

William Ellis Action Group

**Objections to the
proposed new
school at
William Ellis
playing field
Camrose Avenue,
Edgware**

William Ellis Action Group

137 Broomgrove Gardens,
Edgware,
Middlesex,
HA8 5RJ

27th November 2006

Schools Organisation Committee,
Room 139,
Legal Services,
Harrow Council,
PO Box 2,
Civic Centre,
Harrow,
HA1 2BR

For attention of **Mr. James Chamberlain**

Dear Mr. Chamberlain,

Re: Krishna-Avanti Primary School, William Ellis Playing Field, Edgware.

I write on behalf of the William Ellis Action Group in connection with the above.

Further to the Statutory Notice published on 19th October 2006 by the I-Foundation we hereby submit objections to the proposed new school at William Ellis Playing Field, Edgware.

The accompanying document details the objections based on the I-Foundation submission to the Schools Organisation Committee. The document challenges the statements and comments made in the I-Foundation's submissions and raised questions as to the need for additional schooling within the area.

As you are aware the SOC has to review the I-Foundation submission in light of Harrow Council's UDP policies and the impact a new school will have on the local community. Our objections advance arguments in these areas as well as those detailed above.

It is noted that certain information is absent from the I-Foundation submission and it is therefore not possible to comment on these parts of the submission.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'L. Halsey', with a large, sweeping flourish extending to the right.

L. Halsey

For and on behalf of the William Ellis Action Group.

The William Ellis Action Group hereby submit to the Harrow Schools Organisation Committee (SOC) objections to the proposal by the I-Foundation to build a new primary school on the grounds of the William Ellis playing field at Camrose Avenue, Edgware, as detailed in the Statutory Notice published on the 19th October 2006, the I-Foundation submission to the SOC and the I-Foundation Consultation Paper.

The William Ellis Action Group wish to make clear that they are not opposed to the building of a Hindu faith school within the Borough of Harrow. The Action Group is made up of representatives from various ethnic and religious backgrounds and generally reflects the mixed ethnic population of Harrow Borough.

The objections put forward are based upon the selected location, the consultation process and the impact a new school will have on surrounding schools, the local community and the environment.

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Invalid Public Notice

The I-Foundation Statutory Notice published in the Harrow Times on 19th October 2006 is in breach of the 'School Organisation Public and Parents Guide' section 14 (Publication) and the 'School Organisation: Making Changes (Mainstream)' Step 5 (Publication) item 34. Both documents refer to 'the date' by which letters should be sent to the relevant LA or SOC. No date by which letters should be submitted is given in the Statutory Notice, only a period of time. As such the Notice is not in compliance with either publication and is therefore invalid. In the circumstances the submission to the SOC cannot be considered until a proper Statutory Notice with stated date for closure is published.

The Consultation Process

It is a requirement that a period of consultation must take place with all interested parties and groups prior to publishing a proposal. This is the first stage of the overall process in making changes to educational provision including the building of a new school. The process and those to whom it should be addressed are detailed in 'Guidance on Statutory Proposals for Decision Makers' and the Department for Education and Skills (DfES) document, 'Schools Organisation Public and Parents Guide'.

The objection relates to the public consultation with the residents and people of Edgware.

Background

The original site identified by the I-Foundation, and supported by Harrow Council, was at Pinner Park Farm in the north of the borough. This was a green field site within the green belt. The consultation process took place between 5th May and 15th June 2006. This included three full presentations to the local community and other interested parties. The presentations took the form of 'Powerpoint' presentations, story boards and in depth discussion on the new proposal and how it would affect the local community. The process of public consultation took place over a fifteen day period with meetings being held in three different locations in and around Pinner.

The I-Foundation and Harrow Council withdrew the plan to use the Pinner Park Farm site in the face of local opposition and 'site sensitive' issues. The use of green belt land was stated as an obstacle.

The I-Foundation were then directed to the William Ellis playing field site by Harrow Council who have recently purchased the land from Camden Council.

'Consultation' process in Edgware

The consultation process in Edgware, and the way it is presented in the submission, gives the impression that all local interested parties were consulted as to the proposal. This is not borne out by what actually happened. A significant interested party, the local community and residents, were not made aware of the proposal and the following parts of the submission are challenged.

Page two of 'Prescribed Information' (see Appendix A) states the consultation period for the William Ellis proposal began on 8th September 2006 and closed on 13th October 2006, a period of approximately five weeks. Originally the consultation period was due to end on 29th September with public exhibitions taking place on the 20th and 23rd of September at the very end of the consultation period. This would have left almost no time for public submissions or comment on the proposal. The closure date for the consultation was extended to 13th October following pressure from local councillors who felt there was a lack of awareness and information in the public domain. However the extension of time was not advertised and the residents and local community were unaware of the new date. As such the extension was of no benefit to those wishing to comment or make a formal submission as to the proposal.

The I-Foundation submission annexe A, page 3, Overview of Consultation Process, (Appendix B) states, 'a number of public exhibitions were held by I-Foundation from 20th September to 23rd September'. This infers that there was a high level of opportunity for the public to attend and gain information. This is misleading. In reality only two exhibitions were held, one on 20th September and one on the 23rd September. These were not advertised by the I-Foundation or Harrow Council to the local community, a fact borne out by the low level of visitors declared in the submission. Of the two exhibitions one was held on a week-day afternoon, Wednesday 20th September, when most people are at work. It is claimed 40 people attended. In effect there was only one exhibition available to the public at a time when most people would have been able to attend. The I-Foundation claim 75 people attended the exhibition on Saturday 23rd September. The William Ellis Action Group challenges these figures as there is no evidence to support the claim on attendance. Whatever the true figures it was very poorly attended and the lack of attendance supports the argument that the consultation process was not properly advertised to the local residents and community of Edgware.

The exhibitions took the form of four story boards containing minimal detail. Those attending on behalf of the I-Foundation had little information to impart and were not fully conversant with the proposals. This lack of understanding was graphically demonstrated when a statement was made that a two form entry school would be built but one form entry would be admitted to begin with, this would change to two form entry at a later date. The I-Foundation have publicly stated a two form entry school is not being planned although this

is contradicted in responses to questions raised on the Consultation slips (this is referred to later in this submission).

The exhibition at St Anthony's Catholic Church closed early. The statement that the exhibition at St Anthony's was open and staffed during the times stated is untrue and therefore misleading.

The I-Foundation states that on the 8th September it had sent papers to '.....various different organisations and individuals including residence associations of Harrow,' (see Appendix C). Clearly these did not reach the local residents in the surrounding area of the proposed site. Residents are not mentioned in the list of parties included in the mass mail shot. Again this represents a misleading declaration and creates an impression of mass information when in fact a very large interested and affected group were excluded. It should be mentioned that the Harrow Observer is distributed on the opposite of the Borough to the proposed site and therefore was not available to those residents in the affected area. The Harrow Times distribution in and around Edgware is poor with many residents not receiving the paper at all.

Clearly there was a huge difference between the **consultation** in Pinner and the **exhibitions** at Edgware. In this respect it cannot be said that a proper consultation process has been undertaken in Edgware. This is further supported by the complaint from Stag Lane School that the period allowed for a response, six days, did not allow sufficient time to consult with Governors, staff, parents and other interested parties.

At no time has the I-Foundation sought to engage with the local community in any form of public discussion or debate, this in spite of its commitment to 'vigorously' consult with local people. It is clear that the people of Edgware have been treated differently to those of Pinner and as such must be seen as not as deserving of the consultation process. The I-Foundation has offered no explanation as to why the two communities have been treated so differently.

The Consultation Paper under item 2.2, 'Community Cohesion', states that the 'I-Foundation has gone to great lengths to ensure that the School does not stand isolated from the local community'. The failure of the I-Foundation to consult in a right and proper manner with the local community at all levels calls into question the 'great lengths' it has gone to. There is no evidence to support this statement.

It is the contention of the William Ellis Action Group that the I-Foundation has failed to properly consult with the people and schools of Edgware as set out in the DfES guidance and therefore is in breach of its statutory obligation in relation to this application.

I-Foundation submission under 'Prescribed Information' - inclusive of the Statutory Notice dated 16th October 2006 and attachments (Appendix D)

The I-Foundations Executive Summary of the Consultation Paper:

- 1) This states that the I-Foundation has been chosen 'because of its truly broad representation of the Hindu community'. In addition, under 'What are the objectives of the proposal' on page two of the 'Prescribed Information' submission, the I-Foundations claims the proposal has the support of 'all major Hindu umbrella organisations'. This gives the impression that the I-Foundation is representative of the broader Hindu community. This is not a fact. The Hindu religion is made up many sects of which the I-Foundation represents ISKCON, one sect within the overall faith. As such, teaching at the new school would be formulated to the ISKCON philosophy and ethos. This would not necessarily be an approach to which other Hindu sects would subscribe and therefore will limit the level of applications to one sect from within the overall Hindu community.
- 2) The I-Foundation states 'I-Foundation's team has extensive experience in establishing and operating Hindu faith schools in the UK'. From the information submitted it states the I-Foundation has experience of establishing and operating two private faith schools. Clearly these two statements are incompatible. The first would lead to a belief that the organisation has extensive experience when in fact this is not the case. This statement is misleading and creates the wrong impression as to the I-Foundations credentials. The fact is the I-Foundation has no experience of setting up or organising a Voluntary Aided school.
- 3) In Part 9a, the I-Foundation states that the schools objective is to promote inclusiveness and partnership. This includes community cohesion and the environment. It must be stated that as a direct result of the lack of consultation and the nature of the proposed project, i.e. to build on green field land, both of these objectives are unachievable. Community cohesion is in a very fragile state as a result of the I-Foundation proposal, a point made by a member of the local Hindu community at a recent public meeting called by Harrow Council. In addition the plan to build on green field land and its impact on the environment has met with a very hostile response from across the whole of the local community irrespective of ethnicity or background. As such these 'values' cannot be considered.
- 4) Under the heading 'Environment' the I-Foundation commits itself to the ideal of helping to improve and maintain certain aspects of the environment. The plan to build on a green field site is a direct contradiction of these values. The proposal to remove valuable green land brings no benefits, as confirmed by the Leader of Harrow Council who was unable to respond to the question, 'What are the benefits of building on green land', when posed at a public meeting. In fact the

proposal only serves to further reduce people's quality of life and bring tensions into a stable and cohesive community. As the commitments stated in this document do not bear out the reality it is invalid and cannot be accepted. The I-Foundation appear to be saying one thing and doing another.

- 5) Annexe A, page 4, states that 500 people of the Hindus faith living in the Harrow were surveyed and that results reflected a strong demand for a Hindu school. Given the population of Harrow has a Hindu community of some 40,000 the number of people surveyed represents only 1.25% of the population and cannot be claimed to be representative of the community as a whole. The fact the I-Foundation represents ISKCON, one sect within the general Hindu community, further diminishes any claim it represents the wider Hindu community within Harrow.
- 6) Annexe C. Key information with respect to details of school numbers in the borough of Harrow are not give by the I-Foundation, see Appendix E, attached. In the absence of this information it must be assumed it has not been submitted. In the circumstances it is not possible to evaluate the submission in its full context and therefore the submission must be withdrawn. Should these details become available at some point in the future then a new submission must be made with a revised Statutory Notice period for consideration by those affected.
- 7) It is noted, under Item 19, that the submission states that 3553 primary school children are of the Hindu faith. This is a straight extrapolation based on a percentage of the total primary school population in Harrow related to the overall percentage of Hindu people living in the Borough. As such this figure cannot be accepted as a true representation of the number of Hindu primary school children. Furthermore, given ISKCON represents only one element within the overall faith the figure is not truly representative. In these circumstances it is misleading and cannot be accepted as factual.
- 8) Concerning the Annexe A cover sheet of the submission. This lists 'Consultation Exhibition Slides' as part of the enclosed documents. These are missing from the documentation as there were no slides at the exhibitions in Edgware, only minimal information displayed on story boards. This further underpins the case concerning the lack of information to the local community.
- 9) With reference to Annex A item 3, Consultation Documentation – Outcomes (pages 5 - 8). This states there was mixed feedback received via consultation reply slips. Given the very low attendance at the exhibitions how many reply slips were received from the residence of Edgware? Were the reply slips from all sources including the first suggested site at Pinner? With reference to the responses by the I-Foundation to these enquiries the following observations are made:-

- a) It is stated that the I-Foundation investigated various sites within Harrow. Despite repeated requests for a list of these alternative sites to be made public both the I-Foundation and Harrow Council have refused to issue the information. In these circumstances it must be concluded that no such search was made and therefore this statement is misleading.
- b) The initial enquiry to commercial agencies for sites was conducted in September 2005. Given the search lasted only one month it appears insufficient time was allocated to find a suitable site. Clearly when looking for such a large site more time should have been allowed given the project being undertaken.
- c) The plan to site the school at Pinner collapsed in June/July 2006. In September 2006 Harrow Council proposed William Ellis playing field. Given the assurances by Harrow Council that alternative sites were considered, although there is no evidence to support this claim as no information has been put in the public domain, why did the I-Foundation not re-engage commercial agencies to find a suitable alternative location in September 2006? Some twelve months had elapsed since the original enquiry and other sites may have become available.
- d) To date there has been no indication that the I-Foundation has conducted or published the 'Green Travel Plan' referred to.
- e) On the question of form level entry the Statutory Notice details a single form entry. In response to a Consultation reply slip the following answer is given, 'The school will be established as a one-form entry mixed primary school with attached nursery and with the future possibility of expansion to a two form entry. The school will be built with a two form entry common infrastructure'. It would appear the school intends to change to a two form entry at a later date (subject to approval). However this fact is not included in the Statutory Notice which gives a misleading impression as to the proposal and future intent to expand the school. There is conflicting information coming from the I-Foundation on this point and it would appear different parties are being given different information.
- f) The I-Foundation recognises that building a school on the William Ellis site will have an adverse impact on surrounding schools but emphasises the issue of parental choice. The total intake when fully occupied will be 240 children as a one form entry school (possibly 480 in the longer term). Given the children would have been accommodated in other local schools the impact on those schools will be severe. The location of the new school will drive the decline in other local schools and may possibly result in their closure. A different location within the Borough would have less of an impact and help to sustain the existing school structure for the non-Hindu population.

