



(Registered charity 1105545)

Consultation Paper for the proposed Krishna-Avanti Primary School in Harrow

Where lessons are learnt for a lifetime...

All correspondence to:

I-Foundation

25 Hill Street

Mayfair

London W1J 5LW

Email: info@i-foundation.org

This paper may also be requested in different formats from the above address.

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Executive Summary

The **Krishna-Avanti Primary School** ("the School") is being promoted by I-Foundation – a charitable organisation bringing together the best in education, voluntary sector, public sector and private sector experience to deliver a world-class flagship project.

The name 'Krishna-Avanti' carries very special significance to the Hindu community. Literally, the name means 'Krishna's Avanti'. Krishna is the name of God, meaning 'All Attractive'. Whilst Hindus believe in only one God, we also believe that God can take different forms and incarnations. During His presence on this planet, Lord Krishna also went to school - in a place called Avanti. Hence with the name 'Krishna-Avanti', we hope to inspire a simultaneous attachment to both God and education, as taught by the Lord Himself.

The School proposes to be the **country's first Hindu faith-based Voluntary Aided School**. The School will be established as a **one-form entry mixed primary school with attached nursery**.

The Hindu residents represent 20% of Harrow's population - this is higher than in any other borough in the country. In 2005, I-Foundation received all-party support for their bid to apply for capital funding from the Government to establish the School. Subsequently, in October 2005, the DfES approved this capital funding bid.

The School will cater from **Nursery through Year 7**. In order to minimise impact on local schools, the School will open one year at a time. The School will look to open in **September 2008** for the first intake. The School proposes to be established at **Pinner Park Farm, George V Avenue, Middx HA6 4SU** in the London Borough of Harrow. I-Foundation fully appreciates the exceptional nature of the proposed site and part of the proposal will incorporate a unique **Eco-Education Centre**.

I-Foundation is working in affiliation with ISKCON (the International Society for Krishna Consciousness). ISKCON operates the largest temple and cares for the largest Hindu congregation in Europe at Bhaktivedanta Manor near Watford. Critically, ISKCON was chosen as the faith partner because of its truly broad representation of the Hindu community.

I-Foundation's proposal has support from all major Hindu umbrella organisations. I-Foundation has also received tremendous support and help from the various faith organisations that are represented on its Advisory Panel – including representatives from the Church of England, Catholic Education Service, Board of Deputies of British Jews and the Association of Muslim Schools UK – for which we are extremely grateful.

I-Foundation's team has extensive experience in establishing and operating Hindu faith schools in the UK.

I-Foundation will begin a period of consultation with local stakeholders during May and June of 2006 and will look to publish a Statutory Notice by the end of June 2006. This document forms part of that consultation process and we invite your responses and comments on the same. We have provided a reply slip for your use.

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1 The Vision

1.1 Where lessons are learnt for a lifetime...

The School aims to develop each child's full potential spiritually, morally and academically. It believes in delivering a high standard of **academic**, **moral** and **spiritual** education, preparing pupils to become individuals of good **character**, **behaviour** and **competence**.

The School aims to:

- create a flagship institution that will deliver best-in-class academic education whilst fostering attraction to the values, philosophy and practices of Hinduism
- create in the children an understanding of how to apply Hindu scriptures in their daily lives
- provide the children with a unique opportunity to engage their creativity through the medium of devotional art, music, dance and drama
- encourage children to be sensitive towards all living beings, other religions and cultures and to the society and environment they are part of
- help the children gain self-esteem, self-confidence and integrity within themselves through self-discipline based on an understanding that they are a servant of God

The School's value-system will support a holistic experience for pupils, giving them the opportunity to excel and prepare for secondary education while holding a spiritual worldview. The School aspires to produce well-balanced individuals by especially providing an environment for:

- Exceptional academic delivery and achievement
- A healthy body and mind
- Character building and social skills
- Engaging with parents and the community
- Appreciating nature and the environment

1.2 Academic

This knowledge is the king of education, the most secret of all secrets. It is the purest knowledge, and because it gives direct perception of the self by realization, it is the perfection of religion. It is everlasting, and it is joyfully performed. Bhagavad-Gita 9.2

The School seeks to provide a learning environment that stimulates, challenges and satisfies the pupils. The children are expected to be responsible and respectful, and most importantly, active participants in the learning process. Learning should be an effective and happy experience, something that will encourage pupils to become lifetime learners.

