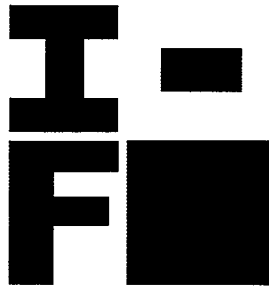


## **7(a) – Statutory Notice and Prescribed Information**

**comprises the following:**

- Statutory Notice for Krishna-Avanti Primary School
  
- Prescribed Information Document with the following annexes:
  - Annex A: Consultation Paper; Consultation Exhibition Slides; Consultation Document
  - Annex B: Question 3 from Prescribed Information Document
  - Annex C: Question 4 from Prescribed Information Document
  - Annex D: Confirmation of funding letter from DfES
  
- Form 18
  
- Letter confirming I-Foundation contribution



**I - FOUNDATION**

**Date: 16<sup>th</sup> 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](mailto:info@i-foundation.org)  
Web: [www.i-foundation.org](http://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](mailto:James.chamberlain@harrow.gov.uk)



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

## Explanatory Notes

<sup>1</sup> 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

<sup>2</sup>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

**PRESCRIBED INFORMATION**

**NEW COMMUNITY, VOLUNTARY, FOUNDATION SCHOOL**

<b>Name:</b>	Krishna-Avanti Primary School
<b>LEA:</b>	Harrow
<b>Diocese (if applicable):</b>	Not Applicable
<b>Proposals published by:</b>	I-Foundation
<b>Date published:</b>	19 <sup>th</sup> October 2006
<b>Proposed Implementation Date:</b>	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 8<sup>th</sup> September until 13<sup>th</sup> 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.**

1<sup>st</sup> year FTE 30 + 26 full time  
 2<sup>nd</sup> year FTE 30 + 30 + 26  
 3<sup>rd</sup> year FTE 30 + 30 + 30 + 26  
 4<sup>th</sup> year FTE 30 + 30 + 30 + 30 + 26  
 5<sup>th</sup> 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	<b>£3,150,000</b>
Associated site acquisition costs	<b>£500,000</b>
Budgeted Total Construction Costs	<b>£6,000,000</b>
Fees for Professional Services	<b>£850,000</b>
<b>FFE &amp; ICT</b>	<b>£1,135,000</b>
<b>VAT (on Fees and FFE &amp; ICT)</b>	<b>£343,000</b>

## **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	<b>£11,978,000</b>

**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**

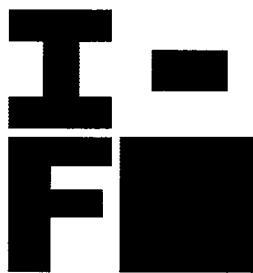
Not applicable

**(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**



**I - FOUNDATION**

**8<sup>th</sup> 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 24<sup>th</sup> 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](http://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](http://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 20<sup>th</sup> 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 23<sup>rd</sup> September 2006 from 9.30am – 5.00pm at:**

**Canons High School**  
Shaldon Road  
Harrow  
Middx  
HA8 6AN

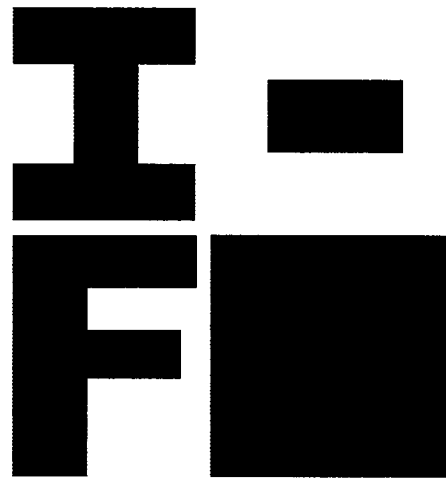
The exhibitions will be open and staffed during the times mentioned above. Please feel free to come along at any point during these timings where one of our members of staff will be able to personally talk you through the different aspects of the proposal. Thank you and we look forward to hearing from 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](mailto:info@i-foundation.org)  
Web: [www.i-foundation.org](http://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](mailto: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

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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
<b>Total</b>	<b>12</b>

## **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 difficulties<sup>1</sup> and the School will be well placed to deliver both curricular and extra-curricular services to them.

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<sup>1</sup> 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.

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- 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](http://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.

## **Krishna-Avanti Primary School Public Exhibition**

2006

### **Backdrop**

- A once in a lifetime opportunity to create a landmark education project... ..*
- I-Foundation is promoting the proposed Krishna-Avanti Primary School in Harrow – the first Hindu Voluntary Aided school in the country.
  - I-Foundation has commenced a consultation process with a view to publishing a Statutory Notice by the end of September 2006
  - The School will be established as a one-form entry mixed primary school with attached nursery, 8 year groups - Reception to Year 7 inclusive
  - There will be 52 Nursery places, 26 morning, 26 afternoon. There will also be accompanying childcare facilities
  - The principle of a Hindu school has been approved - this is NOT site specific:
    1. Cross Party Support from Harrow Council
    2. The Department for Education and Skills (DfES)
  - The School aims to be a centre of excellence with the highest possible standards of academic, moral and spiritual education delivery
  - I-Foundation are considering William Ellis Sports ground as a possible site for the School

### **Why a Hindu School? Why Harrow?**

- Parental choice
- Grassroots demand
- 6,400 primary faith schools in UK. Vast majority are Christian, with 36 Jewish, 7 Muslim and 2 Sikh schools
- Harrow has the highest Hindu population of any borough in UK
- Educational excellence in Harrow
- Surplus places in Harrow are an issue and thus the School will:
  - be one-form entry though demand would merit two-form
  - open incrementally

### **Hindu School Vision Statement**

#### ***Where lessons are learnt for a lifetime...***

*The School will develop each child's full potential spiritually, morally and academically, preparing students to become individuals of good character, behaviour and competence integrated within contemporary British society*

### **Values**

#### ***The School aims to provide an environment for:***

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

### **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
- To create in the children an understanding of how to apply Hindu scriptures in their daily lives
- To provide the children with a unique opportunity to engage their creativity through the medium of devotional art, music, dance and drama
- To encourage children to be sensitive towards all living beings, other religions and cultures and to the society and environment they are part of
- To 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