There is a risk with this proposal that the vast majority of children, non-Hindu and non ISKCON followers, may suffer the lose of a local school if the new school is built at William Ellis.

- 10) Annex B. Information related to schools located in Harrow within a two mile radius has not been included in the submission. As such it is not possible to comment or form a judgement on this part of the submission. It must be concluded that the submission is incomplete and therefore cannot be considered. However the Harrow Schools Organisation Plan, 2003 – 2006, details falling school numbers with under subscribed schools and surplus places being well in excess of the 10% recommended. There is special reference to the South East, clause 3.9, which identifies surplus places at between 15% and 22% and recommends a significant change to Standard Numbers to overcome the problem.

The Current educational needs within the proposed area of the new school.

Currently there are three schools offering primary education within the surrounding area of the proposed site. These are Little Stanmore, Stag Lane and Edgware School, in the borough of Barnet. In addition Glebe School is a short distance away. These schools have reported declining numbers of pupils and surplus places and recently Glebe School came under threat of closure. Stage Lane school has recently been reduced from a three form entry to a two form entry. Across the borough school numbers are declining and schools are reporting surplus places, notwithstanding the requirement for a 10% excess of places to allow for possible fluctuations in school numbers. All as detailed in the Harrow Schools Organisation Plan, 2003 – 2006.

As such there is no absolute need for additional educational facilities within either the Borough or the ward of Edgware at First School level.

Currently children of the Hindu faith are catered for within the existing schools structure, however, the issue of parental choice is raised. In this respect the I-Foundation proposal will only serve that part of the community that subscribes to the ISKCON sect of the faith. In these circumstances a large part of the Hindu community will still have no choice but to use the existing arrangements. This arrangement benefits very few children and as such it is questionable as to its effectiveness in responding to the need of the Hindu community as a whole.

In addition the proposal to build a new school is not supported by the existing schools in the surrounding area.

The introduction of a new school with a population of 240 children into the existing cluster of local primary schools will have a huge impact. The declared catchment area is within a one mile radius of the proposed site. With this arrangement existing local schools will see a gradual decline in intake over the coming years that may well lead to their closure as the effects of the decline wash through the system.

School location

The proposed school will be located in the south east corner of the Borough, see attached map 1. In this location, and with a declared catchment area of one mile a large proportion of the catchment area falls outside the Borough boundaries, see attached map 2. With such a large proportion of the catchment area falling outside the Borough it is questionable as to how many Harrow primary school children and residents will benefit from the school. If the intention is to just take children from Harrow then clearly the distances they travel and the ripple effect on other schools intake will be much greater than implied in the submission.

Clearly from a geographical standpoint the location is poor as a large section of the Hindu population within Harrow live too far from the school to have the opportunity to apply. This coupled with the close proximity of the existing primary schools cluster makes the whole proposal questionable. To attain the maximum benefit from the new school it should be located in a more central position within the Borough. This would create a wider catchment area within the Borough boundaries and create better opportunities for the wider Hindu community to apply to the school. In addition the new location should seek to minimise the impact of a new school relative to the existing surrounding primary schools. From a schools planning standpoint this must be a better alternative to that proposed.

Given the proposed location the travel arrangements to the school must be questioned. In its submission the I-Foundation refer to a Green Travel Plan. As this has yet to be published it is impossible to comment but what can be said is that there are no effective 'walking buses' within the Borough and that the vast majority of primary school children arrive and are collect by car.

The I-Foundation has made clear it thinks the school will be over subscribed. In the circumstances Hindu children may well find themselves unable to qualify for admission because they live too far away from the school on the wrong side of the Borough. The proposed location clearly does not serve those residents well. A more central location will give all those who would like to send their children to a Hindu school from across the Borough a fairer chance.

The impact of the new school on the local community

Any new school, especially one on a green field site, is going to have a huge impact on the local environment, area and residents. Needless to say this proposal is hugely controversial as it seeks to build on green land depriving a local youth football club and local children of the benefit of a large recreational area. There is no way of minimising the impact of this development on the community. Once built on green land is impossible to replace.

This particular area of the Borough already has a shortage of green space compared to other wards and areas, so the plan to build in this location will have a serve impact on the local environment and community. The attendant

issues of loss of green land, noise, pollution and traffic only serves to compound matters. Refer to Harrow UDP and central government policies on these issues.

Notwithstanding the environmental issues the ramping up of the number of children attending the school will have severe implications for surrounding schools. The ability to manage the educational process in terms of stable funding, higher educational attainment and staff stability are vital to a successful school. These key aspects will be undermined with any decline in school numbers especially in an area of high under subscription. The potential closure of a local community school will have a huge impact on the local residents and those who use the school facilities. The proposed new school would 'engineer in' this decline with its resultant adverse affects for the community at large.

Community cohesion.

Within the neighbourhood encompassed by the proposed school we have enjoyed a high level of community cohesion and harmony. This has grown as the area has taken on a more diverse composition. Tolerance and understanding have grown to be a foundation stone of the harmonious community in which we live. However the introduction of a new school in such controversial circumstances is leading to tension and strain within the community. This cannot be ignored by the SOC who have to take recognition of the impact such a dramatic imposition will have. This applies to all those affected, the local community, the school organisation, including pupils, teachers and staff, as well as all other groups affected by the change. The SOC must take recognition of these factors as it assess the overall short and long term implications of such a scheme.

It is the feeling of a large section of the community that cohesion will be severely damaged if this proposal is pushed through against the wishes of the vast majority of the local residents and community at large.

It has to be recognised that Belmont Football Club play a vital social role within the community. The club bring together young children from all social and religious backgrounds as well as providing playing and training opportunities to those children from deprived areas and disadvantaged backgrounds. This is a vital role within the framework of social cohesion and community tolerance. The loss of 50% of the playing area will mean a huge reduction in the key role the club play within the community. The resultant change can only mean the community is deprived of a valuable asset. This can only be to the detriment of young people and the community at large.

Consideration of UDP policies

The SOC is obliged to take into account Harrow's UDP as part of the evaluation process.

This proposal contradicts all of Harrow Councils declared UDP policies with respect to environmental protection, building on green field land, protection and preservation of recreational land, use of previously developed land, encouraging a healthy lifestyle, air quality, etc.,

In suggesting and supporting the William Ellis site Harrow Council have ignored their own UDP policies and those stated policies and objectives of central government in matters of the environment and preservation of recreational and green land. On these grounds alone the scheme before the SOC should be rejected.

It is the contention of the William Ellis Action Group that a suitable brown field site can be found for the school within the Borough. It would appear from the submission that this possibility has not been fully explored and that the I-Foundation are only considering green field sites, in contradiction of their own ethos and philosophy, as well as Harrow's UDP and government policies. This combined with the impact on local schools within the area makes the choice of William Ellis Playing Fields a poor one. All of the issues can be addressed with the choice of an alternative site better positioned to serve the need of the Hindu community within Harrow.

Final summary

In summary the objections of the William Ellis Action Group are put forward on the following grounds:

- 1) There is no closure date stated in the Statutory Notice published on 19th October 2006 in contravention of requirements of the 'School Organisation Public and Parents Guide' section 14 (Publication) and the 'School Organisation: Making Changes (Mainstream)' under Step 5, (Publication) item 34.
- 2) The public consultation process in Edgware was not advertised to a major interested party, i.e. the local community and public.
- 3) The two consultation exhibitions in Edgware were over too short a period (three days) and did not contain sufficient information for people to form an objective view of what was being proposed.
- 4) Incorrect and conflicting information was given at the public exhibitions.
- 5) The people of Edgware were not treated in the same manner as those in Pinner when it came to consultation with the general public. This has resulted in public anger at not being given the same level of information as the people of Pinner.
- 6) Information contained in the I-Foundation submission is incomplete. Given these facts it is not possible to provide a complete and fully appraised response by the William Ellis Action Group to the application made to the SOC.
- 7) The current and forecast under subscription to primary educational in the Borough can be managed within the existing school organisational arrangements. In these circumstances there is no absolute requirement for a new primary school.
- 8) The introduction of a new primary school at William Ellis will lead to the decline and possible ultimate closure of an existing local school.
- 9) The limited time for consultation with local schools has not allowed them sufficient time to consult with Governors, staff, parents and the local community.
- 10) The proposed location of the school in the far south east corner of the Borough does not serve the Hindu community properly. A more central location needs to be considered where the school would give a wider choice to a greater section of the Hindu community with the Borough.
- 11) The schools proposed site will mean the loss of green land and have an adverse impact on the whole of the local community including Belmont United Youth Football Club. This is an area of the Borough

where green field land is already limited and space for recreation is being continually depleted.

- 12) Community cohesion will be adversely impacted as a result of the new school. There are real fears within the local community that the school will prove divisive and introduce increased tension into a previously harmonious community. After many years of happy co-existence the imposition of this scheme will introduce an un-necessary intrusion into the community.

The severe reduction of the social role played by Belmont United Youth Football Club will do immense damage to the long term future of community cohesion. The role the club plays in shaping attitudes and the sense of tolerance and understanding within the community cannot and must not be underestimated.

- 13) The proposal takes no recognition of the UDP policies of Harrow or central governments aims to preserve green space and recreational land. It is clear from the information contained within the I-Foundation submission that there has been no effort to find a suitable brown field site. It should be noted that the I-Foundation states it is committed to the environment. There is no sign of that commitment in this proposal.

Appendices

Appendix

A

PLEASE PROVIDE THE FOLLOWING INFORMATION (typewritten):

1. What are the objectives of the proposal?

These include:

- To establish the country's first Hindu faith-based Voluntary Aided school at William Ellis Sports Ground, Camrose Avenue, Edgware, HA8 6ES in the London Borough of Harrow. The Hindu population Harrow is greater than in any other borough in Britain and this proposal will provide the country's first faith-based state education places for the Hindu community.
- National figures consistently illustrate that pupils of faith based educational facilities enjoy higher academic performance, along with a stronger grounding of the cultural denomination of the institution. The Krishna - Avanti School, hereon "The School", seeks to ensure that the Hindu community can enjoy similar such benefits.
- To establish The School as a one-form entry mixed primary school with attached nursery. The School will include Year 7 provision.
- To emphasise that The School stands to be an asset to both the Hindu community but also to the wider community of Harrow.
- To emphasise that 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 flagship project. The I-Foundation proposal has support from all major Hindu umbrella organisations (Hindu Forum of Britain, Hindu Council UK, Hindu Council Harrow and National Council of Hindu Temples). The I-Foundation team also has the benefit of experience in establishing and operating two private Hindu faith schools in the UK.

2. Please give details of what consultation has taken place and provide copies of:

Formal consultation occurred from 8th September until 13th October 2006. Please refer to Annexe A.

a) consultation documents, and

See Annexe A –

1. Consultation paper
2. Consultation Exhibition slides

b) the views and responses of the persons consulted.

See Annexe A –

3. Consultation documentation

3. Please provide a map showing the location of the proposed school and all other community, voluntary and foundation schools within the relevant radius of the school (two miles for primary, three for secondary).