Staff are expected to support the School's values and principles and be role models for the children. The School will also be a supportive environment for teachers, with provision for further enhancing their own learning and skills in order to deliver a quality service to the children.

1.3 Healthy body and mind

He who is regulated in his habits of eating, sleeping, recreation and work can mitigate all material pains by practicing the yoga system. Bhagavad-Gita 6.17

Hindu scriptures celebrate the human body as a temple of God; it is a valuable vehicle for fulfilling one's spiritual aspirations, as well as offering service to humanity and the world we live in. Good care of the body is an important aspect of spiritual education.

According to principles of Ayurveda (the science of wellbeing), diet, exercise and the environment contribute to the physical health of a person. Based on these principles, the School will provide a healthy vegetarian diet. It will also ensure that there is a good provision for physical activity. The School will incorporate yoga, as well as the sporting requirements of the National Curriculum.

However, good health is not just a matter of being physically fit. It is the interdependent balance of the spiritual, mental, emotional and physical parts of our body. The School's pastoral care system will offer loving and personal care and attention. We will strive to create an atmosphere where pupils feel safe and nourished in all respects.

1.4 Character building and social skills

Austerity of the body consists in worship of the Supreme Lord, the brahmanas, the spiritual master, and superiors like the father and mother, and in cleanliness, simplicity, celibacy and non-violence.

Austerity of speech consists in speaking words that are truthful, pleasing, beneficial, and not agitating to others, and also in regularly reciting Vedic literature. Bhagavad-Gita 17.14-15

The School will nurture good character and virtuous behaviour. The foundations of this include:

- Becoming a perfect lady/gentleman and learning to give proper respect to others
- Not being a source of anxiety to others by the actions of her/his body, by the thoughts of the mind, or by words
- Practicing forbearance even in the face of provocation
- Being truthful in dealings with others

Discipline is an important aspect to developing these virtues. The School will encourage self-discipline, while also offering positive reinforcement.

We also believe it is important that pupils grow naturally according to their individual propensities. The School will encourage pupils to endeavour with confidence, enthusiasm and patience – instilling self-esteem and the ability to interact with people and the world around them. This ethos will prepare the children to become moral, well-grounded individuals.

1.5 Parental and community involvement

Austerity of the body consists in worship of the Supreme Lord, the sages, the spiritual master, and superiors like the father and mother, and in cleanliness, simplicity, celibacy and nonviolence. Bhagavad-Gita 17.14

Parents are the first and foremost teachers of their children and therefore we value their input in the school. The School values its partnership with parents and will work closely with them in the education of their children, and the general community life of the school.

Children will be taught to develop their dutiful respect and love for parents, in consideration that they are their first spiritual instructors, mentors and guides. Family values will be an important element of the School ethos.

The School will also strive for a healthy, co-operative relationship with the local community. It will be proactive in integrating and serving community initiatives where ever is practically possible, as well as developing and maintaining working relationships with other local schools. The School will also serve as a resource to developing adult learning to meet local need.

1.6 Appreciation for nature and the environment

I am the taste of water, the light of the sun and the moon, the syllable Om in the Vedic mantras; I am the sound in ether and ability in man. I am the original fragrance of the earth, and I am the heat in fire. I am the life of all that lives. I am the original seed of all existences, the intelligence of the intelligent, and the prowess of all powerful men. Bhagavad-Gita 7.8-10

Hindu scriptures teach that God is the essence of all existence. Hindus are therefore taught to revere life and nature, considering both as sacred gifts from God. This scriptural tenet will be an important principle for the School.

From this principle, the School will draw upon the Hindu tradition to develop a sense of moral and social responsibility in the children. It will work to develop an ethic of environmental stewardship. Reverence for earth's gifts of fruits, vegetables and grains will be an essential teaching.

Further, the School will imbibe an ecological paradigm based on Hindu teachings and demonstrate within the character of its pupils, a need to treat nature and all species with respect and care.

2 Why a Hindu School?

Currently, there are voluntary-aided schools in the UK for every major religion, except Hinduism. Unlike parents of any other religion, Hindu parents do not have the option to send their children to a state school based on their faith; they do not have a choice.