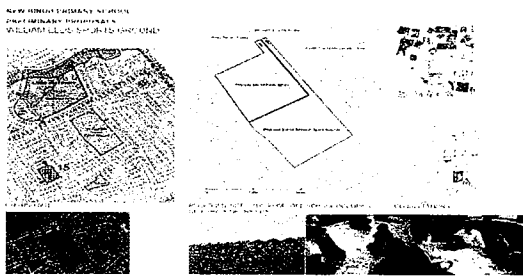
### *Curriculum & Educational Programme*

- Teach the National Curriculum
- Teach a curriculum that is broad, balanced and well planned and which will include Performing Arts, Modern Languages, PE and Educational visits
- Inclusiveness and multicultural ethos
  - integrate with other LEA schools
  - working within local Cluster groups
  - broader community agenda
  - other faiths and local community groups
- Ensure a smooth transition to secondary education
  - pupils are prepared emotionally & academically
- Implement a comprehensive pastoral care system
- Equal opportunity to boys and girls
- Cater to SEN children to help them reach their full potential

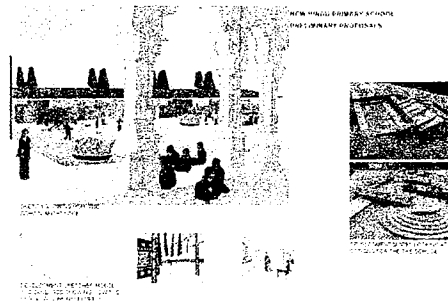
### *Governance*

- I-Foundation will nominate the majority of Governors onto a newly formed charity that will form the School's governing body.
- 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.
- The governing body will adopt a code of conduct to which every governor agrees to adhere to.
- ISKCON (the International Society for Krishna Consciousness) is the official Faith Partner.

### *Designs from the exhibition*



### *Designs from the exhibition*



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### **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 8<sup>th</sup> 2006 and 13<sup>th</sup> 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 8<sup>th</sup> 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	<b>Primary Head teachers Meeting</b>
Date	<b>Thursday 18<sup>th</sup> May 2005</b>
Time	<b>1.30pm</b>
Location	<b>Room 212, Teachers Centre</b>
Number of Attendees	<b>Approximately 30 people</b>

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

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

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

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

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

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 29<sup>th</sup> 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 22<sup>nd</sup> 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](http://www.krishna-avanti.org.uk).

*\*Outside this consultation period, an extensive survey was conducted targeting over 500 Hindus living in the London borough of Harrow. 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 20<sup>th</sup> September, 22<sup>nd</sup> September and 23<sup>rd</sup> 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 20<sup>th</sup> September, 22<sup>nd</sup> September and 23<sup>rd</sup> 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."<sup>1</sup>

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

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<sup>1</sup> 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.<sup>2</sup> Bryk et.al, argued that one of the strengths of these schools is their 'inspirational ideology'.<sup>3</sup>

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 20<sup>th</sup> September, 22<sup>nd</sup> September and 23<sup>rd</sup> 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 5<sup>th</sup> 2006 and 15<sup>th</sup> 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 20<sup>th</sup> September and 23<sup>rd</sup> 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.

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<sup>2</sup> 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

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

## **I - FOUNDATION**

- **Is I-Foundation making provision for other faiths to practice their worship within the new school (raised 20<sup>th</sup> 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 20<sup>th</sup> September, 23<sup>rd</sup> 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 20<sup>th</sup> September and 23<sup>rd</sup> 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 20<sup>th</sup> September, and 23<sup>rd</sup> 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? (22<sup>nd</sup> 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

## **I - FOUNDATION**

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 20<sup>th</sup> September, 22<sup>nd</sup> September and 23<sup>rd</sup> 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 20<sup>th</sup> September and 23<sup>rd</sup> 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.

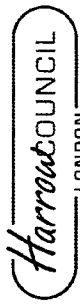
- **Why another school, in area where the primary schools are downsizing (22<sup>nd</sup> September)**

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.