See Annexe B

4. Please provide a list of all schools within the relevant radius of the proposed school, stating which of such schools are maintained by a different local education authority, together with the following information in respect of each such school for the current school year, and (except for the information specified in sub-paragraph d) the previous school year:

See Annexe C

a) the admission number for each relevant age group;

Appendix

B

I - FOUNDATION

Since the educational aspects of the proposals remained the same, the following presentations which were delivered in May and June during the first wave of consultations were not repeated. Please find details of these events illustrated below:

Meeting	Primary Head teachers Meeting
Date	Thursday 18th May 2005
Time	1.30pm
Location	Room 212, Teachers Centre
Number of Attendees	Approximately 30 people

Meeting	Chairs of Governors Forum
Date	Wednesday 7th June 2006
Time	7.30pm
Location	Room 212, Teachers Centre
Number of Attendees	Approximately 30 people

Meeting	High School Head teachers Executive
Date	Monday 12th June 2006
Time	11.00am
Location	Canons High School, Edgware
Number of Attendees	2

A number of public exhibitions were held by I-Foundation from 20th September – 23rd September. Please refer to the following tables:

Meeting	Open Public Exhibition
Date	Wednesday 20th September 2006
Time	12.00pm – 6.00pm
Location	St. Anthony's Catholic Social Club Garratt Road, Edgware, HA8 9AN
Number of Attendees	Approximately 40 people attended throughout the day

Meeting	Open Public Exhibition
Date	Saturday 23rd September 2006
Time	9.30am – 5.00pm
Location	Canons High School, Shaldon Road, Harrow, Middx, HA8 6AN
Number of Attendees	Approximately 75 people attended throughout the day

The exhibitions were open and staffed during the times mentioned above.

Appendix

C

Annex A – Overview of Consultation Process

Background

The following document outlines the consultation exercise conducted by I-Foundation with key interest groups and the general public in order to gain insight into their thoughts regarding the establishment of a new Voluntary Aided Hindu primary school in Harrow.

This consultation exercise took place between September 8th 2006 and 13th October 2006. The statutory consultees were all members of the public, including local residents, resident associations, teachers from other LEA schools, parents and other interested parties.

Methodology

The process of consultation was as follows:

On the 8th September 2006, I-Foundation conducted a mass mail shot, sending consultation papers (to those organisation which had not received the papers from the first consultation) to various different organisations and individuals including residents associations of Harrow, over 72 Hindu organisations across Harrow and Brent, Harrow Members of Parliament and councillors, neighbouring local authorities, primary and secondary head teachers, chairs of governing bodies and other local authority stakeholder organisations and committees. This paper was accompanied by a consultation reply slip, allowing the recipients to write their comments and send them directly to us. The list below illustrates all parties that the papers were sent to:

- Association of Harrow Governing Bodies
- Diocese of Westminster
- Director of Children's Services
- Director of Education for LB Barnet, Barnet, Brent, Ealing, Hertfordshire, Hillingdon
- Early years, Childcare and Planning
- GMB Trade Union
- Faith in Community
- Harrow Association for the Disabled
- Harrow Council for Racial Equality
- Harrow Councillors
- Harrow Family Learning Network
- Harrow Interfaith Council
- Harrow Members of Parliament
- Harrow Mencap
- Harrow Refugee Forum
- Harrow Teachers' Centre
- Harrow Youth Council
- HFTRA
- London Diocese Board for Schools
- Local schools
- Mind in Harrow
- Sai School
- The Swaminarayan School
- The Swaminarayan Temple, Kenton
- The Swaminarayan Temple, Stanmore
- The Chinmayanada Group

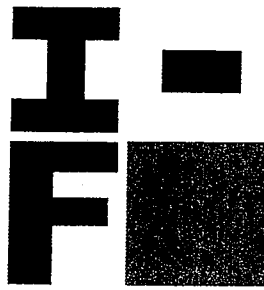
I - FOUNDATION

- The Board of Deputies of British Jews
- The Salvatorian Fathers
- United Synagogue
- Young Voices Group, People First
- 72 other Hindu community and faith organisations in Harrow and Brent

Immediately following the mail shot was a press release sent out to local Harrow press i.e. The Harrow Times and The Harrow Observer.

Appendix

D



I - FOUNDATION

Date: 16th October 2006

Statutory Notice for Krishna-Avanti Primary School

Notice is hereby given in accordance with section 28(2)(a) of the School Standards and Framework Act 1998 ("the 1998 Act") that I-Foundation intends to establish a new one-form entry Voluntary Aided Primary school for 240 boys and girls between the ages of 4 and 12 from 01 September 2008. The school will also provide a 26-place full-time nursery education which will offer two sessions - one morning, one afternoon, with 26 children in each – for 3 year olds.

The Krishna-Avanti Primary School has conducted preliminary feasibility studies and proposes to be situated at William Ellis Sports Ground, Camrose Avenue, Edgware, Harrow, HA8 6ES, subject to planning permission being obtained.

The School will work with the Safe Routes to School (SRts) Programme to identify and improve pedestrian and cycle routes and to develop a Green Travel Plan. It is expected that almost all children will be from within the London Borough of Harrow and will generally have to travel less than 1 mile to reach the School.

The number of pupils to be admitted to the school at age 4 from 01 September 2008 and subsequent years will be 30. When the School reaches capacity, it will thus accommodate 240 full-time pupils and 52 part-time nursery places.

The School's admissions arrangements will not make any provision for selection by ability. The admission authority of the proposed school will be the Governing Body. The Governing Body will be drawn from a range of stakeholders, as per statutory requirements. Of this Body, a majority of 2 will be appointed by the promoter, I-Foundation. The remaining members will comprise of a Parent, an LEA member, Teacher and Non-teaching Staff representative and the Head Teacher.

The School will be designated as having a Hindu religious character, whilst developing pupils to appreciate other faiths. The proposed school curriculum will meet the requirements of the basic school curriculum as defined in Section 80 of the Education Act 2002 within the framework of a Hindu Faith School environment, and will develop its curriculum to include a foundation stage and, in due course, the key stages (as defined by Section 81 and 82 respectively).

I-Foundation are keen to encourage applications from other faith backgrounds. However, demand for places is expected to be heavily oversubscribed and opening admissions to non faith based applicants at this early stage has been viewed as inappropriate. Consequently, we will monitor this to accommodate a non faith based allocation at a future date.

The School will be a community hub, with activities such as adult learning initiatives outside school hours, being introduced at a later stage.

25 Hill Street
Mayfair
London W1J 5LW

Tel: +44 (0)20 7569 1199
Email: info@i-foundation.org
Web: www.i-foundation.org

The school will promote racial equality and propagate the understanding of other cultures and faiths by working closely in partnership with other schools, local cluster groups and communities. The school will encourage initiatives such as pupil exchanges, excursions to other LEA schools and incorporating the study of other faiths within the study programme. 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.

The School will look to build deep partnerships and collaborations with local schools through, for example, classroom exchanges, sports and musical events.

Equally important is the integration with secondary schools. The School will work with local schools to ensure that the transition of students to secondary education is smooth and that each student is fully prepared emotionally, mentally and academically. The School will ensure attainment targets are in place for students to work towards at every level.

Within six weeks after the date of publication of these proposals, any person may object to or make comments on the proposals by sending the representations to:

James Chamberlain
School Organisation Committee
Room 139
Legal Services
Harrow Council
PO Box 2
Civic Centre
Harrow
HA1 2BR

Telephone: 020 8424 1264
Email: James.chamberlain@harrow.gov.uk



Signed (Nitesh Gor, on behalf of I-Foundation)
Date (16th October 2006)

Explanatory Notes

¹ Draft proposals, to be verified on completion of the Green Travel Plan, include:

1. Identify and promote safe walking routes and set up a Walking Bus scheme
2. Assess proposed walking routes to and from the school, and suggest suitable crossing points
3. Support safe cycling routes and provide adequate bicycle racks
4. Promote use of public transport for staff and accompanied children via safe bus routes
5. A network of minibus runs for children that cannot walk or use public transport
6. Clubs will mean that children arrive and leave school outside of typical school runs and hence congestion will be reduced
7. Promote the Travel Plan at Parent Evenings

²The Governing Body is responsible for determining admissions to this I-Foundation Voluntary Aided School. Through various consultations with Harrow Council and local stakeholders, it has been agreed that 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 from Hindu families with a statement of special educational needs where the School is named in the statement
- 3) Children from Hindu families with medical claims (where evidence is provided by a hospital consultant indicating why the child needs to attend the school)
- 4) Siblings*
- 5) Practicing Hindu families**
- 6) Hindu families that are broadly following the tenants of Hinduism
- 7) Other looked after children
- 8) Other children with a statement of educational needs where the School is named in the statement
- 9) Families who are sympathetic to the Vision Statement of the School
- 10) All other children

*However, this will not apply when the older child will leave school before the younger one starts

**A maximum of 5 places will be reserved in this category for applications supported by the Faith Partner, after which the normal tie-break will apply

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

PRESCRIBED INFORMATION

NEW COMMUNITY, VOLUNTARY, FOUNDATION SCHOOL

Name:	Krishna-Avanti Primary School
LEA:	Harrow
Diocese (if applicable):	Not Applicable
Proposals published by:	I-Foundation
Date published:	19 th October 2006
Proposed Implementation Date:	1 September 2008

Note: Not all of the required information can be provided on the face of this pro forma; copies of consultation documents, list of schools, a map of the location of schools and, if the school is to be established in substitution for an independent school, copies of the school accounts, will also be required, as detailed within.

This information is to be regarded as in the public domain and may be shown to interested parties without further notification.

PLEASE PROVIDE THE FOLLOWING INFORMATION (typewritten):

1. What are the objectives of the proposal?

These include:

- To establish the country's first Hindu faith-based Voluntary Aided school at William Ellis Sports Ground, Camrose Avenue, Edgware, HA8 6ES in the London Borough of Harrow. The Hindu population Harrow is greater than in any other borough in Britain and this proposal will provide the country's first faith-based state education places for the Hindu community.
- National figures consistently illustrate that pupils of faith based educational facilities enjoy higher academic performance, along with a stronger grounding of the cultural denomination of the institution. The Krishna - Avanti School, hereon "The School", seeks to ensure that the Hindu community can enjoy similar such benefits.
- To establish The School as a one-form entry mixed primary school with attached nursery. The School will include Year 7 provision.
- To emphasise that The School stands to be an asset to both the Hindu community but also to the wider community of Harrow.
- To emphasise that 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 flagship project. The I-Foundation proposal has support from all major Hindu umbrella organisations (Hindu Forum of Britain, Hindu Council UK, Hindu Council Harrow and National Council of Hindu Temples). The I-Foundation team also has the benefit of experience in establishing and operating two private Hindu faith schools in the UK.

2. Please give details of what consultation has taken place and provide copies of:

Formal consultation occurred from 8th September until 13th October 2006. Please refer to Annexe A.

a) consultation documents, and

See Annexe A –

1. Consultation paper
2. Consultation Exhibition slides

b) the views and responses of the persons consulted.

See Annexe A –

3. Consultation documentation

3. Please provide a map showing the location of the proposed school and all other community, voluntary and foundation schools within the relevant radius of the school (two miles for primary, three for secondary).

See Annexe B

4. Please provide a list of all schools within the relevant radius of the proposed school, stating which of such schools are maintained by a different local education authority, together with the following information in respect of each such school for the current school year, and (except for the information specified in sub-paragraph d) the previous school year:

See Annexe C

a) the admission number for each relevant age group;

- b) the number of year groups;**
- c) the capacity of the school; and**
- d) the number of pupils at the school;**

and a forecast of the matters specified in sub-paragraphs b to d for each of the subsequent five school years.

See Annexe C

5. Please provide the following information relating to the proposed school:

a) the number of year groups;

The School will be established as a one-form entry mixed primary school with attached nursery. 8 year groups - Reception to Year 7 inclusive.

b) the capacity of the proposed school;

240 pupils

c) where it is intended that the proposed school should provide nursery education:

It is intended that nursery education will be provided from the same site as primary education.

i) the number of pupils for whom it is intended that such education to be provided; and

There will be 52 Nursery places, 26 morning, 26 afternoon. There will also be accompanying childcare facilities.

ii) the capacity of the accommodation to be provided for nursery education;

Please note that the DfES model excludes Nursery from capacity calculations, however the number of workplaces attributed to the Nursery is 26.

for the school year in which the school will be open and a forecast of those matters for the subsequent four school years.