Parents of every faith should have an equal degree of choice with respect to the education of their children.

Faith schools are traditionally oversubscribed and perform well. This further compounds the lack of choice for high quality education for Hindu parents and their children. If Hindu parents wish to send their children to another faith school, they are placed at a significant disadvantage since they are not members of the faith. Thus, they are both unable to send their children to a school of their own faith, and simultaneously are less likely to gain entrance into a school of any other faith.

2.1 Why Harrow?

Harrow has the highest Hindu concentration of any other borough in the United Kingdom. Harrow is home to over 40,000 Hindus, which means that more than 7% of the national population of Hindus reside in Harrow. The population of Hindus in Harrow has dramatically increased compared to the rest of the population and even compared to surrounding areas. This phenomenon can be witnessed across every single ward in Harrow.

19.6% of the Harrow population is Hindu, compared to 47.3% Christian, 6.3% Jewish and 7.2% Muslim. This makes Hindus the second largest religious group in Harrow, and the largest ethnic group.

Table 1: Population breakdown of Harrow based on faith 2004

	<i>Harrow %</i>	<i>Harrow total population (206,814)</i>	<i>England and Wales %</i>	<i>England and Wales total population (52,041,916)</i>
Christian	47.3	97799	71.8	37366096
Buddhist	0.7	1390	0.3	156126
Hindu	19.6	40548	1.1	572461
Jewish	6.3	13112	0.5	260210
Muslim	7.2	14915	3	1561257
Sikh	1	2073	0.6	312251
Other religions	2	4208	0.3	156126
No religion	9	18674	14.8	7702204
Religion not stated	6.8	14095	7.7	4007228

There are a total of 18,130 primary school pupils in Harrow. This translates into 3,553 Hindu primary school pupils. Based on our primary research for the demand for such a school and the above population numbers, the school will be oversubscribed from the day it opens. Additionally, our research proves that the demand will be sustained over the long-term and over the coming generations. These figures do not even take into account the possibility of pupils attending from outside the borough.

Harrow is also very near the largest Hindu temple in Europe; Bhaktivedanta Manor in Aldenham, which will be the officially affiliated religious organisation for the new school. Harrow residents comprise a large percentage of the regular congregation of Bhaktivedanta Manor (over 40%).

Harrow has a proven track-record in education excellence and has consistently performed well in the LEA league tables. The combination of local demand, Harrow's education performance and the close vicinity of the largest Hindu temple, make Harrow an ideal choice for the first voluntary-aided Hindu school in the country.

2.2 What about community cohesion?

I-Foundation has gone to great lengths to ensure that the School will in no way stand isolated from the local community. Our extensive collaboration with other faith groups will also ensure that pupils are not only aware, but fully appreciative of other faiths and cultures. This is of paramount importance to the very nature and ethos of the School. Please see section 5 for our vision and strategy about extended schools and community use.

2.3 What about surplus places?

The School is sensitive to the fact that there are overall surplus places in Harrow primary schools. To help minimise the impact on local schools, I-Foundation proposes:

- 1) To open one year at a time so that the impact is staggered and other local schools do not lose pupils from existing classes
- 2) Whilst demand for the School will clearly outstrip available places, the School will be established as a one-form entry
- 3) The catchment area for the School is likely to be widespread (particularly given its truly unique nature) and so any one school is unlikely to be impacted in a significant way

3 Governance

I-Foundation will nominate the majority of Governors onto a newly formed charitable company which will form the School's governing body. The governing body will have clear authority to run and manage a school as per its governing documents.

The remaining Governors will be drawn from representatives of the LEA, parents and school staff as per statutory requirements.

The governing body will fulfil a largely strategic role in the running of the school. It will establish the strategic framework by:

- setting the aims and objectives for the school;
- adopting policies for achieving those aims and objectives; and
- setting targets for achieving those aims and objectives.

The governing body will adopt a code of conduct to which every governor agrees to adhere to. Any committee established by the governing body will have clear terms of reference, setting out the constitution and authority of that committee.

The future Governing Body will number 12 and will be made up of the following stakeholders:

<i>Governing Body</i>	
Parent governors	1
LEA governors	1
Teacher governors	1
Non teaching staff	1
Head teacher	1
Foundation Governors	7
Total	12

4 Curriculum and Educational Programme

As a state school, the School will teach the National Curriculum and will look in a comprehensive way to improve standards, quality and increased diversity of provision in the area. The School will also work within local Cluster groups in this regard.