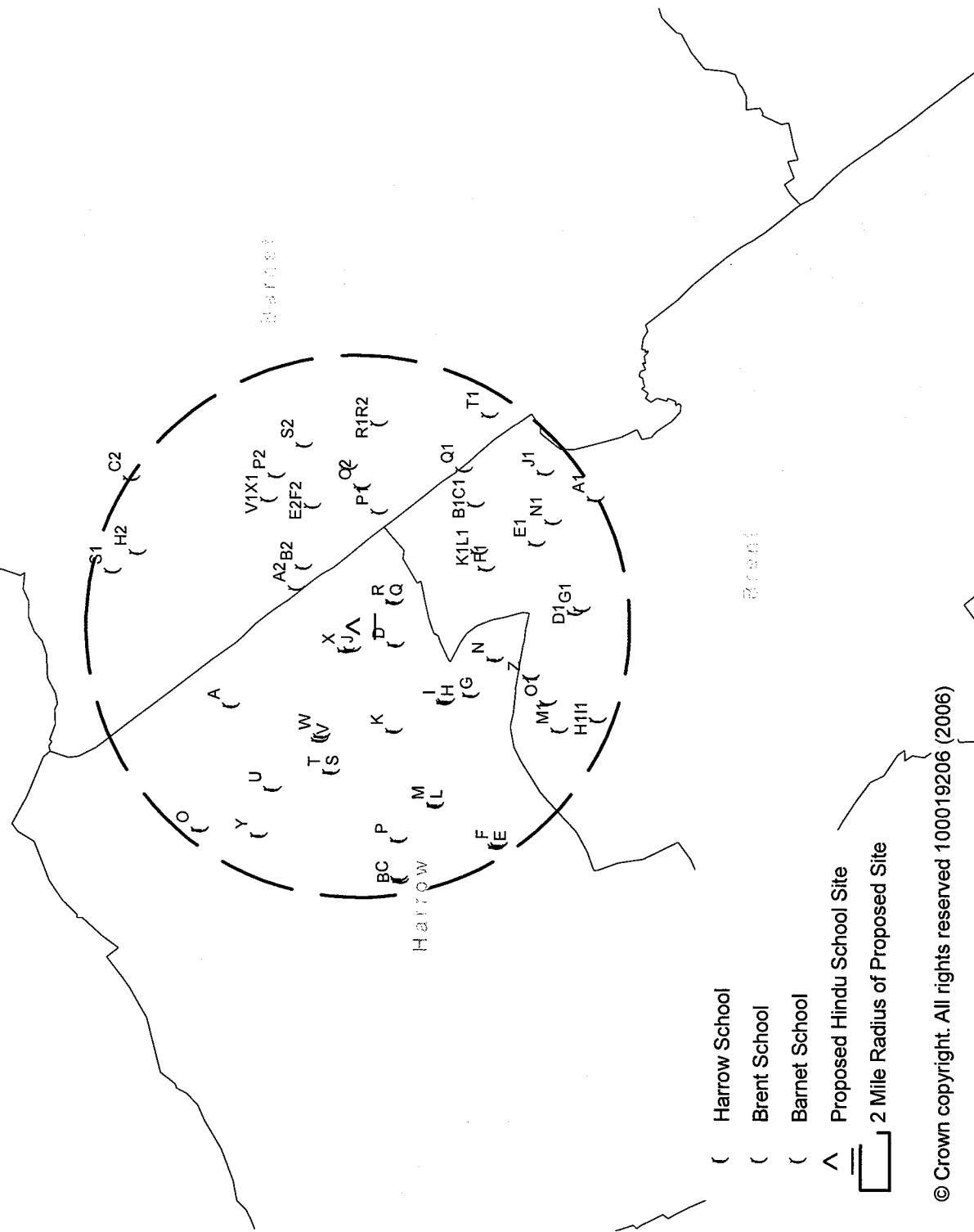
# **ANNEXE B**

## **Question 3 from Prescribed Information Document**





# Schools in 2 Mile Radius of Proposed Hindu School Development



- ( Harrow School
- ( Brent School
- ( Barnet School
- ^ Proposed Hindu School Site
- ▭ 2 Mile Radius of Proposed Site

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School	Map Reference
Aylward 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
Whitchurch First	V
Whitchurch 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
Barnfield	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
Pardes 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

# **ANNEXE C**

## **Question 4 from Prescribed Information Document**



## **Information for the proposed Hindu School**

***Produced: Tom Kalber (GIS & Demography Officer)***

***Directorate: People First***

***Performance and Data services group***

### **Data used:**

- **PLASC school roll data (Jan 2006)**
- **GLA School roll projections**
- **Harrow School data (used for the map production)**
- **Ordnance Survey Harrow data (Ward data and Address point)**

### **Software Used**

- **Microsoft Excel**
- **Microsoft Word**
- **ArcGIS 9.0**

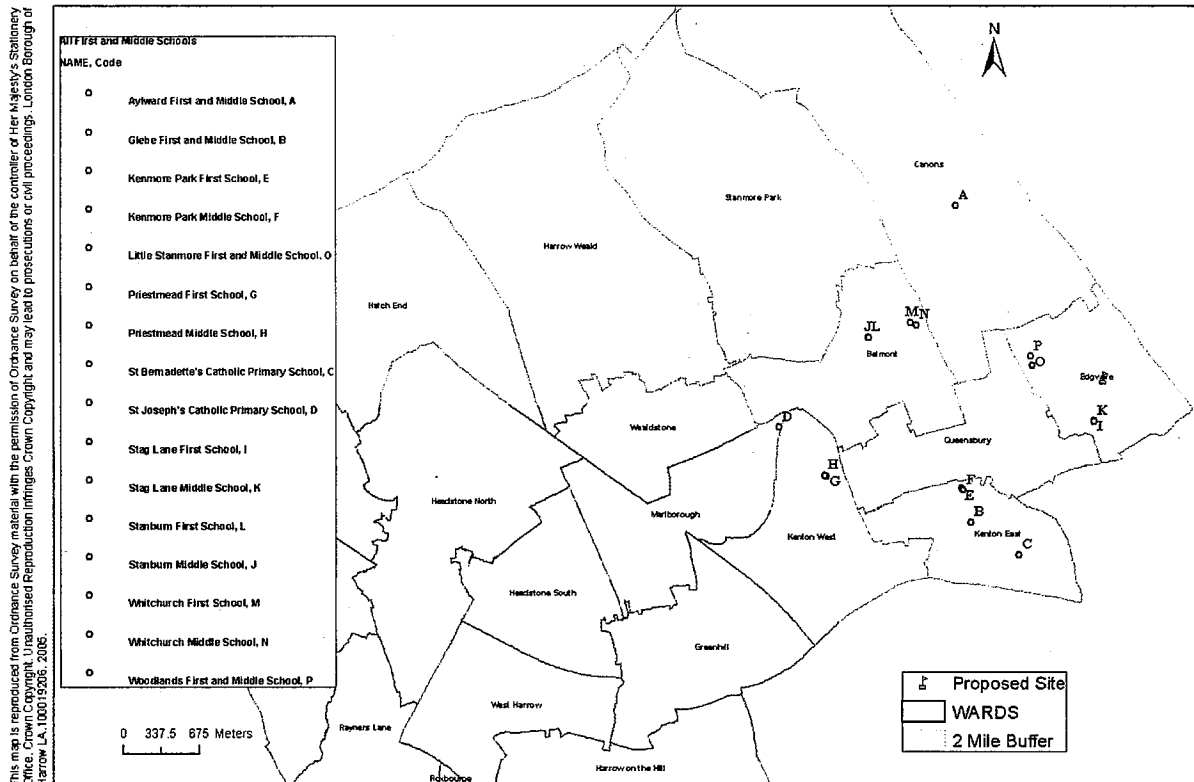
## Information for the proposed Hindu School

### Krishna-Avanti Primary School

*Proposed Site: William Ellis Sports Ground, Camrose Avenue, Edgware, Harrow, HA8 6ES*

Information regarding schools within a 2 mile radius of the above proposed site was requested by the I-Foundation. The information requested is to be used to support the proposed **Krishna-Avanti Primary School**.

#### Two mile buffer of the proposed Hindu School site - William Ellis Sports Ground, Edgware, HA8 6ES



The map above shows the First, Middle and Primary Schools that are within a 2 mile radius of the proposed site at the William Ellis Sports ground.