1st year FTE 30 + 26 full time
 2nd year FTE 30 + 30 + 26
 3rd year FTE 30 + 30 + 30 + 26
 4th year FTE 30 + 30 + 30 + 30 + 26
 5th year FTE 30 + 30 + 30 + 30 + 30 + 26

6. Please provide the following information relating to the proposed accommodation (including temporary accommodation):

a) the location of the accommodation;

The School proposes, subject to planning permission being obtained, to be established at William Ellis Sports Ground, Camrose Avenue, Edgware, Harrow, HA8 6ES.

b) whether the proposed school is to occupy a single or split site;

Single site

c) how accessible the accommodation will be;

Proposed plans include provisions for compliance with Disability Discrimination Act

(DDA) standards.

d) details of general and specialist accommodation (both teaching and non teaching); and

Room Schedule

Nursery

Nursery playroom, Class storage, Nursery toilets, Baby change room, cloakrooms/shoe change, Small group room, incl. entrance

Reception

Reception class, Class storage, Cloakrooms/Shoe change, Pupil toilets, Disabled toilet

Infant Y1

Classroom/Junior class base, Class Storage, Cloakrooms/Lunch box storage, Pupil toilets, Specialist store (Numeracy)

Infant Y2

Classroom + shared teaching, Class Storage, Cloakrooms/Lunch box storage, Pupil toilets, Small group room

Junior Y3

Classroom and shared teaching, Class Storage, Cloakrooms/Lunch box storage, Specialist store (literacy), Pupil toilets,

Junior Y4

Classroom + shared teaching, Class Storage, Cloakrooms/Lunch box storage, Pupil toilets, Small Group room,

Junior Y5

Classroom + shared teaching, Class Storage, Cloakrooms/Lunch box storage, Specialist store (art/science), Pupil toilets,

Junior Y6

Classroom Class Storage, Cloakrooms/Lunch box storage, Pupil toilets, Small Group room,

Junior Y7 (extra class)

Classroom + shared teaching, Class Storage, Cloakrooms/Lunch box storage, Pupil toilets

Central Resources

Library resources centre with IT, ICT café, ICT technician/server, Creative space (food/D&T/science/art), Main hall (also used for dining), chair store (off hall), staging / appliance store (off hall), PE store (off hall), PE store (external), Studio (small hall), Changing room including WCs, Changing room including WCs, Kitchen.

Staff & Admin

Head's office, meeting room, Senior management office/admin office, Staff room, Staff Prep room, Entrance and reception, General office & entrance reception, Copier / Reprography, Central Stock, MI/therapists room, Sick bay, Parents/community room, Interview/social service, Caretaker's / maintenance store, Toilets for visitors and disabled, Staff toilets

Worship Area

Drama and Music room
Prayer area

Other

Cleaners stores

e) (where relevant) details of accommodation for nursery education.

Proposed total size 104sqm for nursery education

7. Where the proposed school is to be established in substitution for an independent school, please provide the information referred to in 6 above in respect of the accommodation of the independent school.

Not applicable

8. Please provide a statement indicating how the proposals would contribute to enhancing the diversity and quality of education, and the extent to which parental preference would be met.

Diversity of education

Currently there are voluntary aided schools in the UK for every major religion except Hinduism. The formation of the "Krishna Avanti Primary School" will fill this gap and achieve a considerable diversification of education.

The School will be formed on the belief that education plays a vital role in shaping the character of all pupils. The School aims to provide opportunities for each child to develop their individual potential in a unique and exciting manner, in an environment shaped by the values and philosophy of the Hindu tradition. There will be a varied syllabus which will allow each individual to excel at their own particular strengths, whether this be academic, creative or sporting. The extra curricular activities will allow students to build on these strengths, and shall include sporting events, at least one public arts activity/performance and an educational visit or residential experience each year. Finally the moral development of the pupils will also be serviced by the syllabus as there will be 'citizenship' events, where the pupils will be involved in activities for the good of the wider community. To ensure the highest possible standards overall, the School will work closely with relevant Government departments e.g. the Department of Culture, Media and Sport to ensure that its syllabus meets and exceeds government targets for these areas at all Key Stages.

Quality of education

Integral to the vision of The School, is an ambition towards educational excellence.

While the substantive details of the curriculum will contribute to this education, the progressive teaching methodology will be equally as important. In the Hindu tradition teachers should act not only as repositories of knowledge but also as role models, who take responsibility for more than simply the intellectual development of the children. I-Foundation believe that this is especially important in a child's most impressionable years 3-12. Therefore with The School there will be a strong emphasis on the role of the teacher, a feature which is believed to also greatly enhance the quality of the education provided by The School.

It is also important that students grow naturally according to their individual propensities. The School will encourage students 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.

Parental Preference

Currently, there are voluntary-aided schools in the UK for every major religion, except Hinduism. It seems only equitable and proper that parents of every faith should have an equal degree of choice with respect to the education of their children. There are only two private schools providing an education that teaches Hindu principles. This means that, unlike parents of any other religion, the opportunity for Hindu parents to provide an education with emphasis on their faith is severely limited. Not only is it limited by the small number of places available but also because of the private status of these schools, enrolment is restricted to parents of the more affluent echelons of the community. It is not a solution to convert one of the existing private schools to Voluntary Aided status, as rather than widen access for Hindu families to gain access to faith places, it will in fact simply create more competition for the same number of limited places, paradoxically reducing access to a faith-based education.

Faith schools are traditionally oversubscribed and overachieve. 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.

9. Please provide the following information:

- a) the objectives which the local education authority or promoters intend to set to further the aims of inclusiveness and partnership working;**

The School will excel in the new citizenship education curriculum, with the School taking a lead in community involvement; helping students explore the nature of Britain as a multicultural and multi-religious society. This places the goals of the School firmly in line with those of Harrow Council.

The Schools' objectives with regards to inclusiveness and partnership working comprise of the following:

- Student inclusiveness
- Community cohesion
- Collaboration with other schools
- Environment

- b) what activities are planned to achieve the objectives specified in (a) above; and**

The School 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.

Student inclusiveness

At the forefront of the Schools core aims is inclusiveness. The vision of inclusiveness is that all pupils should be able to have their needs, abilities and aspirations recognised, understood and met within a supportive environment. In such an environment pupils should make real progress and achieve their goals. The School will use the following techniques to ensure that pupils will be given the opportunity to

maximise their full potential.

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

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 difficulties, the School will be well placed to deliver both curricular and extra-curricular services to them.

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.

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.

The School will have strong SACRE and Interfaith Partnership participation as undertaken extensively 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. Shaunaka Rishi, a foundation Governor for the School, is a trustee and executive member of the Interfaith Network UK and executive member of the Northern Ireland Interfaith Forum.

With important members of The School working in close collaboration with esteemed

representatives of other religions, it means that The School is guided by individuals who are actively working for interfaith cohesion. The school will undoubtedly adopt such a mentality as well.

In line with local and national policy, the School will work towards the Extended School Agenda.

Collaboration with other Schools

The School will look to build deep partnerships and collaborations with local schools

- Sharing of best practice through collaboration and regular networking via both formal and informal sessions
- Define a resource sharing plan where students from other schools within the borough could come 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

An equally important consideration is the transition for students between primary and secondary school. The School will work with local schools to ensure that this transition is smooth and that each student is fully prepared emotionally, mentally and academically.

Environment

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.

As suggested before, the use of the School's proposed 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

c) the measures proposed to be taken to ensure that the governing body, teachers, pupils and parents are aware of their role in contributing to inclusiveness and partnership working.

Governing body: Governing body visits to other schools and school exchanges of the local LEA. This will allow the governing body to procure the necessary information to coordinate the programme so that the buildings and programmes are adapted accordingly. Moreover it will allow the governing body to understand what is required for the local community so that they can ensure the curriculum promotes inclusiveness and partnership working. Representatives from the two local Swaminarayan temples (Stanmore and Kenton) have also been invited to sit on the Board of Governors.

Teachers: It will be made unequivocally clear to the Teachers that they are to foster a sense of inclusiveness when approaching their role. Teachers will only be appointed if it is assured that they will adhere to this principle. Moreover, inclusiveness applies not only to discrepancy of caste and creed but also in learning

ability. The strongly pastoral role of the teacher will be emphasised, and they will be encouraged to involve all children in activities regardless of their ability.

Pupils: Inclusiveness is a fundamental aspect of Hindu teachings, that regardless of disparity of outward behaviour all humans are the same and thus should be treated with respect and dignity. Here the focus on interfaith cohesion will come to the fore, as the pupils will be aware of their responsibility to promote inclusiveness of all faiths, in fact they will actively encourage all faiths. Tolerance, another key facet of Hinduism, will equip the children with greater ability to be able to get along with any and all people regardless of their traits.

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

Parents: 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 dutiful respect and love for their 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.

10. Please provide an indication of the proposed admission arrangements and over-subscription criteria.

There will be a separate admissions policy for nursery pupils. After completion of an academic year at this level, parents will need to re-apply for admission for a place in the reception class.

The Admissions Policy for the primary school has been amended and proposed after consultation and 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. Through various consultations with Harrow Council and local stakeholders, it has been agreed that 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 from Hindu families with a statement of special educational needs where the School is named in the statement
- 3) Children from Hindu families with medical claims (where evidence is provided by a hospital consultant indicating why the child needs to attend the school)

- 4) Siblings*
- 5) Practicing Hindu families**
- 6) Hindu families that are broadly following the tenants of Hinduism
- 7) Other looked after children
- 8) Other children with a statement of educational needs where the School is named in the statement
- 9) Families who are sympathetic to the Vision Statement of the School
- 10) All other children

*However, this will not apply when the older child will leave school before the younger one starts

**A maximum of 5 places will be reserved in this category for applications supported by the Faith Partner, after which the normal tie-break will apply

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

11. If the school is to have a religious character, please give an indication of the extent to which it is thought appropriate to give priority for admissions to:

Please refer to question 10 of this document

- a) *children of the school's faith or denomination;*
- b) *to children of other faiths or denominations; or*
- c) *children in specified groups regardless of their faith or denomination.*

12. If the school is to be established in the place of an independent school or a maintained school with a different religious character, please provide details of any existing arrangements to further the aims of inclusiveness and partnership working, and details of proposals to develop the arrangements further.

Not applicable

13. Please provide a breakdown of the costs of the establishment of the proposed school, together with details of how it is proposed to fund the proposals.

I-Foundation have successfully been allocated in principle, a sum of £9.85million in funding from the Department for Education and Skills (DfES).

Anticipated costs

Site acquisition	£3,150,000
Associated site acquisition costs	£500,000
Budgeted Total Construction Costs	£6,000,000
Fees for Professional Services	£850,000
FFE & ICT	£1,135,000
VAT (on Fees and FFE & ICT)	£343,000

Funding

DfES funding	£9,582,400
I-Foundation liability	£2,395,600

Please refer to Annexe D for confirmation of funding.

14. Please provide:

a) information as to whether the school will have provision which is recognised by the LEA as reserved for children with special educational needs, and if so, the nature of such provision and the proposed number of pupils for whom such provision is to be made; and

The School will adopt the Harrow SEN (Special Education Needs) policy and will adhere to the Special Educational Needs Code of Practice: DfES 2001. A SEN coordinator will be appointed for this role. However, the School will not carry the status of or be recognised by the LEA as a SEN school.

Children with special educational needs will be catered for. The School's pre-existing emphasis on each pupils individual need's, regardless of ability, will mean that the environment will be such as to realise the full potential of every student.

The school building proposals have been designed to cater for a range of difficulties SEN pupils might otherwise encounter, including a wheelchair-friendly campus configuration. First rate ICT facilities and also envisioned so that the latest teaching software can be applied for all students, but in particular to ensure access for children with special educational needs and disabilities.

b) details of the proposed policy of the school relating to the education of pupils with special educational needs.

In line with the DfES guiding principles on SEN, the School's SEN policy includes:

- Every child with SEN shall have their specific needs met in tailored education settings
- In order to tailor the education of the child appropriately, close consideration will be paid to the views of the parents along with the child's preference
- Children with SEN shall 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 will be monitored and reviewed regularly with co-operation between all agencies

The Graduated Approach in the Primary Phase School Action – in cases where the School recognises that there is a continuation of SEN in a student, there will be an increase in the involvement of specialist expertise as required. The extent of the interventions by specialist expertise will be determined through a partnership between the class teacher and SENCO. The class teacher remains responsible for working with the child on a daily basis and delivering on the Individual Education Plan. The SENCO will take the lead in planning future interventions and monitoring progress.

School Action Plus – Where required, the SENCO and class teacher, in consultation with parents, will ask for help from external services. The SENCO will take the lead in further assessments of the child and planning future interventions as thought appropriate from monitoring and reviewing progress of the child and

discussion with colleagues.

