimary.org)

*Creating a better future for our children*

**September 2014**



**Literacy and Sports Specialism**

Literacy will improve longer-term prospects and life chances. It intertwines all subjects and enhances your child's understanding.

Physical Literacy (Sports) taught through the Fundamental Movements programme

**OUR VISION**

**LEARN**

We will create an environment in which our community of teachers, children, parents and carers engage and can expect the highest quality of education and love for life-long learning.

- Providing a safe environment in which our children can develop academically, physically, socially and spiritually
- Our trained staff will regularly assess and track our children's progress
- We will keep you informed and involved in your child's education

**ACHIEVE**

We will nurture a culture where exceeding expectations is the norm. By overcoming barriers and making learning fun for all we will aspire for greatness. High expectations of our entire organisation will help us give your child the education they deserve.

- Special Education Needs of all pupils including gifted and talented will be addressed using Individual Education Plans
- Celebrating successes so children know when they have done well
- Aiming to exceed national average targets

**SHARE NOBLY**

Life is about more than one's self; the joy of giving can exceed the joy from receiving.

- We will encourage our children and staff to be supportive of each other by selflessly sharing knowledge and resources
- We will have a zero tolerance to bullying
- Respecting each other whilst accepting our diversity will create a harmonious environment where communities can unite in a common goal

*"Excellent teaching, personalised education and development, in an environment of good behavior"*

*"Caring has no end, Kindness has no boundaries"*

1.

Our Ethos will fortify the social and spiritual wellbeing of our children. We will achieve this through the principles taken from the Sikh Faith. These universal teachings will promote inclusion and respect for all irrespective of one's class, gender, creed, status, ability or disability. Respect for elders, other faiths and beliefs, caring for elderly and underprivileged, and humility in living will underpin respect for others.

### WELFARE OF ALL AND THE ENVIRONMENT

Helping all teachers provide effective learning activities that address barriers across the curriculum in every context and setting. Helping everyone, encouraging acts of selfless service, supporting others locally nationally and internationally, promoting a harmonious environment and community cohesion which will extend the school boundaries.

### HUMILITY

We focus our children on being considerate of others regardless of faith or no faith. Pride often hinders growth and becomes a barrier to learning. We will help our children recognise this and encourage humility as a valued talent within our school environment.

### WORKING HONESTLY

Working hard in the classroom with honesty and integrity. Knowing that without effort you cannot achieve, and transferring this to your daily life. Considering the impact of our actions on others and our environment.

### OUR VIRTUES

**Compassion** for all and the environment

**Faith** in your chosen way of life

**Determination** to succeed in all your endeavours

**Resolve** to see it through

**Mastery** to be the best

### FREQUENTLY ASKED QUESTIONS

Have a look at our website for more questions & answers

#### WHAT IS A FREE SCHOOL?

*A Free School is a new independent state-funded school.*

#### WILL I HAVE TO PAY SCHOOL FEES?

*No. The Government funds free Schools and there are no school fees for students who attend.*

#### DO I HAVE TO BE A SIKH FOR MY CHILDREN TO ATTEND?

*No. The school will take children of any faith or none. However, 50% of places will be reserved for children from the Sikh Faith.*

#### HOW BIG WILL THE SCHOOL BE?

*The whole school will have 210 children when the school is full after seven years.*

#### WHAT SCHOOL YEARS WILL BE THE FIRST INTAKE?

*In the first year of the school there will be a Primary Reception Year intake and also a Primary Year 1 intake.*

#### WHEN WOULD FALCONS' PRIMARY SCHOOL OPEN?

*If we were approved, the new school would open in September 2014.*

#### WHERE WILL THE SCHOOL BE?

*We are considering a number of sites within Leicester City*

#### WHO IS SETTING UP FALCONS' PRIMARY?

*Members of Sikh and other communities have come together for this exciting project to improve community cohesion and understanding. We have the support of the Council of all Faiths and the Leicester City Council.*