School Name
Aylward F & M
Glebe F & M
Kenmore Park First
Kenmore Park Middle
Priestmead First
Priestmead Middle
St. Bernadette's R.C. F & M
St. Joseph's R.C. F & M
Stag Lane First
Stag Lane Middle
Stanburn First
Stanburn Middle
Whitchurch First
Whitchurch Middle
Woodlands F & M
Little Stanmore F & M

This chart lists the schools that are within a 2-mile radius of the proposed site of the Hindu School. School roll projections for the next five years were also requested for these sites.

### School Roll projections

Roll projections were requested for the schools that were within a 2-mile radius of the proposed site. School roll projections were calculated using the Harrow School Roll projection data, which is supplied to the London Borough of Harrow by the Greater London Authority (GLA). The GLA projections are calculated to planning area for the various age ranges within the Harrow school population. This information is then used to project the school roll for the upcoming five years, based on the January 2006 actual roll data for those schools. The replacement ratio method was used to calculate the change in school roll. The actual school roll data for 2006 came from the PLASC January 2006 data.

### Aylward First and Middle School

Year	N2	R	1	2	3	4	5	6	7
2006	35	44	45	71	59	68	53	60	45
2007	36	45	42	75	64	67	53	58	44
2008	36	46	40	71	64	73	52	58	44
2009	36	46	40	67	61	72	56	58	44
2010	36	46	41	67	56	73	53	61	45
2011	36	46	42	68	54	67	55	56	42

### Glebe First and Middle School

Year	N1	N2	R	1	2	3	4	5	6	7
2006	13	36	44	34	47	41	52	46	40	23
2007	13	37	45	33	49	41	49	47	41	23
2008	13	37	46	34	48	42	48	43	41	24
2009	13	37	46	34	48	41	48	42	38	23
2010	13	37	47	34	49	41	47	41	36	23
2011	13	37	47	35	49	42	47	40	35	24

### Kenmore Park First School

Year	N2	R	1	2	3
2006	52	57	71	62	89
2007	53	58	70	74	78
2008	53	59	70	73	91
2009	54	60	71	73	88
2010	54	60	71	74	88
2011	55	61	71	74	88

**Kenmore Park Middle School**

<b>Year</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>2006</b>	<b>86</b>	<b>80</b>	<b>90</b>	<b>86</b>
<b>2007</b>	<b>80</b>	<b>82</b>	<b>93</b>	<b>84</b>
<b>2008</b>	<b>79</b>	<b>76</b>	<b>93</b>	<b>84</b>
<b>2009</b>	<b>79</b>	<b>74</b>	<b>86</b>	<b>84</b>
<b>2010</b>	<b>78</b>	<b>73</b>	<b>83</b>	<b>83</b>
<b>2011</b>	<b>79</b>	<b>72</b>	<b>80</b>	<b>84</b>

**Priestmead First School**

<b>Year</b>	<b>N1</b>	<b>N2</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>2006</b>	<b>29</b>	<b>21</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>91</b>
<b>2007</b>	<b>29</b>	<b>21</b>	<b>92</b>	<b>87</b>	<b>94</b>	<b>91</b>
<b>2008</b>	<b>29</b>	<b>22</b>	<b>95</b>	<b>89</b>	<b>91</b>	<b>94</b>
<b>2009</b>	<b>30</b>	<b>22</b>	<b>97</b>	<b>91</b>	<b>93</b>	<b>91</b>
<b>2010</b>	<b>30</b>	<b>21</b>	<b>99</b>	<b>91</b>	<b>94</b>	<b>92</b>
<b>2011</b>	<b>30</b>	<b>21</b>	<b>102</b>	<b>92</b>	<b>94</b>	<b>92</b>

**Priestmead Middle School**

<b>Year</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>2006</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>
<b>2007</b>	<b>87</b>	<b>95</b>	<b>96</b>	<b>99</b>
<b>2008</b>	<b>86</b>	<b>88</b>	<b>95</b>	<b>97</b>
<b>2009</b>	<b>86</b>	<b>85</b>	<b>88</b>	<b>98</b>
<b>2010</b>	<b>85</b>	<b>84</b>	<b>85</b>	<b>98</b>
<b>2011</b>	<b>85</b>	<b>83</b>	<b>82</b>	<b>97</b>

**St Bernadette's Catholic Primary School**

Year	R	1	2	3	4	5	6
2006	54	55	53	58	58	60	60
2007	55	53	56	60	54	61	62
2008	57	54	54	60	53	57	61
2009	57	55	55	58	54	55	57
2010	58	55	56	59	53	54	55
2011	58	56	56	60	53	54	53

**St Josephs Catholic Primary School**

Year	R	1	2	3	4	5	6
2006	60	59	60	60	60	56	59
2007	60	71	66	57	63	55	58
2008	61	71	79	63	61	58	58
2009	62	73	79	75	67	57	61
2010	62	73	82	76	79	63	62
2011	62	73	83	78	79	73	67

**Stag Lane First School**

Year	N2	R	1	2	3
2006	52	80	82	76	90
2007	53	82	79	80	90
2008	53	84	81	77	93
2009	54	85	83	78	90
2010	55	86	83	79	91
2011	56	87	84	79	92

**Stag Lane Middle School**

Year	4	5	6	7
2006	86	92	90	80
2007	84	94	93	78
2008	85	87	93	79
2009	85	87	93	79
2010	83	83	82	78
2011	85	84	79	79

**Stanburn First School**

Year	R	1	2	3
2006	90	90	90	90
2007	99	85	85	85
2008	101	87	98	87
2009	105	90	102	90
2010	113	97	108	97
2011	114	98	109	98

**Stanburn Middle School**

Year	4	5	6	7
2006	90	90	90	81
2007	88	92	95	82
2008	94	93	95	85
2009	90	88	94	82
2010	91	95	90	82
2011	85	91	100	84

**Whitchurch First School**



Year	N2	R	1	2	3
2006	51	89	90	90	90
2007	52	84	85	85	85
2008	53	100	87	98	87
2009	54	104	90	102	90
2010	55	103	97	108	97
2011	56	104	98	109	98

### Whitchurch Middle School

Year	4	5	6	7
2006	91	90	90	78
2007	94	92	95	79
2008	97	93	98	82
2009	93	88	94	79
2010	93	95	94	79
2011	99	91	100	81