Early Years Action – the School’s SENCO will work with the LEA to ensure that SEN pupils are diagnosed early. Multi-disciplinary teams will then provide appropriate interventions.

Early Years Action Plus will be applied when the case requires the ongoing involvement, support or advice of external specialists. There also may be alternative interventions required to those of **Early Years Action**. In these cases, the IEPs will need to be revised.

Individual Education Plans – an IEP will usually be devised based on the SEN diagnosis which will involve curriculum differentiation, parental involvement and outside professionals.

15. Please provide details of the proposed staffing of, and the balance of specialisms at, the proposed school.

The proposed staffing of the School at the initial stage of opening is as follows:

Head Teacher
Deputy Head
Nursery Teacher
Reception Teacher
Nursery Nurses
Teaching Assistants
Welfare Assistant
Bursar/Secretary
Kitchen Staff
Lunchtime Supervisors
Site Manager

The School will be composed of multifaceted specialisms shared across the teaching faculty, focusing particularly on, Literacy, Numeracy, Science, ICT, Expressive Arts, Religious Education and Physical Education.

16. Please provide details of how the proposed curriculum at the school will meet the requirements of the basic curriculum (as defined in section 352 of the Education Act 1996. This includes religious education as appropriate, the National Curriculum, and, in the case of a secondary school, sex education including the elements specified in the Act).

The Schools curriculum aims to give all of its pupils the opportunities that are found in mainstream, world class education but with the added incentive of exploring and experiencing the rich cultural heritage of Hinduism. As the *Excellence and Enjoyment* (DfES, 2003) document states education is about “children experiencing the joy of discovery, solving problems, being creative in writing, art, music, developing their self confidence as learners and maturing socially and emotionally.” Krishna-Avanti Primary School feels that these values are vital because they contribute to the spiritual, moral, cultural and ethical development of each pupil’s character and not aim for examination results only.

Krishna-Avanti Primary School’s proposed curriculum will incorporate government guidelines and frameworks, National Curriculum, National Literacy Strategy and National Numeracy Strategy, and will be adapted to suit the needs and abilities of

each pupil to ensure high standards of academic, social and spiritual success. The relevant DfES SEN and EAL requirements will be applied to ensure that Special Educational Needs and especially gifted children alike can realise their full potential in accordance with the Official National Standard for Education.

To ensure that the School's curriculum complies with any and all statutory expectations, there will be constant reference to authorised government proposals and bodies. Hence whilst developing curriculum strategies, the following will be pivotal:

- Curriculum guidance for the Foundation Stage (DfES/QCA)
- Designing and timetabling the primary curriculum (QCA/NLS/NNS)
- Excellence and Enjoyment: a strategy for primary schools (DfES, PNS)
- The curriculum in successful primary schools (HMI)

The School believes that its approach will be of a distinctive nature due to the integration of a broad, balanced and inclusive curriculum; this will be further enhanced with a focus upon ancient eastern values and principles. The School considers this curriculum to develop each pupil's character to make them valuable members of British society as well as giving them the opportunity to make their primary years happy and memorable. The School aims to deliver this rich and exciting curriculum through high quality teaching to promote the enjoyment of learning for all pupils.

Religious Education

Religious Education will be planned to teach the Hindu scriptures as well as Christianity, Judaism, Islam and other main world denominations which will be underpinned by the National Framework for Religious education.

Sex Education

As a primary school there is no obligation for the School to include a sex education programme. However in the proposed syllabus, there will be provision for sex education in year 7 the final year.

17. Where the proposed school is to be a voluntary aided school, please provide:

a) details of the tenure (freehold or leasehold) on which the site of the proposed school will be held, and if the site is to be held on a lease, details of the proposed lease;

Freehold

b) details of the trusts on which the site is to be held together with details of any arrangements to secure that, if the proposed school is discontinued or transfers to a new site, the proceeds of sale of the site will be available for use in connection with another maintained school;

I-Foundation as the promoters of the School is in the process of setting up an independent charity for the purposes of the School. This trust will contain arrangements to include details of what will happen to the proceeds should the school close or move to other premises. Once this has been established and agreed, this will be made available upon request.

c) the estimated purchase price of the site (and any existing buildings to be used);

Estimated purchase price for site (land) is £3,150,000

d) the amount of grant under paragraph 5 or 6 of Schedule 3 to the School Standards and Framework Act 1998 in respect of the acquisition of the site for which it is intended that an application should be made;

The Dfes agreed allocation includes the budget for site acquisition.

e) a breakdown of costs between:

i) the costs to be borne by the governing body together with the level of grant under paragraph 5 or 6 of Schedule 3 to the 1998 Act in respect of those costs for which it is intended that an application shall be made; and

Targeted Capital Funding from DfES amounts to	£9, 582,400
I-Foundation/The Governing Bodies' contribution amounts to	£2,395,600
Total Project Costs	£11,978,000

ii) the costs to be borne by the local education authority profiled over the expected life of the buildings of the proposed school.

Funding has been allocated by DfES and I-Foundation is liable to contribute £2,395,600 million towards the capital cost. No capital costs are to be borne by the local education authority.

f) a statement as to whether, as a result of the proposals, premises used for the purposes of another school will no longer be required and if so:

Not applicable

i) a statement as to whether those premises will be sold, and if so what the estimated sale proceeds are; or

Not applicable

ii) if those premises are not to be sold, a statement as to the proposed use of the premises;

Not applicable

g) a statement that the governing body will be able and willing to carry out their obligations under Schedule 3 to the 1998 Act;

I-Foundation the promoters are able and willing to meet their 10% liability.

h) a statement as to whether the freehold interest in the proposed site is to be held by the trustees of the school and if it is not, details of the ownership of the freehold interest in the site;

Freehold to be owned by trustees.

i) a statement as to whether the Secretary of State has indicated that in principle grant will be paid under paragraph 5 to 6 of Schedule 3 to the 1999 Act; and

Please refer to annexe D for statement provided by DfES confirming funding for the proposals.

j) a statement as to whether the proceeds of sale of other premises will

be available to the trustees.

Not applicable

18. Where the proposed school is to be a foundation school, please provide a statement as to whether the school:

a) will have a foundation established otherwise than under the 1998 Act;

Not applicable

b) will belong to a group of schools for which a foundation body acts under section 21 of the Act; or

Not applicable

c) will not fall within sub-paragraph a or b.

Not applicable

19. Where the proposed school is to be a foundation or voluntary school which it is proposed should have a religious character, please provide an estimate of the demand in the area for religious education in accordance with the tenets of the religion or religious denomination in question.

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

	Harrow %	Harrow total population (206,814)	England and Wales %	and	England and Wales total population (52,041,916)
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
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There are a total of 18,130 primary school students in Harrow. This translates into 3,553 Hindu primary school students. 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 students 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.

20. Where the proposed school is to be a voluntary or foundation school established in substitution for an independent school, please provide:

a) a statement as to the likely future of the independent school if the proposals are rejected; and

Not applicable

b) copies of accounts for the independent school for the previous two years.

Not applicable

21. Where the establishment of the new school involves development for the purpose of the Town and Country Planning Act 1990, please provide a statement as to whether planning permission has been obtained and, if it has not been obtained, details of the reason (if known) why such permission has not been obtained.

At present, I-Foundation is working with a team of professionals including architects, planning consultants and quantity surveyors etc to submit a full planning application.

22. Where the school will provide sixth form education, please provide:

a) details of the courses to be offered (if the proposals are approved) leading to GCE A and AS level examinations and advanced vocational qualifications and the forecast demand for each such course, including details of how the requirement for religious education of pupils at the school will be met;

Not applicable

b) details of:

(i) the other maintained schools, city technology colleges, city colleges for the technology of the arts, Academies and further

education colleges which are, in the opinion of the relevant body or promoters, as the case may be, reasonably accessible to pupils who might otherwise be expected to attend the school the subject of the proposals,

Not applicable

(ii) arrangements to inform pupils and parents about the opportunities for education suitable to the requirements of pupils over compulsory school age at the institutions referred to in sub-paragraph (i), and

Not applicable

(iii) the proposed arrangements for co-operation and the exchange of information between the school the subject of the proposals and those other institutions;

Not applicable

c) details of the following examination results for the two school years before the current year in which the proposals are published at each of the institutions referred to in sub-paragraph b.(i):

Not applicable

(i) GCSE examinations, limited to the results of GCSE examinations taken by pupils over compulsory school age,

Not applicable

(ii) GCE A and AS examinations,

Not applicable

(iii) NVQs, GNVQs and other vocational qualifications for pupils over compulsory school age;

Not applicable

d) the number of places available for sixth form education at such of the institutions referred to in sub-paragraph b(i) as are mainstream schools; and

Not applicable

e) except where the proposed school is to be a 16 - 19 institution, details of—

Not applicable

(i) the proposed number of pupils who will be provided with sixth form education if the proposals are approved, and

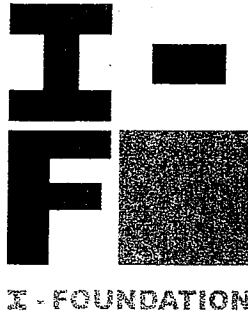
Not applicable

(ii) the capacity of the proposed accommodation for pupils who will be provided with sixth form education if the proposals are approved.

Not applicable

ANNEXE A

- 1. Consultation paper**
- 2. Consultation Exhibition slides**
- 3. Consultation documentation**



8th September, 2006

Dear Stakeholder,

As you may know, a consultation process was conducted during May and June of this year for the proposed Hindu primary school in Harrow. At that time the proposed site was on Pinner Park Farm, George V Avenue, Middx HA6 4SU. However since then, an alternative site has been identified and as a result we are carrying out another period of consultation. This is a shorter consultation which will close on 24th September 2006.

Since all the educational aspects of the school remain the same as in the documentation sent to you in May, the consultation paper has not been enclosed on this occasion. However if you require this documentation to be sent to you again please do not hesitate to contact us. Alternatively it can be viewed on our website at www.krishna-avanti.org.uk

We would also like to invite you to fill-out the attached Consultation Reply Slip and return it to us at the indicated address. You can also complete this reply slip online at www.krishna-avanti.org.uk

The address for the proposed new site is William Ellis Sports Ground, Camrose Avenue, Edgware, Harrow, HA8 6ES.

Should you wish to discuss our proposal we will be happy to meet with yourselves personally. If so we would be most grateful if you could please get in touch with us in this regard. You can call, write or email us on the details below so that we can arrange a meeting at your convenience.

Additionally, we will be arranging two public exhibitions and you are of course welcome to attend either or both. These will be held on the following two dates, please find details below:

Wednesday 20th September 2006 from 12.00pm – 6.00pm at:

St. Anthony's Catholic Social Club (Building on the corner of Edgware High Street and Garratt Road)
Garratt Road
Edgware
HA8 9AN

Please be advised that there are no parking facilities available

Saturday 23rd September 2006 from 9.30am – 5.00pm at:

Canons High School
Shaldon Road
Harrow
Middx
HA8 6AN

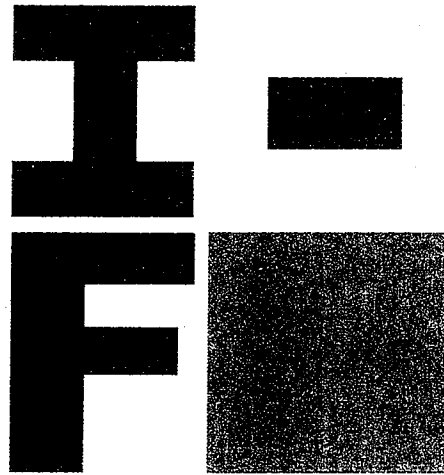
The exhibitions will be open and staffed during the times mentioned above. Please feel free to come along at any point during these timings where one of our members of staff will be able to personally talk you through the different aspects of the proposal. Thank you and we look forward to hearing from you soon.

Kind regards,

Dravit Koorichh, on behalf of I-Foundation

25 Hill Street
Mayfair
London W1J 5LW

Tel: +44 (0)20 7569 1199
Email: info@i-foundation.org
Web: www.i-foundation.org



I - FOUNDATION

(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.

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 **William Ellis Sports Ground, Camrose Avenue, Edgware, Harrow, HA8 6ES** in the London Borough of Harrow.

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 short period of consultation with local stakeholders during September of 2006 and will look to publish a Statutory Notice by the end of September 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>
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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 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

4.2 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

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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.

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- 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 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.

7.1 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

7.2 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.