#### WHY DO WE NEED A NEW SCHOOL?

*THERE IS A SHORTAGE OF PRIMARY SPACES IN Leicester and this school will help fill the gap.*

#### WHY DO WE NEED A SIKH FAITH SCHOOL?

*Whilst other communities have their own faith schools in Leicester, the Sikh faith is not currently represented and there are not enough spaces in other faith schools for our children and therefore they are at a disadvantage when it comes to education in a faith environment*

#### WHAT CAN I DO TO HELP?

*Fill in our Parental Support Form. Let your friends and family know about the school, and ask them to let us know about their interest as well. Everyone counts – so please respond now!*

2.

*Our Values Welfare of all and the Environment Humility Working honestly Derived from our Ethos*

*"Transforming the lives of future generations"*





# Falcons' Primary School

## PARENTAL SUPPORT SURVEY

We are currently collecting surveys to measure support for a new Sikh faith primary school in your area to open in September 2014. Our intake will be 50% from the Sikh faith and 50% from other or no faith.

Your response will help us measure support and show that there is demand for our new school. We may share this information with the Department for Education as part of our application for a new school. However, we will not share any personal information such as names, email addresses or telephone numbers, but we may share information that allows the DfE to understand that demand for our school is relevant, committed and specific, like post-codes and birth dates.

We would greatly appreciate if you could fill out as much of the following survey as possible to assist us. (Address on Pg4)

After reading our promotional information provided to you, would you be interested in sending your child(ren) to Falcons' Primary School?

### PLEASE TICK AS APPROPRIATE

- Yes, I would choose Falcons' Primary School as my first choice.
- No, I am satisfied with our local education provision.

If Yes, Please provide Birth Dates (Day/Month/Year)

Child 1 \_ \_ / \_ \_ / \_ \_ \_ \_ Child 2 \_ \_ / \_ \_ / \_ \_ \_ \_ Child 3 \_ \_ / \_ \_ / \_ \_ \_ \_

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

What is your postcode?

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

Do you consider yourself of:-

- Faith  No Faith

Do you regularly attend any of the following?

- Church  Sikh Temple  Hindu Temple  Mosque

Other, please specify.....

Our family and children are  Vegetarian  Non – vegetarian

I would be happy for my child to have a nutritionally balanced vegetarian meal for lunch as described in the example of menus shown to me  Yes  No

If No, Please specify your reasons.....

If you would like to be updated on our progress, please provide the following information

Email address \_\_\_\_\_ Telephone \_\_\_\_\_

Postal \_\_\_\_\_

Additional Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**Enhanced National Curriculum**

We will employ a broad, balanced and creative curriculum which will stimulate our pupils and nurture creativity and a passion for learning. We will teach core skills such as Literacy, Numeracy and ICT independently. The rest of the time our pupils will work on a coherently designed project based curriculum, which will be creative and skill based. Each of our projects will coherently cover all the other subjects of the National Curriculum including Science, Modern Foreign Languages, Geography, history and Music

*Providing A range of excellent activities to enrich the lives of children, young people, families and the wider community.*

**EXAMPLE OF MENUS**

The proposed menu will comply with the School Food Trust standards. We will aim to provide a nutritionally balanced diet. We will pay special attention to micronutrients such as vitamin D and Iron, incorporating fruit and vegetables, choosing monosaturated fats instead of saturated and ensuring adequate dietary fibre is provided. We will provide a heart protective menu for our children. Our menu will consist of vegetarian foods as this is in line with the ethos of our school.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Main Course	Brown Lentil curry/ Chickpea Curry Plain Yogurt	Vegetable Lasagne	Bean and salsa wrap	Soya curry/ Yellow Lentil Curry Plain Yogurt	Tomato and Vegetable Pasta bake
Starchy food	Brown Rice/ Wholemeal Chapatti	Garlic bread	Seasoned wedges	Brown Rice/ Wholemeal Chapatti	Half a jacket potato
Vegetables	Selection of salad	Baby sweetcorn Mange tout	Cucumber, pepper and carrot sticks	Selection of Salad	Sweetcorn
Salad bar		Selection of Salad			Selection of salad
Extra bread	Freshly baked wholemeal bread				
Deserts	Rice pudding	Apple crumble and custard	Fruit salad Ice cream Mango puree	Oatmeal chocolate cookie	Fruit yogurt
Extra Deserts	Fresh fruit and yoghurt available daily				
Drinks	Plain semi-skimmed milk and free water available daily on tables				