### Woodlands First and Middle School\*

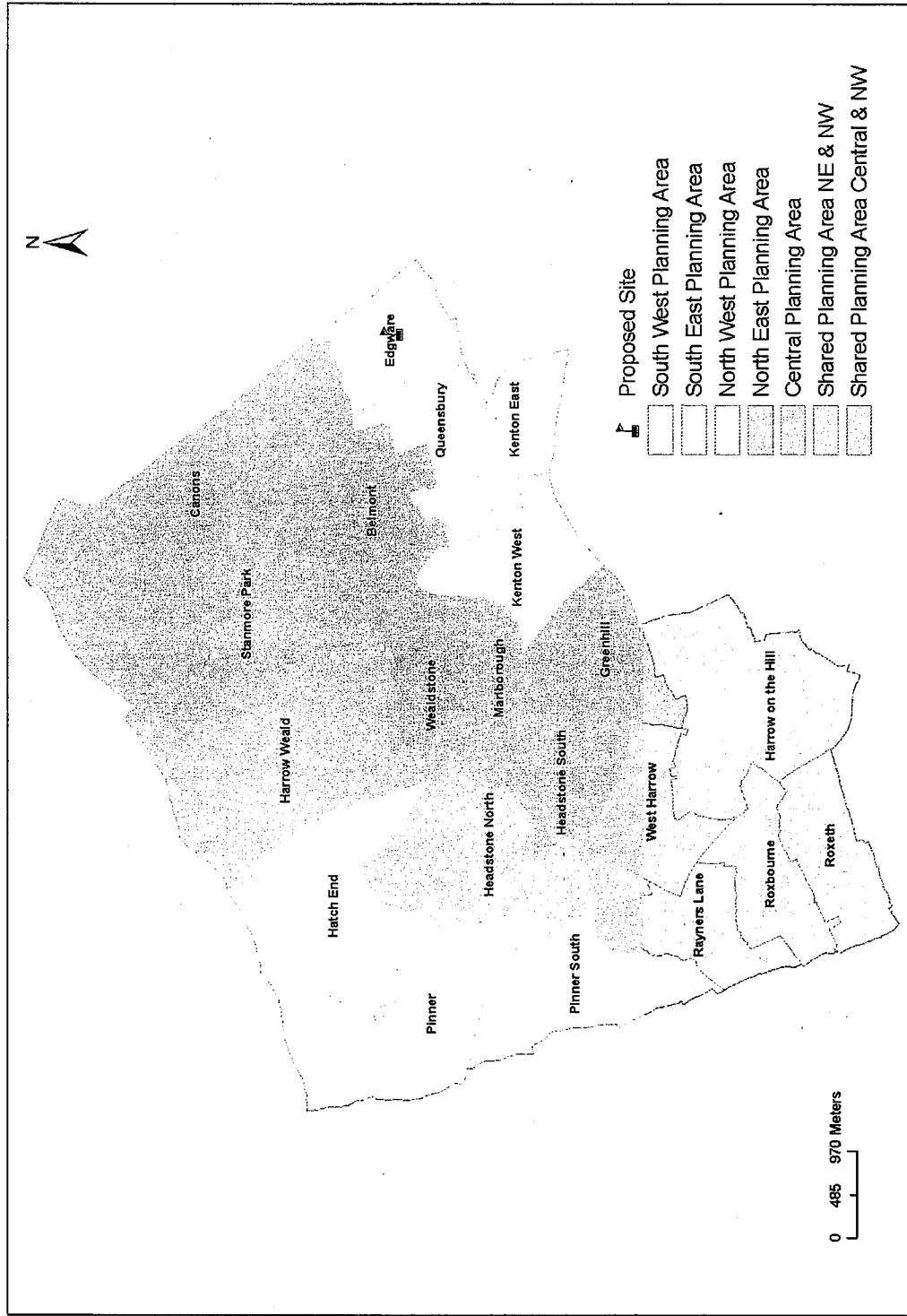
Year	N2	R	1	2	3	4	5	6
2006	8	3	2	8	6	7	6	6
2007	8	3	2	8	6	7	6	6
2008	8	3	2	8	6	7	6	6
2009	8	3	2	8	6	7	5	6
2010	8	3	2	7	5	6	5	5
2011	8	3	2	7	5	6	5	5

\*Roll numbers were very low for the Woodlands First and Middle School as of January 2006.



**Appendix 1**

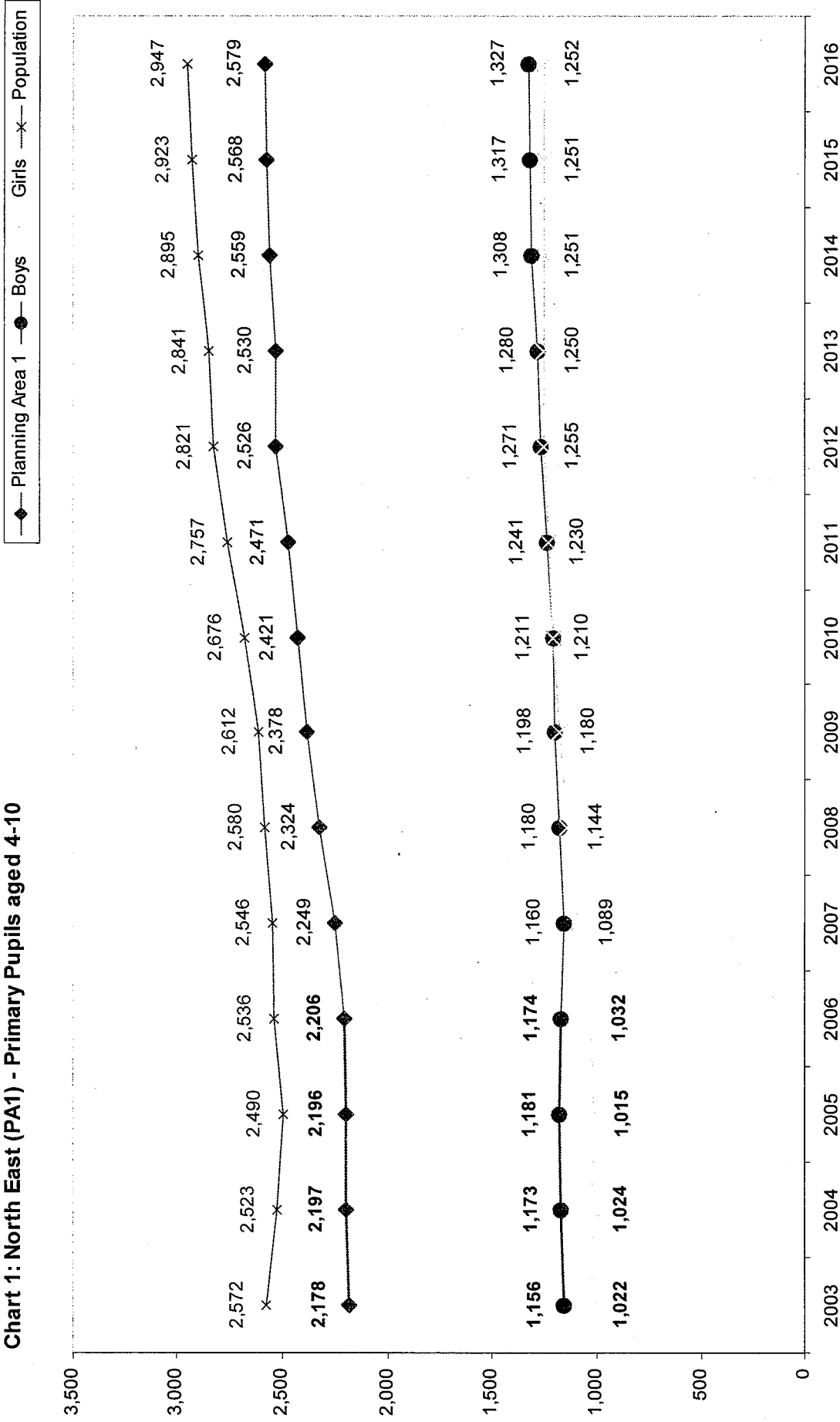
**Proposed Hindu School site and London Borough of Harrow planning areas**