The curriculum that will be provided will be broad, balanced and well planned, which will enable the pupils to achieve progression. The curriculum will also plan to teach and instil values and skills, which will be highlighted in the policy documents. The school will be well provided with books, materials needed to support learning at all levels and the provision of I.C.T. in all classrooms.

The National Curriculum subjects will be planned appropriately for all pupils attending the school.

There will facilities available within the curriculum for extra curricular activities such as Performing Arts, Modern Languages, Physical Education and Educational visits which will provide opportunities for enrichment so that the curriculum is not narrowly focused on SATS targets only.

Equally important is the integration with secondary schools. The School will work with local schools to ensure that the transition of pupils to secondary education is smooth and that each pupil is fully prepared emotionally, mentally and academically.

4.1 School Workforce

The School's workforce strategy will aim to enable teachers to spend more time teaching and engaged in more high-level professional work, which will necessitate they are freed from red tape as much as possible.

The school will aim to appoint a sufficient number of experienced and qualified staff to meet its curricular requirements and a formal programme of induction will be incorporated. Regular staff development programmes will be provided to meet the pupils' educational needs and enhance the professional development of the staff.

The School will look to employ strategies such as:

1. Making use of a wider skill base of professionals and support staff working in teams with teachers to achieve the School's goals.
2. Cutting-edge online learning tools will be used to reduce the marking workload of teachers by enabling them to undertake real-time assessments and automated marking.
3. Mentoring will be made available for all teaching and support staff. This will encourage a deeper bond with the school and will help detect any issues early, whilst facilitating best practice to flow through the organisation quickly. This process would also enable career and professional development advice to be shared. Pupil-pupil mentoring and tutoring will be beneficial for pupils whilst also supporting teaching staff.

4. Establish a thin-client setup (where there are terminals as opposed to personal computers) to reduce costs and improve effectiveness. This setup will enable teachers to spend less time managing technology and more time teaching and making use of it.
5. Teaching and support staff will have an increased level of accountability and will have the correct level of incentives to improve performance. These incentives will not be restricted to monetary rewards, but will include increased flexibility, improved facilities and other such rewards which add to the overall vision of the school.
6. Collocation of staff to encourage cross-disciplinary cooperation & interaction.

4.2 Teaching Approach

The staff should aim for high quality teaching to deliver the aims and objectives of the National Curriculum, National Literacy and National Numeracy Strategies. The planning of lessons will take into account the outcome of regular pupil assessments.

A range of teaching styles and strategies should be employed that are appropriate to the learning objectives, outcome and activities. The lessons will be planned in detail, give opportunities to participate actively, differentiated and creative.

Classes should be well managed where praise should be used effectively to encourage and motivate pupils in their learning and aim to develop positive attitudes towards teaching and learning.

Teachers should teach pupils to become both independent & collaborative learners.

Parents should be informed of their child's progress and methodology used for teaching and learning in the classroom.

It is important the mentoring system is applied not only to pupils, but to teachers as well. Thus teachers will be able to learn best practice from each other, in addition to separate training they will undergo.

4.3 Every Child Matters

The School will look to monitor Every Child Matters objectives by tracking data to address the following priorities:

Being Healthy

Provide a healthy, vegetarian diet in school and information to parents about the benefits of being vegetarian and actively monitor nutritional content of menus

Provide staff and parental information about Ayurveda and Yoga

A strong pastoral care system provided for each child

Being Safe

Liaising with police/local agencies and tracking medical records for incidence of neglect, violence, abuse and anti-social behaviour

Incidence of discrimination recorded using questionnaires and one-to-one chats

Enjoying and Achieving

Daily attendance and tardiness records

Individual resume of activities undertaken such as sports, after school clubs or cultural activities

Positive Contribution

Percentage of children involved in after-school activities and in enterprising activities such as Room 13 equivalent

Incidence rate of reprimands/detentions, complaints, suspensions, reports of racial abuse and bullying

Economic Wellbeing

Level of deprivation measured by social class, free school meals and geography

Percentage of children from low or no-income households

Percentage of children whose families receive social welfare

4.4 SEN policy

The School will adopt the Harrow SEN policy and will adhere to the Special Educational Needs Code of Practice, DfES 2001. A SEN coordinator will be appointed.