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Main Course	Brown Lentil curry/ Red Kidney bean curry Plain Yogurt	Home-made pizza	Mixed Vegetable curry/ Yellow Lentil Curry Plain Yogurt	Mixed Vegetable curry/ Yellow Lentil Curry Plain Yogurt	Chilli bean casserole
Starchy food	Brown Rice/ Wholemeal Chapatti	Garlic bread	Wholemeal burger bun Seasoned wedges	Brown Rice/ Wholemeal Chapatti	Mashed potatoes rice
Vegetables	Selection of salad	Baby sweetcorn Mange tout	Selection of salad Vegetable sticks	Selection of Salad	Mixed vegetables
Salad bar		Selection of Salad			
Extra bread	Freshly baked wholemeal bread				
Deserts	Apple and raspberry strudel and custard	Fruit salad and ice cream	Fruit Yogurt	Pear turnover and custard	Flapjack
Extra Deserts	Fresh fruit and yoghurt available daily				
Drinks	Plain semi-skimmed milk and free water available daily on tables				

**HEALTHY EATING**

- Ensure that all nutrition provided will comply with the School Food Trust standards (both the 14 point nutrient based and all food based standards)
- Work alongside dieticians, nutritionists, catering staff and parents to provide a healthy and innovative menu
- Plan and deliver long term health interventions to all our children and their families
- Incorporate current government health and nutritional interventions into the school, such as Change4life
- Develop a positive eating environment for all children

4.


Falcons Primary School, PO Box 10183, Leicester. LE3 7DH


## Annex E

The following are screen shots of the form that was posted on our website to gather parental support



Home Vision Ethos Curriculum **Parental Response** FAQs Contact Us News

 **FALCONS' PRIMARY SCHOOL**



We are currently collecting surveys to measure support for a new Sikh faith primary school in your area to open in September 2014. Your response will help us measure support and show that there is demand for our new school.

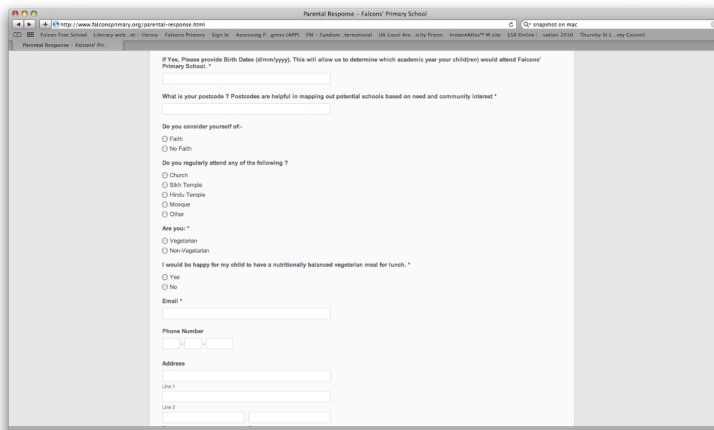
We may share this information with the Department for Education as part of our application for a new school. However, we will not share any personal information such as names, email addresses or telephone numbers, but we may share information that allows the DfE to understand that demand for our school is relevant, committed and specific, like post-codes and birth dates.

Please Complete the following form.