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**Appendix 2**

Chart 1: North East (PA1) - Primary Pupils aged 4-10

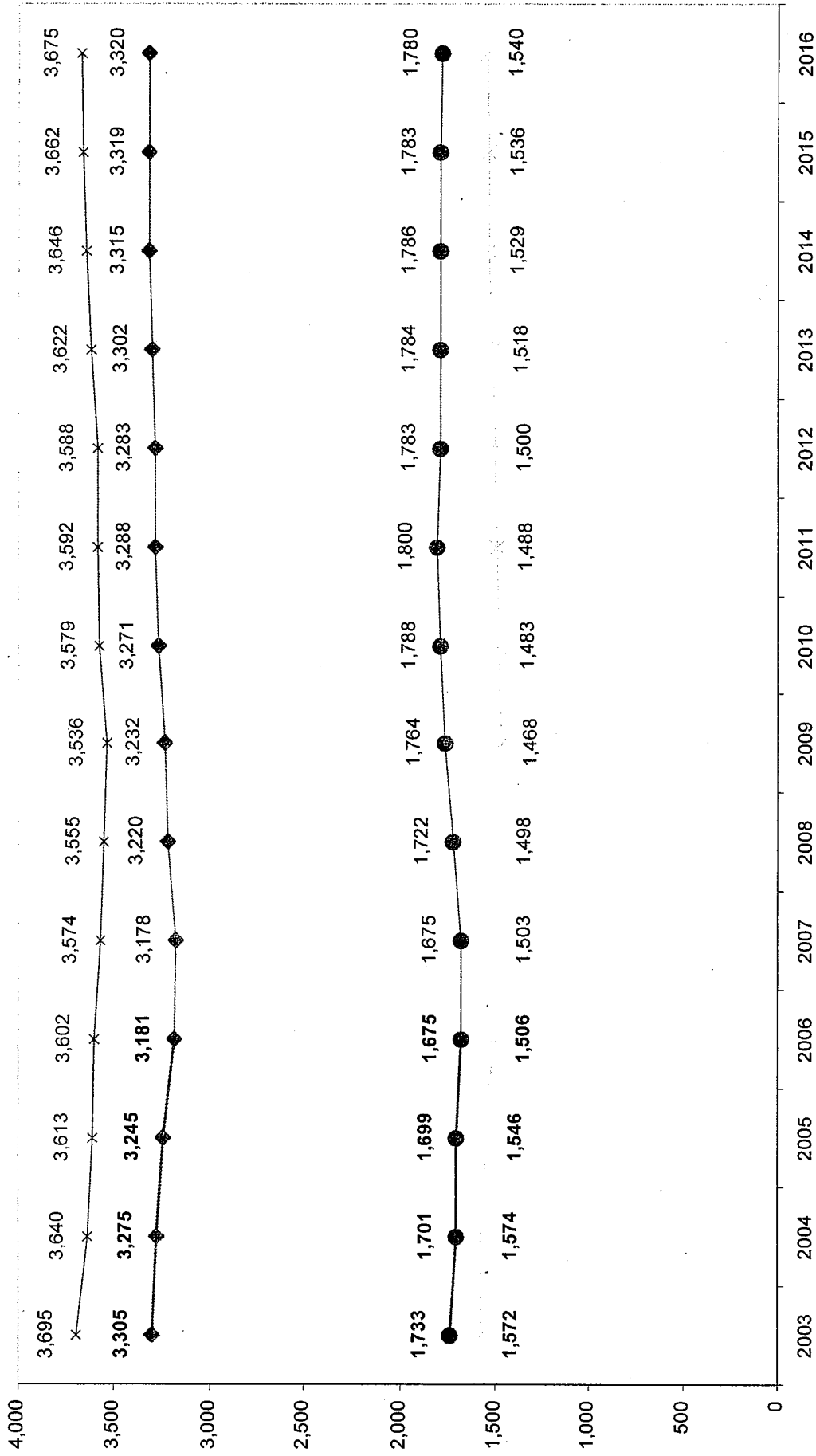


Source: GLA (2006)