8 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 from Hindu families with a statement of special educational needs where the School is named in the statement
- 3) Children from Hindu families with 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) Other children with a statement of educational needs where the School is named in the statement
- 8) Families who are sympathetic to the Vision Statement of the School
- 9) All other children

**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.*

I-Foundation are keen to encourage applications from other faith backgrounds; however, demand for places is expected to be heavily oversubscribed and opening admissions to non faith based applicants at this early stage has been viewed as inappropriate. Consequently, we will monitor this to see if a 10% non faith based allocation will be appropriate at a future date.

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

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

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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.

Annex A – Overview of Consultation Process

Background

The following document outlines the consultation exercise conducted by I-Foundation with key interest groups and the general public in order to gain insight into their thoughts regarding the establishment of a new Voluntary Aided Hindu primary school in Harrow.

This consultation exercise took place between September 8th 2006 and 13th October 2006. The statutory consultees were all members of the public, including local residents, resident associations, teachers from other LEA schools, parents and other interested parties.

Methodology

The process of consultation was as follows:

On the 8th September 2006, I-Foundation conducted a mass mail shot, sending consultation papers (to those organisation which had not received the papers from the first consultation) to various different organisations and individuals including residents associations of Harrow, over 72 Hindu organisations across Harrow and Brent, Harrow Members of Parliament and councillors, neighbouring local authorities, primary and secondary head teachers, chairs of governing bodies and other local authority stakeholder organisations and committees. This paper was accompanied by a consultation reply slip, allowing the recipients to write their comments and send them directly to us. The list below illustrates all parties that the papers were sent to:

- Association of Harrow Governing Bodies
- Diocese of Westminster
- Director of Children's Services
- Director of Education for LB Barnet, Barnet, Brent, Ealing, Hertfordshire, Hillingdon
- Early years, Childcare and Planning
- GMB Trade Union
- Faith in Community
- Harrow Association for the Disabled
- Harrow Council for Racial Equality
- Harrow Councillors
- Harrow Family Learning Network
- Harrow Interfaith Council
- Harrow Members of Parliament
- Harrow Mencap
- Harrow Refugee Forum
- Harrow Teachers' Centre
- Harrow Youth Council
- HFTRA
- London Diocese Board for Schools
- Local schools
- Mind in Harrow
- Sai School
- The Swaminarayan School
- The Swaminarayan Temple, Kenton
- The Swaminarayan Temple, Stanmore
- The Chinmayanada Group

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- The Board of Deputies of British Jews
- The Salvatorian Fathers
- United Synagogue
- Young Voices Group, People First
- 72 other Hindu community and faith organisations in Harrow and Brent

Immediately following the mail shot was a press release sent out to local Harrow press i.e. The Harrow Times and The Harrow Observer.

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Since the educational aspects of the proposals remained the same, the following presentations which were delivered in May and June during the first wave of consultations were not repeated. Please find details of these events illustrated below:

Meeting	Primary Head teachers Meeting
Date	Thursday 18th May 2005
Time	1.30pm
Location	Room 212, Teachers Centre
Number of Attendees	Approximately 30 people

Meeting	Chairs of Governors Forum
Date	Wednesday 7th June 2006
Time	7.30pm
Location	Room 212, Teachers Centre
Number of Attendees	Approximately 30 people

Meeting	High School Head teachers Executive
Date	Monday 12th June 2006
Time	11.00am
Location	Canons High School, Edgware
Number of Attendees	2

A number of public exhibitions were held by I-Foundation from 20th September – 23rd September. Please refer to the following tables:

Meeting	Open Public Exhibition
Date	Wednesday 20th September 2006
Time	12.00pm – 6.00pm
Location	St. Anthony's Catholic Social Club Garratt Road, Edgware, HA8 9AN
Number of Attendees	Approximately 40 people attended throughout the day

Meeting	Open Public Exhibition
Date	Saturday 23rd September 2006
Time	9.30am – 5.00pm
Location	Canons High School, Shaldon Road, Harrow, Middx, HA8 6AN
Number of Attendees	Approximately 75 people attended throughout the day

The exhibitions were open and staffed during the times mentioned above.

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Furthermore, two additional meetings were arranged with different stakeholders. Please find details below:

Nitesh Gor – Director of I-Foundation met with Ward Councillors on Friday 29th September 2006 at Harrow Civic centre at 6.30pm to discuss the proposal with local ward councillors.

Dravit Koorichh and Krishna Ghosh (I-Foundation Project Manager and Curriculum Team representative) met with Head teachers from schools local to the William Ellis Site on Friday 22nd September, 2.00pm at Stag Lane Middle school. The following head teachers from their respective schools attended:

Mrs Moria Arnold
Mrs Elena Evans – Stag Lane Middle School
Mrs Daina Barrat – Glebe School
Mrs K Yates – Deputy Head of Stag Lane First School

I-Foundation also provided the opportunity for stakeholders to respond via the organisations website at www.krishna-avanti.org.uk.

~~During the consultation period an extensive survey was conducted targeting over 500~~
~~families throughout the borough.~~ Results reflected that there was strong demand for a Hindu school across all sections of the community including different age groups and socio-economic classes.

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Outcomes

Mixed feedback was received via consultation reply slips, with some recipients raising similar concerns to those raised at these public exhibitions. The following section illustrates I-Foundation's attempts to address these concerns.

- **What is the Admissions Policy for the school? (raised 20th September, 22nd September and 23rd September)**

The Governing Body is responsible for determining admissions to this I-Foundation Voluntary Aided School. Through various consultations with Harrow Council and local stakeholders, it has been agreed that 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 from Hindu families with a statement of special educational needs where the School is named in the statement
- 3) Children from Hindu families with medical claims (where evidence is provided by a hospital consultant indicating why the child needs to attend the school)
- 4) Siblings*
- 5) Practicing Hindu families**
- 6) Hindu families that are broadly following the tenants of Hinduism
- 7) Other looked after children
- 8) Other children with a statement of educational needs where the School is named in the statement
- 9) Families who are sympathetic to the Vision Statement of the School
- 10) All other children

*However, this will not apply when the older child will leave school before the younger one starts

**A maximum of 5 places will be reserved in this category for applications supported by the Faith Partner, after which the normal tie-break will apply

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

- **Integration within society, wont this lead to factionalism (raised 20th September, 22nd September and 23rd September)**

Faith-based schools within the Anglican, Catholic and Jewish faiths have reported positive integration and value added by their students into their local communities. Based on empirical research, the Politics Studies Association highlighted how faith based schools can improve social cohesion within society "based on their functional contribution to bonding social capital in their communities and provide a basis for neighbourhood renewal."¹

Furthermore, recent studies on faith schools highlight higher levels of social capital as a result. J. S. Coleman discovered that young people from disadvantaged backgrounds did better if they attended a Catholic School and he developed the concept of social capital to explain this. He argued that Catholic Schools did well

¹ Faith Communities, Social Capital and Education for Citizenship. PSA.

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because of the norms and values of the faith communities which supported them.² Bryk et.al, argued that one of the strengths of these schools is their 'inspirational ideology'.³

I-Foundation have made social inclusiveness a priority on its extended schools agenda. We have made provisions for numerous activities which in practice will ensure that children from this School will integrate well within contemporary British society. These activities include class excursions to other schools and working in partnership with other LEA schools. The School will also work within local Cluster groups in this regard.

- **Have other sites been considered? Is there evidence to that effect? (raised 20th September, 22nd September and 23rd September, Consultation reply slips)**

I-Foundation have investigated various sites within the London Borough of Harrow, All the major commercial estate agents in and around Harrow were registered with. Online searches with all major internet based real estate sites were conducted. In September 2005 Savills and Knight Frank were engaged to act on behalf of I-Foundation in finding a site. This was with a view to finding both on-market and off-market opportunities. As a result, I –Foundation identified Pinner Park Farm as a possible site, and conducted a full consultation between the dates May 5th 2006 and 15th June 2006. However there were site sensitive issues and as a result the Harrow Council suggested William Ellis as an alternative site in early September 2008. Additionally, suggestions made at Pinner Park Farm public consultations were followed up. To date no other viable site has become available.

- **Travel plans - what has been considered? There are already 3 schools in the area. There is concern about the increase to traffic (raised 20th September and 23rd September)**

I-Foundation have commissioned RPS (Travel Planning Consultancy) to conduct a transport impact assessment in order to inform a comprehensive Green Travel Plan. This will address many of the issues raised by local residents. This plan accompanied with further traffic studies will be discussed during another wave of consultations specific to planning. These consultations will be conducted in the near future.

The start and finish times of the School are currently under consideration and will likely include a breakfast club. This will be inline with current practice at the private school run at Bhaktivedanta Manor and should significantly help to alleviate traffic at peak times.

² Coleman, J.S. "Social capital in the creation of human capital" in AH Halsey, et.al., eds., Education, culture, economy and society, Oxford: Oxford University Press, 1997

³ Bryk, Anthony., et.al., Catholic Schools and the Common Good, Cambridge: Harvard University Press, 1993

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- **Is I-Foundation making provision for other faiths to practice their worship within the new school (raised 20th September)**

It was confirmed that there will be provision made for any child to practice his or her faith within the School. This will be done in consultation with the relevant parents/guardians.

- **Why is there a need for a Hindu faith school? (raised 20th September, 23rd September, Consultation reply slips)**

Currently, there are voluntary-aided schools in the UK for every major religion, except Hinduism (there are 6,400 primary faith schools in UK. Vast majority are Christian, with 36 Jewish, 7 Muslim and 2 Sikh schools). As it stands, there are only a very small number of private schools providing an education in line with Hindu principles.

This means that, unlike parents of any other religion, the opportunity for Hindu parents to provide an education with emphasis on their faith is severely limited. Not only is it limited by the small number of places available but also because of the private status of these schools, enrolment is restricted to more affluent parents within the community.

Harrow has a higher percentage of Hindus than any other borough in the UK. Extensive research has proved the extensive grassroots demand for such a school. The basis of this research forms the foundations for this proposal.

- **Will the school encourage more Hindu's into Harrow? (raised 20th September and 23rd September)**

According to I-Foundation's primary research there is substantial demand from the present local residents of Harrow, to the degree that we anticipate being over subscribed. It was also noted that there is already an increasing number of Hindus within each of the Harrow wards.

- **Who and what does the I-Foundation represent? (raised 20th September, and 23rd September)**

I-Foundation is a charity whose aim is to establish sustainable projects that further the advancement of Vedic culture and philosophy.

I-Foundation is an independent charity, representing the wider Hindu community. This is evident from the support received by all the major Hindu organisations.

I-Foundation has appointed ISKCON (the International Society for Krishna Consciousness) as the faith partner to the School.

- **What are your plans for a two-form entry school? (22nd September)**

The School will be established as a one-form entry mixed primary school with attached nursery and with the future possibility of expansion to a two-form entry. The School will be built with a two-form entry common infrastructure.

I-Foundation are sensitive to the concerns raised on how this will impact on other schools. I-Foundation propose to open the school incrementally, opening one form every academic year. Proposals for 2-Form Entry will not be introduced for a minimum of 8 years after the opening of the school (as this is the minimum period

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before which the school will be running at maximum capacity as a one form entry).

- **How far will children have to travel to the school? (raised 20th September, 22nd September and 23rd September)**

The School will work with the Safe Routes to School Programme to identify and improve pedestrian and cycle routes, contributing to the Green Travel Plan. It is expected that almost all children will be from within the London Borough of Harrow and will generally have to travel less than 1 mile to reach the School.

- **Do the teachers have to come from a Hindu background? (raised 20th September and 23rd September)**

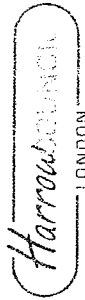
It is not necessary for the teachers to come from a Hindu background. However, it is deemed more appropriate for teachers to have an in-depth understanding of the faith.

- **Why another school, in area where the primary schools are downsizing (22nd September)**

I-Foundation are acutely aware of the surplus places in many of Harrow's primary schools. However, this proposal looks to address the fundamental principle of parental choice. I-Foundation would also hope that any upcoming strategies for school reorganisation by the Local Authority would include the future impact of the proposed School such that surplus places are minimised.