**Choose One \***

Yes, I would like to Choose Falcon's Primary School as my first choice

No, I am satisfied with our education provision



Parental Response - Falcon's Primary School

Parental Response - Falcon's Pri...

If Yes, Please provide Birth Dates (dd/mm/yyyy). This will allow us to determine which academic year your child(ren) would attend Falcon's Primary School.\*

What is your postcode? Postcodes are helpful in mapping out potential schools based on need and community interest.\*

Do you consider yourself of:

Faith

No Faith

Do you regularly attend any of the following ?

Church

Sikh Temple

Hindu Temple

Mosque

Other

Are you\*:

Vegetarian

Non-Vegetarian

I would be happy for my child to have a nutritionally balanced vegetarian meal for lunch.\*

Yes

No

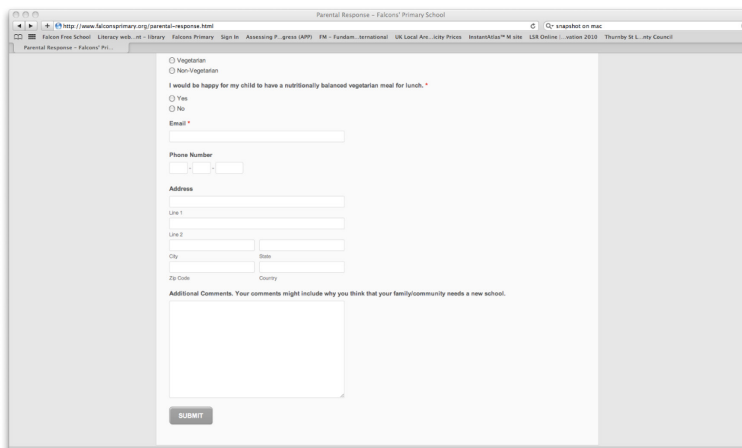
Email \*

Phone Number

Address

Line 1

Line 2



Parental Response - Falcon's Primary School

Parental Response - Falcon's Pri...

Vegetarian

Non-Vegetarian

I would be happy for my child to have a nutritionally balanced vegetarian meal for lunch.\*

Yes

No

Email \*

Phone Number

Address

Line 1

Line 2

City State

Zip Code Country

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

**SUBMIT**

**Annex E**

**Copy of actual demand for places for our school including Post codes and Date of Birth and Year of entry on next seven pages**

### Analysis of Parental Support

From Parents that would choose Falcons' Primary School as their first choice for their Child

	Right Age						Post code
	2017	2016	2015	2014	2014	2014	
	Reception	Reception	Reception	Reception	Year One	YEAR 2	
Total Places	30	30	30	30	30	0	
Total Demand	0	33	63	72	74	44	
Childs Date of Birth							
	-	-	-	-	-	1	LE5
	-	-	-	1	-	-	LE5
	-	-	-	-	1	-	LE5
	-	-	-	-	1	-	LE5
	-	-	-	-	-	1	LE5
	-	-	-	-	1	-	LE5
	-	-	-	-	1	-	LE5
	-	-	-	-	1	-	LE2
	-	-	-	-	1	-	LE4
	-	-	-	-	-	1	LE5
	-	-	-	-	-	1	LE5
	-	-	-	-	1	-	LE4
	-	-	-	-	1	-	LE4
	-	-	-	-	1	-	LE5
	-	-	-	-	1	-	LE5
	-	-	-	-	1	-	LE5
	-	-	-	-	1	-	LE5
	-	-	-	1	-	-	LE5
	-	-	-	-	-	1	LE2
	-	-	-	-	1	-	LE5
	-	-	-	-	1	-	LE5
	-	-	-	-	1	-	LE5
	-	-	-	-	1	-	LE5
	-	-	-	-	1	-	LE5
	-	-	-	1	-	-	LE5
	-	-	-	1	-	-	LE5
	-	-	-	1	-	-	LE5
	-	-	-	1	-	-	LE4
	-	-	-	1	-	-	LE5
	-	-	-	1	-	-	LE1
	-	-	-	-	-	1	LE5
	-	-	-	1	-	-	LE5
	-	-	1	-	-	-	LE5
	-	-	-	-	1	-	LE13
	-	-	-	-	-	1	LE3
	-	-	-	-	-	1	LE5
	-	1	-	-	-	-	LE5
	-	-	-	-	-	1	LE4