Children with special educational needs will be catered to and the School's individualised approach will raise achievement such that each child is helped to reach their full potential.

The building design concepts take SEN issues into account and ICT will also be used to help ensure access for children with special educational needs and disabilities.

The guiding principles of the SEN policy will be:

- Every child with SEN should have their needs met, normally in mainstream schools or early education settings
- The views of the child should be sought and taken into account, with parents playing a vital role
- Children with SEN should be offered **full** access to a broad, balanced and relevant education
- Close partnership with the LEA will be sought to ensure that any child's SEN are identified early and best practice shared
- Provision and progress is monitored and reviewed regularly with co-operation between all agencies
- All governors are up-to-date and knowledgeable about the School's SEN provision, and that SEN provision forms an integral part of the school development plan

5 Inclusive Approach

A significant aspect of the School will be in removing social divides. Some sections of the Hindu community have the resources to send their children to private schools whilst many do not. The School will enable all sections of the Hindu community to have access to a faith-based centre of excellence so that their children are in no way disadvantaged.

Teachers will use tailored methods to implement national guidelines for setting suitable learning challenges. This may entail integrating different Key Stages for certain pupils. They will also address knowledge gaps (including language gaps) that may be true for traveller, refugee, SEN or fostered children. And in the same context, make flexible the learning process for high achievers.

Teachers will create effective learning environments for each child by capturing his/her desire to learn:

- Expectations and targets will be set high and each individual empowered to achieve
- Environments, teaching tools, pedagogy, group work and interactivity will be mixed
- An updated profile for each child will be created to reflect preferred learning styles
- Using understandable texts, appropriate print sizes/Braille, sign language, interactive ICT, varied communication methods, specialist aids, translators and alternative activities or extended time if required

Stereotypes will be removed, as will insensitive references to ethnicity, ability, religion and gender with zero tolerance for bullying or racial harassment.

Pupils will take responsibility for their behaviour and performance inside and outside of the classroom by entering into agreements with the School with a transparent reward/sanction system they help create themselves.

Boys and girls will engage in the same broad curriculum, taking into account the needs of both. Boys and girls will also have the same privileges in terms of access to chaplainry and involvement in the School's daily act of worship.

Regular positive feedback system in addition to parent and statutory requirements.

Pupils with specific disabilities will be catered to per subject. For example, using IT, visuals and instruments to teach deaf children about music. The School will ensure flexibility such that difficulty in one area of the curriculum does not hold them back in other areas. There is an over-representation of Asian children with learning difficulties¹ and the School will be well placed to deliver both curricular and extra-curricular services to them.

¹ London Borough of Harrow – Race Equality Scheme 2002-2005, Progress Report for Year 1 Priorities

Pupils with language barriers will be taught English in the context of different subjects so that they are able to capture subtleties. Family learning will also be promoted to ensure that the teaching environment continues at home. EAL pupils will have additional teaching aids (e.g. visual aids such as diagrams) where required. They will also work collaboratively in mixed-ability groups and in groups where they can also use their first language.

The School will work with the Children's Fund to implement preventative strategies for social exclusion. This will include working to address topics such as bullying, emotional well-being and self-esteem, and capacity building.

Pupil attendance and engagement will be tracked using electronic attendance and truancy records. The overall mix of pupils and applicants will be monitored by measuring:

- % of pupils from disadvantaged areas using postcode profiling
- % of SEN and looked after children
- % of asylum seeker children
- % qualifying for free school meals

These measures will work towards ensuring a truly representative and equitable education service provision. The continuous monitoring will raise red flags if a particular part of the community is not being addressed and thus allow early intervention.

6 Extended Schools & Community Use

6.1 Community Cohesion

The School will work hard towards building partnerships inside and outside of the classroom. Community related issues are important for the School to be accepted as an integral part – to avoid exclusion and isolation. Faith schools, particularly those of minority denomination, that do not address issues of segregation and isolation are likely to exacerbate community tensions. Cases have existed where schools cater simply for their faith without regard to a wider community. This can be detected for example in attendance of pupils of only one ethnic or racial background. The School would welcome creating as diverse a pupil population as possible. This approach is clearly highlighted in the Bhaktivedanta Manor School where pupils come from very varied ethnic backgrounds – a unique and important asset of the school.