**Appendix 3**

**Chart 2: North West (PA2) - Primary Pupils aged 4-10**

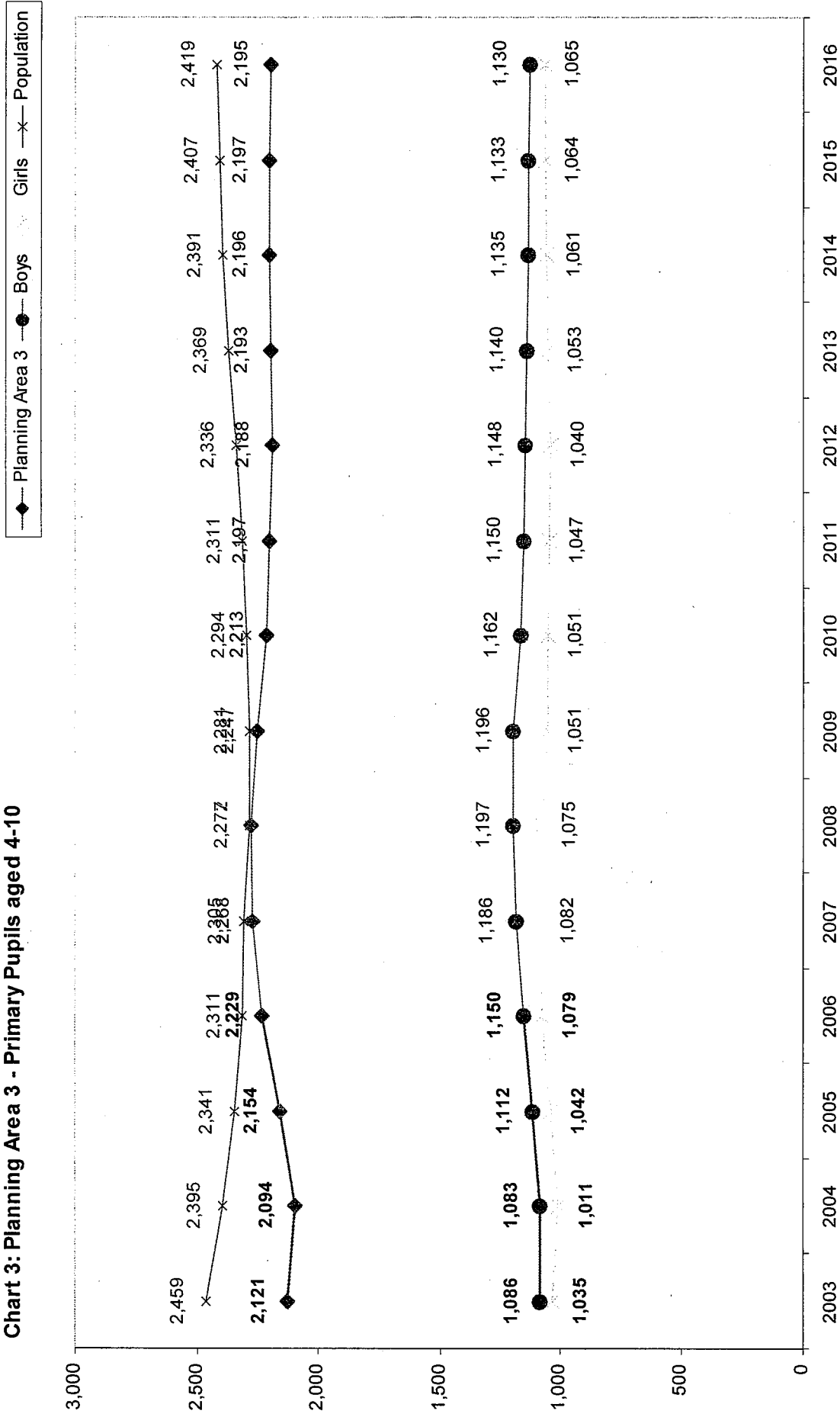
◆ Planning Area 2 ● Boys ✕ Girls ✕ Population



Source: GLA (2006)