Analysis of Parental Support

-	-	-	1	-	-	LE5
-	-	-	1	-	-	LE4
-	-	-	1	-	-	LE4
-	-	-	-	-	1	LE4
-	-	-	1	-	-	LE4
-	-	-	-	1	-	LE4
-	-	-	1	-	-	LE3
-	-	-	-	1	-	LE12
-	-	-	1	-	-	LE12
-	1	-	-	-	-	LE12
-	-	-	1	-	-	LE4
-	-	-	-	1	-	LE2
-	-	-	-	1	-	LE5
-	-	-	-	1	-	LE5
-	-	-	-	1	-	LE2
-	-	-	1	-	-	LE18
-	-	-	-	1	-	LE5
-	-	-	1	-	-	LE2
-	1	-	-	-	-	LE2
-	-	-	-	-	1	LE3
-	-	1	-	-	-	LE3
-	-	-	1	-	-	LE5
-	-	-	-	1	-	LE5
-	-	-	-	1	-	LE11
-	-	-	-	1	-	LE5
-	-	-	-	-	1	LE5
-	-	-	-	1	-	LE2
-	-	-	-	1	-	LE5
-	-	-	-	-	1	LE4
-	-	-	-	1	-	LE5
-	-	-	-	1	-	LE5
-	-	-	-	-	1	LE5
-	-	-	1	-	-	LE5
-	-	-	-	1	-	LE5
-	-	-	-	1	-	LE5
-	-	-	-	1	-	LE4
-	-	-	-	1	-	LE7
-	-	-	1	-	-	LE7
-	-	-	-	-	1	LE4
-	-	-	1	-	-	LE5
-	-	-	1	-	-	LE5
-	-	-	1	-	-	LE4
-	-	-	1	-	-	LE7
-	-	-	-	-	1	LE5
-	-	-	1	-	-	LE5
-	-	-	1	-	-	LE5



Analysis of Parental Support

-	-	-	1	-	-	LE5
-	-	-	-	1	-	LE2
-	-	-	1	-	-	LE5
-	-	-	-	-	1	LE11
-	-	-	-	-	1	LE5
-	-	-	-	-	1	LE5
-	-	-	-	-	1	LE3
-	-	-	-	-	1	LE2
-	-	-	-	-	1	LE5
-	-	-	-	-	1	LE5
-	-	-	-	-	1	LE18
-	-	-	1	-	-	LE2
-	-	-	-	-	1	LE18
-	-	-	1	-	-	LE18
-	-	-	-	-	1	LE2
-	-	-	-	1	-	LE2
-	-	1	-	-	-	LE2
-	-	-	-	1	-	LE4
-	-	-	-	-	1	LE5
-	-	-	1	-	-	LE3
-	-	-	-	1	-	LE2
-	-	-	-	-	1	LE4
-	-	-	-	1	-	LE5
-	-	-	-	1	-	LE2
-	-	-	1	-	-	LE2
-	-	-	1	-	-	LE5
-	-	-	1	-	-	LE2
-	-	-	-	-	1	LE2
-	-	-	-	1	-	LE2
-	-	-	1	-	-	LE2
-	-	-	-	-	1	LE2
-	-	-	-	1	-	LE2
-	-	-	-	-	1	LE5
-	-	-	-	1	-	LE2
-	-	-	-	-	1	LE5
-	-	-	-	-	1	LE5
-	-	-	-	-	1	LE2
-	-	-	-	1	-	LE18
-	-	-	1	-	-	LE2
-	-	-	1	-	-	LE18
-	-	-	1	-	-	LE2