The School will have strong SACRE and Interfaith Partnership participation as undertaken extensively by the Manor School and by members of the School team. For example, Rasamandala Das is a member of the Executive for the Religious Education Council for England and Wales and is a member of the Steering Group for the National Framework for Religious Education. Rasamandala is part of the Faith Partner committee. Shaunaka Rishi is a trustee and executive member of the Interfaith Network UK and executive member of the Northern Ireland Interfaith Forum. Shaunaka will be a foundation Governor for the School.

The School will make every effort to ensure that the wider community is incorporated within the School's vision and strategy to create a common sense of belonging with an emphasis on shared values of the community. For example, a particular binding and shared value would be a commitment to the environment where the School can work with the local community to help improve and maintain certain aspects of the environment.

In line with local and national policy, the School will be a hub for community activities and making maximum use of the facilities without compromising the school's focus. The School's resources will be made available to adult learning and open learning initiatives. This will help make learning opportunities available to all, irrespective of age or ability. This will include services such as language tuition, computer literacy and weekend courses. The School will thus give the Harrow community access to a spiritually inclined environment, with unlimited learning opportunities for all ages. This will also help achieve greater cultural awareness within Harrow.

6.2 General Approach

There will be a 'joined-up' approach to local services by involving the local authority, local agencies and partnerships with varied stakeholders.

To initiate a plan of community engagement, firstly there will be fuller consultation with local stakeholders to identify areas of potential links.

Secondly, goals will be identified, agreed and prioritized. This process will seek to get buy-in from all players concerned.

Thirdly, a clear plan of implementing cohesion strategies will be delineated with attributed success measures.

Next, the strategies will be implemented and performance measured on an ongoing basis.

6.3 Collaboration with other Schools

The School will offer high quality education services, not just to the Hindu community but will be accessible to the wider community within Harrow. The School will make its facilities and resources available to other schools and organisations within the community.

The School will look to integrate with local schools in the following ways:

- Sharing of best practice through collaboration and regular networking via both formal and informal sessions
- Granting access to teaching resources in supporting other schools with expertise areas such as Hinduism. Curriculum support services would also be relevant for secondary schools
- Define a resource sharing plan where pupils from other schools within the borough could come on a regular basis and be taught, for example, the principles of Hinduism as part of the school's R.E. syllabus
- Sport competitions and joint musical events/concerts/dramas
- The School will also bring to bear a strong network in the private and business sector that will be useful for local schools to develop sponsorship schemes and alike

6.4 Early Years

The School will integrate with the forthcoming Children's Centres to supplement service provision. This will incorporate childcare facilities and will contribute to Harrow's target of increasing wrap around child care places.

The National Childcare Strategy, Early Years Development Childcare Partnership (EYDCP), Sure Start and Early Excellence Centres will also be consulted and partnered with to deliver the required facilities.

There will be 52 nursery places, with one nursery session in the morning and one in the afternoon. There will also be accompanying childcare facilities.

6.5 Environment & Economy

- Use grounds and site as a focus for extended community projects on environment protection. I-Foundation links with WWF will be used to implement a programme for the local environment in partnership with Urban Living, Environment Week and the Harrow Nature Conservation Strategy

- Involvement in environment upkeep such as clean streets programme and tree planting. Over the past 5 years the Manor School has been involved in planting thousands of trees within the grounds of Bhaktivedanta Manor
- A Community-based 'citizenship' programme
- A proposed ecology based centre at the School site. The project will highlight the use of sustainable energy sources, recycling, flora and fauna protection and energy efficiency. These will be built into the school design and building. This will go towards enhancing pupil learning, but will also act as a resource for local environmental research and initiatives (see section 6)

6.6 Health & Social Care

- The School will create a practical and healthy menu for the School and develop vegetarian options for local schools
- Engagement with Harrow's Out of the Blue and Domestic Violence team to ensure pupils and their families receive the support they might need. Partnerships will also include Harrow's Children in Need initiatives to gain better access.
- Statistics will be monitored, including:
 - (i) Child Protection
 - (ii) Children Looked After statistics
 - (iii) Leaving Care statistics
 - (iv) Children in Need Census
 - (v) Census data and other surveys
- Child Protection measures will be a priority and staff will be required to attend Harrow Local Safeguarding Children Board training and events. There will also be a Child Protection Officer post for the School.
- Nursing homes, hospice and children's ward visits in conjunction with elderly care services
- Free hot food distribution to the needy within the borough in partnership with Meals on Wheels and Food for All (an ISKCON charity distributing one plate every two seconds around the world)