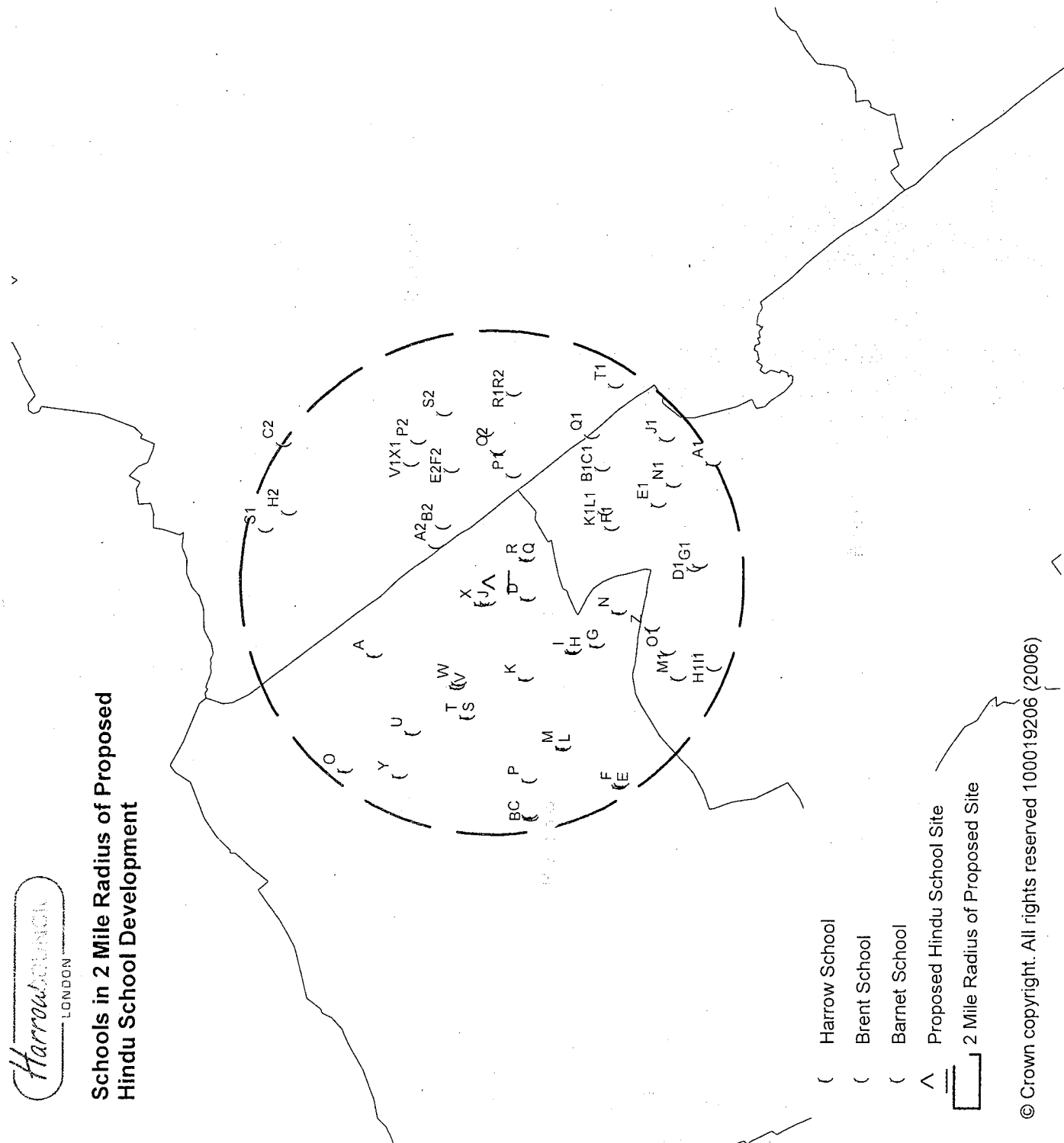
ANNEXE B

Question 3 from Prescribed Information Document



Schools in 2 Mile Radius of Proposed Hindu School Development

School	Map Reference
Ayward First and Middle	A
Belmont First	B
Belmont Middle	C
Canons High	D
Elmgrove First	E
Elmgrove Middle	F
Glebe First and Middle	G
Kenmore Park First	H
Kenmore Park Middle	I
Little Stanmore First and Middle	J
Park High	K
Priestmead First	L
Priestmead Middle	M
St Bernadette's Catholic Primary	N
St John's Church of England	O
St Joseph's Catholic Primary	P
Stag Lane First	Q
Stag Lane Middle	R
Stanburn First	S
Stanburn Middle	T
Stanmore College FEC	U
Whichurch First	V
Whichurch Middle	W
Woodlands First and Middle	X
Stanmore Park Children's Centre	Y
Claremont High	Z
Fryent Primary	A1
Grove Park Special	B1
Hay Lane Special	C1
JFS	D1
Kingsbury Green	E1
Kingsbury High	F1
Michael Sobell Sinai	G1
Mount Stewart Infant	H1
Mount Stewart Junior	I1
Oliver Goldsmith Primar	J1
Roe Green Infant	K1
Roe Green Junior	L1
St Gregory's High	M1
St Robert Southwell RC	N1
Uxendon Manor Primary	O1
Barrfield	P1
Beis Yaakov	Q1
Blessed Dominic RC	R1
Broadfields	S1
Colindale	T1
Courtland	U1
Deansbrook Infant	V1
Deansbrook Junior	X1
Dollis Infant	Y1
Dollis Junior	Z1
Edgware Infant	A2
Edgware Junior	B2
Fairway	C2
Goldbeaters	D2
Menorah	E2
Menorah Foundation	F2
Parades House	G2
Rosh Pinah	H2
St Joseph's RC Infant	I2
St Joseph's RC Junior	J2
St Mary's & St John's Co	K2
St Paul's CofE	L2
St Vincent's RC	M2
Sunnyfields	N2
The Annunciation RC Infant	O2
The Annunciation RC Junior	P2
The Hyde	Q2
The Orion	R2
Woodcroft	S2



- (Harrow School
- (Brent School
- (Barnet School

^ Proposed Hindu School Site
 [] 2 Mile Radius of Proposed Site

ANNEXE C

Question 4 from Prescribed Information Document

Please note that figures relating to Harrow schools within a 2 mile radius of the new site will be delivered in due course. Unfortunately, due to an error in communication and a change in management, this information was left incomplete.

ANNEXE C Barnet Schools

	Size			Yrs	NOR PLASC Jan 2006	Pupils on Roll v previous year		Net Capacity
	FE	Ad. nos	Total			NOR PLASC Jan 2005	Increase/Decrease	
Primary School								
Barnfield	2	60	420	7	400	403	-3	420
Blessed Dominic RC	1	30	210	7	197	202	-5	210
Colindale	2	60	420	7	410	408	2	420
Goldbeaters	2	60	420	7	408	393	15	420
Menorah Foundation	1	30	210	7	207	208	-1	194
St Joseph's RC Infant	2	60	180	3	180	179	1	180
St Joseph's RC Junior	2	62	248	4	246	248	-2	240
St Mary's & St John's CofE	2	60	420	7	400	392	8	420
Sunnyfields	1	30	210	7	196	186	10	167
The Annunciation RC Infant	2	60	180	3	175	171	4	172
The Annunciation RC Junior	2	60	240	4	225	229	-4	240
The Hyde	2	60	420	7	369	362	7	420
The Orion	2	60	420	7	400	378	22	356
Woodcroft	2	60	420	7	365	392	-27	420

Planning Area 2	Size			Yrs	NOR PLASC Jan 2006	Pupils on Roll v previous year		Net Capacity
	FE	Ad. nos	Total			NOR PLASC Jan 2005	Increase/Decrease	
Primary School								
Broadfields	2	60	420	7	408	397	11	420
Courtland	1	30	210	7	208	210	-2	210
Deansbrook Infant	3	90	270	3	247	245	2	270
Deansbrook Junior	3	90	360	4	321	331	-10	360

ANNEXE C Barnet Schools

Dollis Infant	3	90	270	3	252	256	-4	270
Dollis Junior	4	120	480	4	433	484	-51	480
Edgware Infant	3	90	270	3	251	258	-7	261
Edgware Junior	3	90	360	4	310	310	0	326
Fairway	1	30	210	7	209	210	-1	210
Rosh Pinah	2	60	420	7	418	416	2	399
St Paul's CofE (NW7)	1	30	210	7	209	212	-3	201
St Vincent's RC	1.5	45	315	7	315	307	8	315

Planning Area 3	Size			Pupils on Roll v previous year			Net Capacity
	FE	Ad. nos	Total	NOR PLASC Jan 2006	NOR PLASC Jan 2005	Increase/Decrease	
Primary School							
Beis Yaakov	2	58	406	380	380	0	406
Menorah	2	50	350	375	366	9	405
Pardes House	2	51	357	207	241	-34	357

ANNEXE C Barnet Schools (forecast of the matters specified in sub-paragraphs b to d for each of the subsequent five school years)

Planning Area 1	Projected				
Primary School	No on roll 2006	2007	2008	2009	2010
Barnfield	400	400	410	410	410
Blessed Dominic RC	197	197	198	199	200
Colindale	410	413	414	414	415
Goldbeaters	408	409	411	411	413
Menorah Foundation	207	210	211	212	214
St Joseph's RC Infant	180	180	180	180	180
St Joseph's RC Junior	246	248	248	248	248
St Mary's & St John's CofE	400	403	410	410	417
Sunnyfields	196	199	200	202	204
The Annunciation RC Infant	175	175	175	180	180
The Annunciation RC Junior	225	225	233	230	236
The Hyde	369	372	375	376	376
The Orion	400	401	415	411	412
Woodcroft	365	374	374	374	376

Planning Area 2	Projected				
Primary School	No on roll 2006	2007	2008	2009	2010
Broadfields	408	410	412	414	416
Courtland	208	210	212	214	216
Deansbrook Infant	247	247	254	260	260
Deansbrook Junior	321	347	342	325	337
Dollis Infant	252	245	245	255	270
Dollis Junior	433	403	400	400	400
Edgware Infant	251	258	259	270	270
Edgware Junior	310	312	326	329	341
Fairway	209	210	212	214	216
Rosh Pinah	418	420	422	424	426
St Paul's CofE (NW7)	209	210	213	215	217
St Vincent's RC	315	317	319	320	321

Planning Area 3	Projected				
Primary School	No on roll 2006	2007	2008	2009	2010
Beis Yaakov	380	381	381	390	393
Menorah	375	375	376	378	380
Pardes House	207	209	210	212	212

ANNEXE C Brent Primary Schools within a 2 mile radius of the proposed new Hindu school in Harrow

School Name	LA	Admission Number	Number of Year Groups	Capacity (net YR – Y6)	NOR Jan 2006
Mount Stewart Juniors	Brent	90	4	345	359
Mount Stewart Infants	Brent	90	3	279	270
Uxendon Manor Primary	Brent	60	7	420	396
Kingsbury Green	Brent	90	7	681	477
Roe Green Junior	Brent	120	4	485	479
Roe Green Infants	Brent	120	3	343	356
Oliver Goldsmith Primary	Brent	60	7	371	420
Fryent Primary	Brent	60	7	630	449
St Robert Southwell RC	Brent	45	7	315	311
Michael Sobell Sinai	Brent	97	7	637	597

These schools fall into planning areas 1 and 2. The total NOR for January 2006 and projections for then next 5 years are as follows:

Planning area	January 2006 YR-Y6	January 2007	January 2008	January 2009	January 2010	January 2011
1	1489	1516	1545	1558	1573	1584
2	1740	1727	1746	1751	1750	1748

ANNEXE D

**Confirmation of funding letter
from DfES**

Mr Nitesh Gor
I-Foundation
25 Hill Street
Mayfair
LONDON
W1J 5LW

Direct line: 01325 392148/392152
Local fax: 01325 392186
email: pat.pearson@dfes.gsi.gov.uk
alison.powell@dfes.gsi.gov.uk
Our Ref: TCF2006-08-310E

c.c. Harrow Local Authority

22 November 2005

Dear Mr Gor

SCHOOLS CAPITAL: TARGETED CAPITAL FUNDING 2006-2008

HARROW LOCAL AUTHORITY NEW HINDU SCHOOL ESTABLISHMENT OF A HINDU SCHOOL PROJECT

1. Following Jacqui Smith's announcement on 12 October 2005 to Local Authorities (LA's) and Dioceses advising that your school has been successful in the latest Targeted Capital exercise, a conditional approval has been awarded, and I am now writing to confirm your next steps.

2. Approval has been given to develop a project to provide a Hindu School. A Project Development Allocation (PDA) of £60,000 has been agreed for this project. This PDA is part of the total fee allocation for the project, not an additional sum.

STATUTORY PROPOSALS

3. It has been noted from your bid that the project will require Statutory Proposals, therefore, before you can claim your PDA grant the relevant Statutory Proposal for the establishment of the school must be published in accordance with regulations. Guidance on publishing such proposals can be found in the school organisation website: www.dfes.gov.uk/schoolorg and the appropriate notice(s) can be prepared using the notice builder tool in the forum side of the site. If you would like any advice on the statutory proposal process, please contact Caroline Kerr of the School Organisation Unit by email: caroline.kerr@dfes.gsi.gov.uk or telephone 01325 391278. Before the project can be considered for 'Approval to Proceed', Statutory Proposals must receive approval from the local School Organisation Committee (SOC). A copy of the published notice must be forwarded to the VA Capital Policy



Team by **28 Feb 2006**. You should also send a copy of the decision of the SOC to us by the end of **April 2006**. If you are unable to meet these deadlines then the conditional allocation awarded to you will be withdrawn and you will need to bid again in any subsequent programme.