Analysis of Parental Support

-	1	-	-	-	-	LE5
-	1	-	-	-	-	LE1
-	-	1	-	-	-	LE2
-	-	1	-	-	-	LE5
-	1	-	-	-	-	LE4
-	-	1	-	-	-	LE2
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE4
-	-	1	-	-	-	LE4
-	-	1	-	-	-	LE5
-	1	-	-	-	-	LE3
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE7
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE4
-	-	1	-	-	-	LE4
-	1	-	-	-	-	LE4
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE4
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE18
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE3
-	-	1	-	-	-	LE1
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE9
-	-	1	-	-	-	LE9
-	1	-	-	-	-	LE9
-	-	1	-	-	-	LE13
-	-	1	-	-	-	LE2
-	-	1	-	-	-	LE4
-	-	1	-	-	-	LE4
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE3
-	-	1	-	-	-	LE4
-	-	1	-	-	-	LE18
-	-	1	-	-	-	LE2
-	1	-	-	-	-	LE2
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE18
-	-	1	-	-	-	LE2



Analysis of Parental Support

-	-	-	1	-	-	LE4
-	-	-	-	1	-	LE4
-	-	-	1	-	-	LE4
-	-	1	-	-	-	LE2
-	-	-	-	1	-	LE3
-	-	-	-	-	1	LE2
-	-	-	-	1	-	LE5
-	1	-	-	-	-	LE3
-	-	-	1	-	-	LE7
-	-	1	-	-	-	LE5
-	-	-	2	-	-	LE2
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE5
-	1	-	-	-	-	LE5
-	-	-	-	-	1	LE5
-	1	-	-	-	-	LE5
-	-	-	2	-	-	LE2
-	-	1	-	-	-	LE5
-	-	-	-	1	-	LE5
-	-	-	1	-	-	LE5
-	-	-	1	-	-	LE5
-	-	-	-	1	-	LE5
-	-	1	-	-	-	LE5
-	1	-	-	-	-	LE3
-	-	-	-	1	-	LE5
-	-	-	1	-	-	LE4
-	-	-	-	-	2	LE5
-	-	-	-	-	1	LE5
-	-	1	-	-	-	LE5
-	-	-	-	1	-	LE2
-	-	-	1	-	-	LE2
-	-	-	1	-	-	LE3
-	-	-	1	-	-	LE5
-	-	-	-	-	1	LE4
-	-	-	-	1	-	LE4
-	1	-	-	-	-	LE4
-	-	1	-	-	-	LE5
-	-	-	-	1	-	LE5
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE5
-	-	1	-	-	-	LE3
-	-	-	-	-	1	LE5
-	-	-	-	1	-	LE5
-	-	-	1	-	-	LE3
-	-	-	-	-	-	LE5

Analysis of Parental Support

		-	-	-	1	-	-	LE5
		-	1	-	-	-	-	LE4
		-	-	-	1	-	-	LE5
		-	1	-	-	-	-	LE4
		-	-	-	1	-	-	LE5
		-	1	-	-	-	-	LE5
		-	-	-	1	-	-	LE5
		-	-	-	1	-	-	LE2
		-	1	-	-	-	-	LE3
		-	-	-	-	1	-	LE4
		-	-	1	-	-	-	LE4
		-	-	-	1	-	-	LE5
		-	1	-	-	-	-	LE5
		-	-	-	1	-	-	LE3

Please note that we have used Month and Year only to show consistency as some parents did not provide the day of the month.