6.7 Lifelong Learning

- Extended study support and homework groups with additional parenting support classes and family learning sessions.
- A Breakfast Club will be established so that pupils can have an opportunity to engage with the School and other pupils in a relaxed environment, working on special projects, getting extra teaching support, building relationships and becoming more an integral part of the school community. Such a breakfast club exists already within the Manor School and is highly effective.

- The School's facilities will serve to enable children to excel in their personal interests and engage in activities outside of the regular curriculum. Clubs will include Music, Dance, Drama, Sports, Art, Environment and Debating.
- Enhanced community courses provided in partnership with the College of Vedic Studies which runs a variety of courses including yoga, ayurveda, massage, cooking/baking etc.
- Broad utilisation of the School facilities for evening and weekend classes to provide both adult and child educational and recreational classes
- Summer school for both Numeracy/Literacy classes, but also for cultural, sports and extra-curricular club activities (also operating during school holidays)
- Childcare and nursery facilities to operate in half and full day sessions to contribute to Harrow's target of increasing wrap around child care places.
- Share building facilities and teaching resources in supporting local schools. This is currently done for 25,000 school pupils per year by ISKCON

7 Site Issues

The Pinner Park Farm site is one of great local significance. I-Foundation's proposal is to improve the site in several different ways for the benefit of schools and the local community. The greatest care will be taken whilst designing the visual impact of the School buildings and the future use of any existing buildings. Any proposal will of course only be finalised after extensive community consultation.

I-Foundation proposes to locate the school in part of the 160 acres of the site. I-Foundation hopes to use the largest portion of the site for an Eco-Education Centre for hands-on education of eco-friendly technologies. Such facilities could be made open for schools and the local community.

An indication of the type of potential facilities that may be included within the proposed Eco-Education Centre could include facilities such as:

1. Hands-on Learning Cottage Industry Unit:

- Paper making
- Herbal cosmetics and medicines
- Flower arrangement
- Pottery
- Textiles

2. Dairy:

- Visitor access
- Associated grazing land
- Traditional ox-powered organic farming

3. 'On-display' Gardens and Landscape:

- Herb gardens
- Reed beds for water recycling
- Willow copse for power production
- Water bore hole for reducing water heating bills

4. Farm Shop:

- Selling farm flowers, vegetables, compost and Cottage Industry produces

5. Café:

- Eating facility for visitors

6. Well-Being Centre:

- Treatment rooms for alternative therapies
- Hydrotherapy and fitness area

7. Theatre with integrated educational displays facility:

- Staged theatre for teaching visiting groups, community gatherings and conferences

8 Green Travel Plan

The School will implement the following initiatives towards a Green Travel Plan:

1. As indicated by I-Foundation's primary research, a comprehensive minibus system would be very popular with parents.
2. The School will work with organisers of the Safe Routes to School (SRts) Programme, sharing their aim to identify and improve pedestrian and cycle routes to schools.
3. The School will work on initiatives to enable children to travel by foot to school; in some instances grouping children with school staff travelling the same local route.

8.1 Recommendations

- The School's teachers and governors to set up a 'School Travel Plan' by consulting the Harrow Council's Road Safety Unit to help develop a school travel plan. This plan should set achievable goals that can be monitored as part of the children's class work
- Identify and promote safe walking routes
- Set up a Walking Bus scheme by identifying parents who walk their children to school and asking them to pick up other children on the way. Walking buses would be run by vetted volunteers and parents
- Support parent decision-making in conjunction with Harrow Council's Road Safety Unit who can provide an assessment of proposed walking routes to and from the school, and suggest suitable crossing points and provide high visibility waistcoats for the child and the parent
- Support safe cycling routes for school commuting and provide adequate bicycle racks
- Establish a comprehensive network of minibus runs that will accommodate approximately 60% of pupils
- Promoting the use of public transport for staff and accompanied children via safe bus routes
- The Breakfast Club and after-school clubs will mean that children are arriving at school outside of the typical school run and hence congestion will be reduced by a staggered traffic flow
- Use the School's emphasis on environmental protection to support the Travel Plan
- Promote awareness of the Travel Plan at Parent Evenings and other correspondence with parents

8.2 Benefits

- a) A travel plan would work towards ensuring the needs of local residents are fully considered and reducing any complaints about congestion arising from school traffic.
- b) The School's proposals will help to reduce the number of road accidents involving school children.
- c) These recommendations will reduce the number of cars travelling into Harrow from neighbouring boroughs, to drop children to school.