To assist with this process, this letter may be taken as Approval in Principle to the cost of the project for the purposes of the SOC.

PDA can only be claimed once you have published your proposals, and written confirmation has been received from the Governors and Trustees that they are willing to accept a Condition of Grant agreement as noted in Para 12.

'Approval to Proceed' can only be granted once your Statutory Proposals have been approved.

4. The PDA will enable costs to be more accurately estimated and time scales determined for the required building work. PDA grant is awarded to fund any site investigation associated with the development of the project and may be used towards the cost of consultants' fees; this amount may be claimed in advance of project approval, using the enclosed form APGC.PDA together with supporting original invoices. You may photocopy this form for future use; however, original signatures will be required to certify each claim.

5. Once the Department has approved the project design and costs, we will agree the project plan and spending profile for the project. This will reflect the Department's overall VA budget position. It must be noted, however, that an early start cannot be guaranteed. Any amendments to the estimated project phasing must be agreed by the Department.

6. The project has been agreed on the following basis of approved governors' expenditure.

1. Targeted Capital Funding	2. Other Contribution **	3. Governors Statutory 10%	4. Total Project Cost (100%)
£9,852,943	£1,231,618	£1,231,618	£12,316,179

Please note it is essential that the project is designed within the allocated budget. Additional allocations of capital grant cannot be guaranteed.

7. Governors should now prepare plans for a scheme which encompasses only the work identified at paragraph 2, and which is within the approved costs shown above. These costs should now be considered to be a ceiling and will be subject to advice from the Department's professional advisers.

PROJECT DEVELOPMENT

8. As noted above, at this stage we expect that the project brief will be drawn up, plans of the existing site and buildings obtained, sketch design plans prepared and

reliable estimates made of the amount and phasing of expenditure; i.e. the scheme is developed up to Work Stage D of the RIBA Plan of Work. This information should then be submitted, together with completed Form VA/Approval, to the **VA Capital Team, DfES, RM 11, LG Floor, Mowden Hall, Staindrop Road, Darlington, Co. Durham, DL3 9BG**. Please quote the file reference at the head of this letter in all correspondence. Copies of documents must also be sent to the LA.

9. When the Department's architects are satisfied with the scheme, a letter giving 'Approval to Proceed' (ATP) to tender will be issued. Grant may then be claimed on professional fees, inclusive of VAT incurred, up to 7.5% of the agreed governors' costs. The project can then proceed to the next stage; details of which will come with your 'Approval to Proceed' letter.

SITE PURCHASE

10. We note that a site is to be acquired by the governors for this project. The governors should obtain an up to date site valuation from the District Valuer and this, together with Form SB1, site plan, and any details of restricted covenants or leases, must be forwarded to the Department before 'Approval to Proceed' is sought. If the site involved includes land which is to be utilised as playing fields this area should be clearly identified as grant aid cannot be sought. Playing fields remain the liability of the Local Education Authority. I have enclosed form SB1 for your convenience. If you require more information please contact pat.pearson@dfes.gsi.gov.uk

11. The site should be conveyed to the governors as soon as possible - the Department will expect confirmation of this before work commences on site.

CONDITION OF GRANT – SITE OWNERSHIP

12. The Secretary of State is concerned to ensure that VA capital grant investment is safeguarded so that, in the event a school closes or moves to another site in the future, publicly funded assets will be recycled within the maintained education system. Under the School Standards and Framework Act 1998, the Secretary of State has power to set conditions subject to which the payment of grant is made.

13. In exercise of these powers, the Secretary of State will make payment of grant conditional on the Trustees and the School Governors entering into a legal agreement to repay the grant in the event that the premises on which the grant had been spent cease to be used for the provision of education in the maintained sector. The PDA will not be paid until the Department has received written confirmation from the Governors and Trustees that they accept this condition and will enter into such an agreement. A draft agreement has been enclosed for your convenience. If you require further information please contact alison.powell@dfes.gsi.gov.uk.

14. A copy of this letter has been sent to the LA. A copy should also be passed to the Chair of Governors of the school and to the Trustees. It is essential that the project architect is made aware of the position and the procedures to be followed to move the project forward.

15. If you have any questions about this letter please contact Pat Pearson or Alison Powell.

Yours sincerely,

AP

P Pearson

Alison Powell
Schools Capital/VA Policy Manager

Appendix

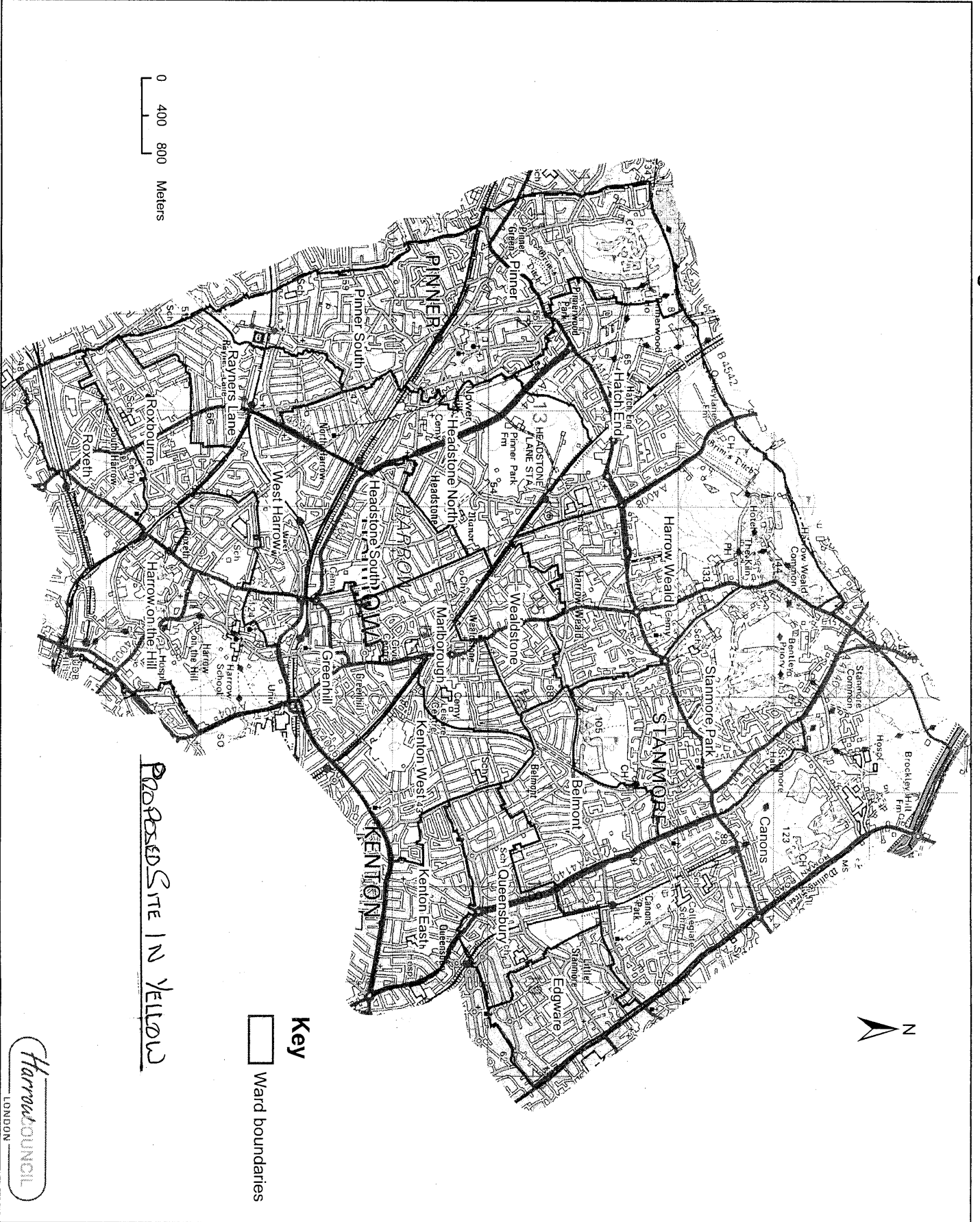
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Please note that figures relating to Harrow schools within a 2 mile radius of the new site will be delivered in due course. Unfortunately, due to an error in communication and a change in management, this information was left incomplete.

MAP

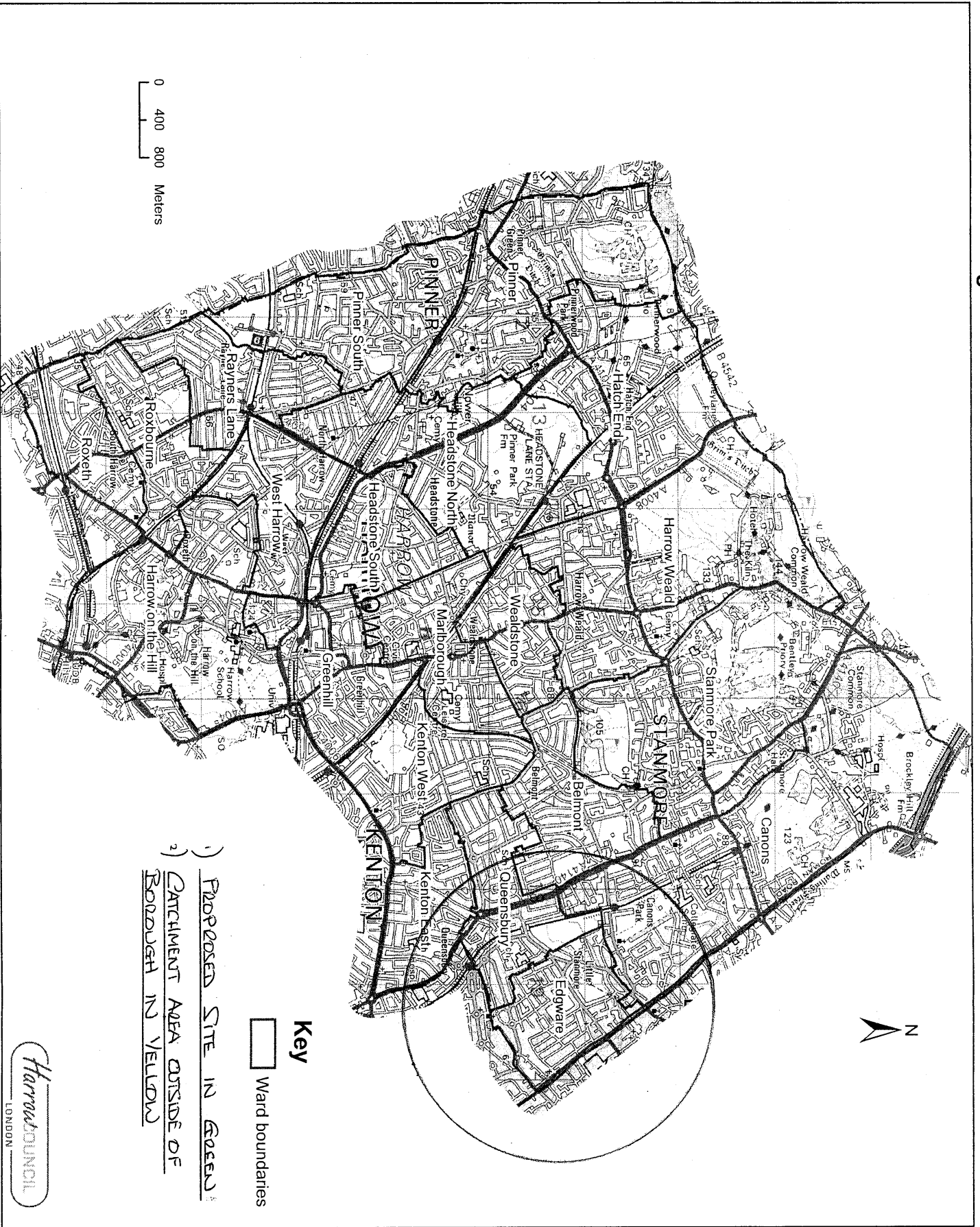
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Wards of London Borough of Harrow



MAP

2



0 400 800 Meters



- 1) PROPOSED SITE IN GREEN
- 2) CATCHMENT AREA OUTSIDE OF BOROUGH IN YELLOW

Key
 Ward boundaries