## Annex F

### Letter of support from Affinity Teaching School Alliance



Falcons' Primary School  
PO Box 10183  
Leicester  
LE3 7DH

Date: 7 December 2012  
Reference atsa  
Contact: [REDACTED]  
Contact Tel No: 0116 2790132  
Contact email:  
[REDACTED]

Dear [REDACTED]

I am writing in support of the Falcon's Primary Free School Application and to explain our partnership with their application. Affinity teaching school alliance has formed a formal partnership with Falcon Primary School and has included them within our alliance as a strategic partner. Although the primary is not yet formed we believe this new free school will bring an outstanding education provision for the children of Leicester and provide outstanding links within our teaching school.

They have joined our management board and will play an active role within the teaching school as they develop. In the meantime Affinity Teaching School Alliance will provide support for the school as it grows and develops. We have summarised some areas where we feel we can support the school in its development utilising the 6 key areas of partnership that a teaching school offers.

Area of Support	Initial Teacher Training	CPD	Research and Innovation
Partnership with Falcon's Primary School	<ul style="list-style-type: none"> <li>Provide support and recruitment through the Schools Direct Teacher training</li> <li>Provide coaching support for NQT appointments and induction years.</li> <li>Experience days for Trainee ITT students within Falcon Primary Schools</li> <li>Support school recruitment of teachers and induction</li> </ul>	<ul style="list-style-type: none"> <li>Provide access to Teaching School Alliance collaborative CPD such as Digital Literacy, Challenge in Maths, Develop First Quality Teaching.</li> <li>Involve teachers in the Improving and Outstanding Teacher programmes.</li> <li>Access to alliance staff meeting network which allows Falcon's teachers to attend other school's staff meetings.</li> <li>Develop bespoke course/collaborations after CPD audit of new staff</li> <li>Develop long term capacity within schools for Falcon Primary to contribute to CPD delivery</li> </ul>	<ul style="list-style-type: none"> <li>Provide access to Alliance Research and Development.</li> <li>Support the Falcon Primary in developing lesson study to improve teaching and learning.</li> <li>Develop action research within schools performance management processes to ensure staff rigour.</li> </ul>
Area of Support	Leadership Development	School to School Support	Succession planning

**Affinity Teaching School Alliance**  
At Kibworth C of E Primary School, Hillcrest Avenue, Kibworth Beauchamp,  
Leicestershire LE8 0NH  
Tel: 0116 279 0132 Fax: 0116 279 6737 Email: [info@affinitytsa.co.uk](mailto:info@affinitytsa.co.uk)



Partnership with Falcon's Primary School	<ul style="list-style-type: none"> <li>• Providing coaching support for new leaders within school.</li> <li>• Support leaders with school to access national college courses through Inspiring leaders.</li> <li>• Support the school in working towards the Talent Management Quality Mark</li> <li>• Leaders from Falcon school to access Literacy, Numeracy, ICT Foundation, SEN and Leadership networks</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Data health checks and whole school assessment reviews lead by NLE/LLE/SLE colleagues</li> <li>• Annual Teaching and Learning health checks and whole school assessment reviews lead by NLE/LLE/SLE colleagues.</li> <li>• Coaching support to develop whole school self evaluation systems.</li> <li>• Curriculum develop support and coaching by 11 SLEs</li> </ul>	<p>Provide recruitment strategy and succession planning for leaders and teachers within school.</p> <p>Develop talent identification systems to develop potential leaders and teachers.</p>
--	--	---	---

The areas identified above are a brief summary of the types of partnership we hope to develop over the coming years. We believe that the Falcon primary is an exciting and innovative project which will bring great value to the children of Leicester but also the education profession. It will provide an opportunity for shared learning and exciting partnerships between children and professionals. If you require any further information please don't hesitate to get in touch.

Yours faithfully,

[Redacted signature]

[Redacted name]

[Redacted contact information]

**Affinity Teaching School Alliance**  
**At Kibworth C of E Primary School, Hillcrest Avenue, Kibworth Beauchamp,**  
**Leicestershire LE8 0NH**  
**Tel: 0116 279 0132 Fax: 0116 279 6737 Email: [info@affinitytsa.co.uk](mailto:info@affinitytsa.co.uk)**