- d) The findings show that the travel recommendations will not lead to increased travel times or costs for parents.
- e) The curriculum will aim to produce socially and ecologically aware young people.
- f) These initiatives will improve pupil fitness and awareness levels.

The above initiatives provide examples of the seriousness with which the School holds travel and environmental issues and the tangible steps that will be taken to ensure a viable green travel plan. The safety of children and staff will be paramount when adopting 'green ideas'.

A more detailed Green Travel Plan will be developed as the proposal develops further and will include measures to improve access to the site (including pedestrian access) and address traffic concerns in more specific detail.

9 Proposed Admissions Policy

The Admissions Policy is to be finalised after consultation as required under the Education Act 2002 and referral to the Harrow Admissions Forum. The policy will comply with the Code of Practice on Admissions.

The Governing Body is responsible for determining admissions to this I-Foundation Voluntary Aided School. The following will be used when considering applications for admissions to the school whenever there are more applicants than places available, which are listed in order of priority:

1. Looked after children from Hindu families
2. Children with a statement of special educational needs where the school is named in the statement
3. Medical claims (where evidence is provided by a hospital consultant indicating why the child needs to attend the school)
4. Practicing* Hindu families
5. Hindu families that are broadly following** the tenants of Hinduism
6. Other looked after children
7. Families who are sympathetic to the Vision Statement of the School
8. All other children

Where offering places to all applicants in any category would lead to over subscription, priority will be given as follows:

1. Siblings – however, this will not apply when the older child will leave school before the younger one starts

**Definitions of 'practicing' and 'broadly following' will be based upon a Supplementary Information Form (provided by the School once admissions open) to be completed by the parent/guardian and supported by an appropriate reference.*

Tie-break

In the event of there being insufficient vacancies to admit all applicants in any of the categories detailed above, priority will be given to children whose parents'/legal guardians' residential address is the shortest distance from the main gates of the School when measured in a straight line.

Special Circumstances

The Governors reserve the right to give priority to applications which are considered by the Governors to merit special consideration. Applicants under this category must supply evidence to support their special circumstance.

Other Definitions:

Applicant

The parents and/or legal guardian submitting an application for a place on behalf the child

Looked after Children

Any child in the care of the Local Authority or in accommodation provided by them

Family

Those individuals who live at the residential address of the parents and/or legal guardians who are submitting an application for a place on behalf of a child

Siblings

All blood or adoptive brothers and sisters or half brothers and sisters

Admission Procedure

Parents who wish to send their children to the school will need to complete an application form issued by Harrow along with a Supplementary Information form available from the School. Parents are encouraged to attend Open Days or to make an individual appointment to visit the school before applying.

On completing the Supplementary Information form, parents recognise and accept the school's spiritual and cultural aims and identity.

Applications

For admission to Reception:

Applicants must complete Harrow's common application form which is obtainable from the School Office, from Harrow's Admissions Service and online at www.harrow.gov.uk

Applicants must complete and return to the school the school's supplementary information form (obtainable only from the school office) and provide the stipulated documentation.

In-year applications:

Applicants must apply to the Admissions Secretary of the School. Application forms will be given with a copy of the admissions policy. If a place becomes available in the school, the admissions committee will review children waiting for a place alongside new applications in accordance with the above criteria. If there are no children waiting, places will be allocated on a first come, first served basis

Waiting lists

Unsuccessful applicants may ask to be placed on a Waiting List.

Final Decision

An admission panel composed of members of the governing body will make a final decision (based on the criteria set down) on all admissions to the school.

Appeals

Applicants who are not offered a place will have the right to appeal by writing to the Appeals Panel within a certain number of days from the date of the Governors' letter being sent.