**Appendix 4**

**Chart 3: Planning Area 3 - Primary Pupils aged 4-10**

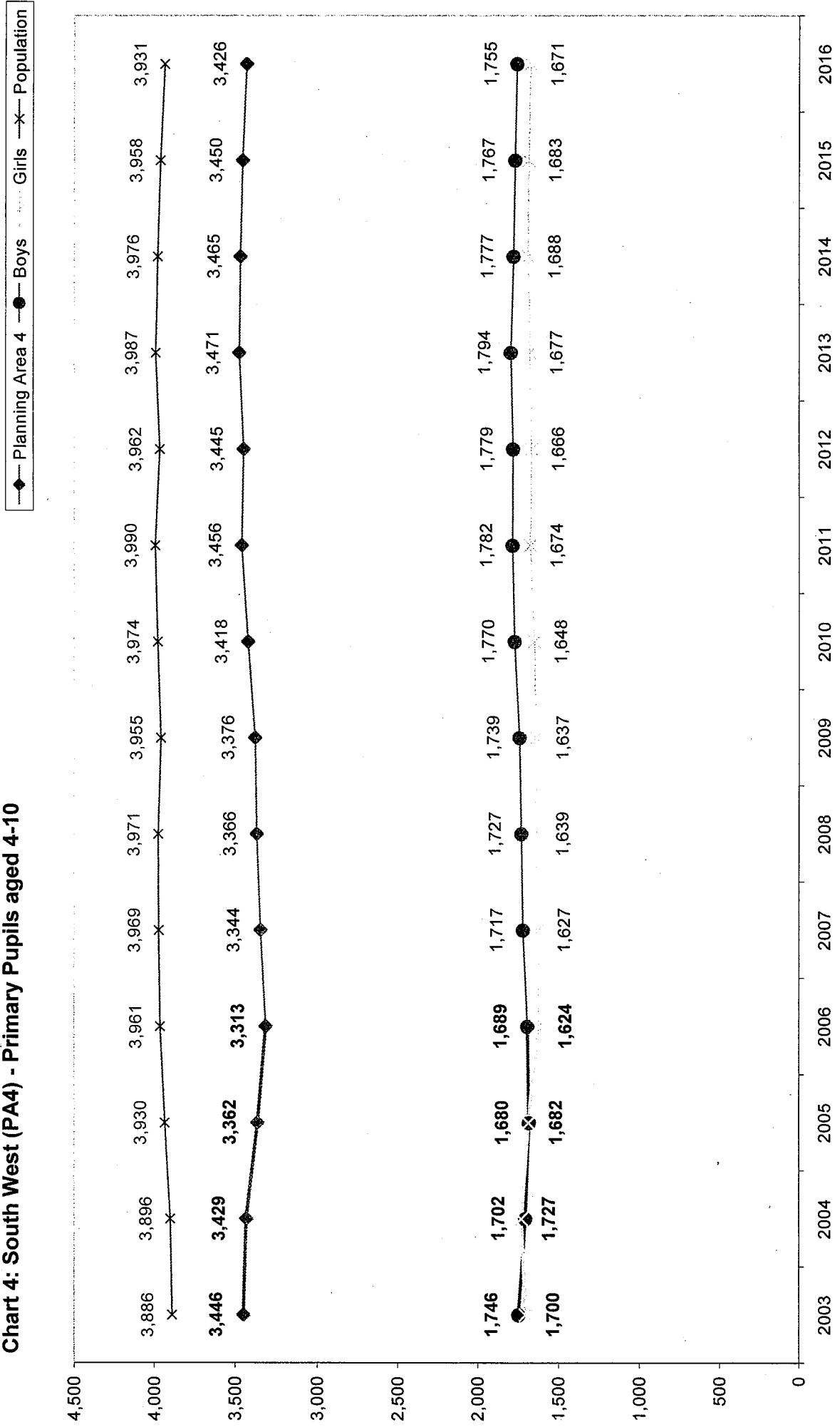


Source: GLA (2006)



**Appendix 5**

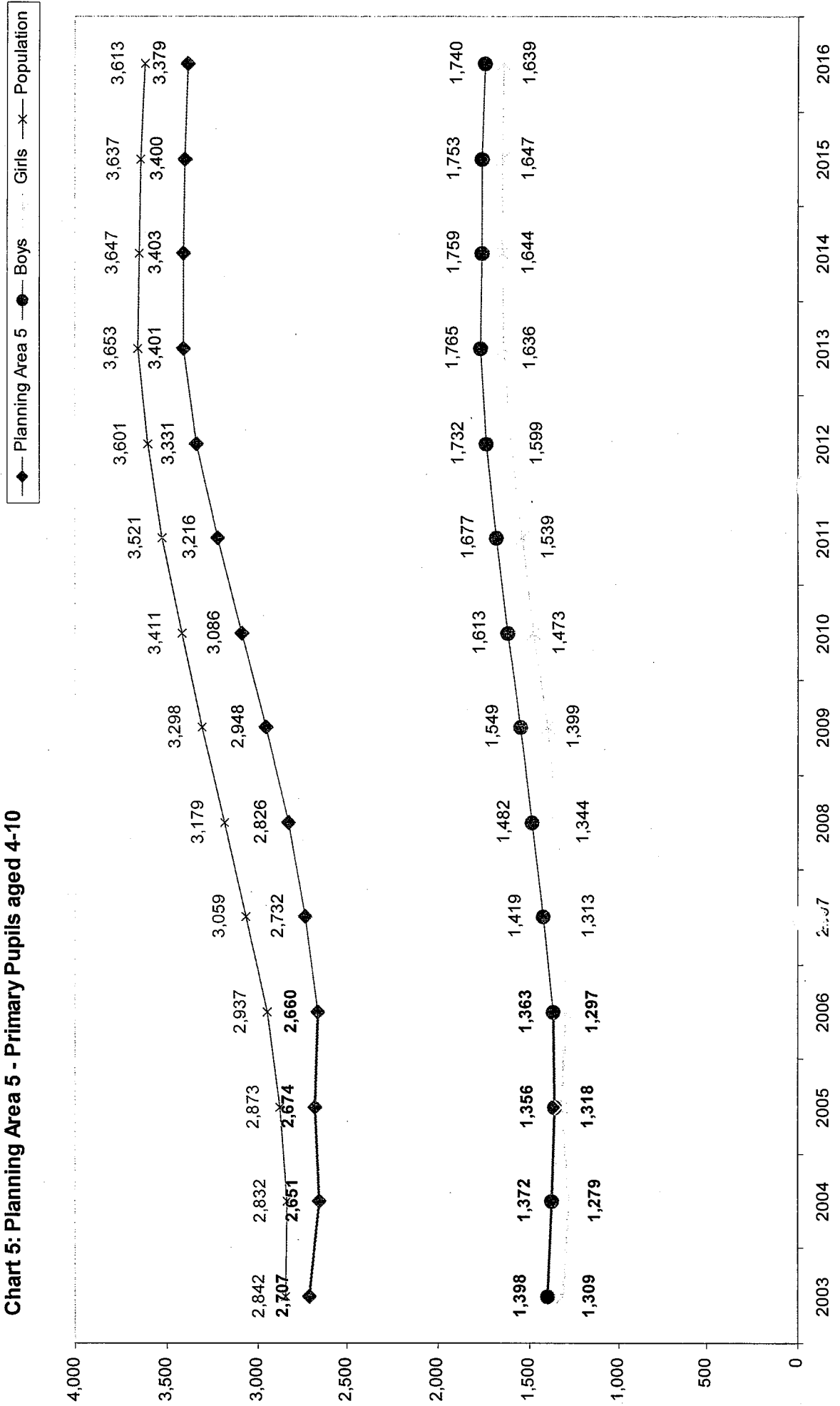
**Chart 4: South West (PA4) - Primary Pupils aged 4-10**



Source: GLA (2006)

Appendix 7

**Chart 5: Planning Area 5 - Primary Pupils aged 4-10**



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	
<b>Primary School</b>								
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	366
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	
<b>Primary School</b>								
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		Yrs	NOR PLASC Jan 2006	Pupils on Roll v previous year	Increase/Decrease	Net Capacity
	FE	Ad. nos					
Primary School							
Beis Yaakov	2	58	7	380	380	0	406
Menorah	2	50	7	375	366	9	405
Pardes House	2	51	7	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)

<b>Planning Area 1</b>	<b>Projected</b>				
<b>Primary School</b>	<b>No on roll 2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
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

<b>Planning Area 2</b>	<b>Projected</b>				
<b>Primary School</b>	<b>No on roll 2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
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

<b>Planning Area 3</b>	<b>Projected</b>				
<b>Primary School</b>	<b>No on roll 2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
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**



department for

# education and skills

creating opportunity, releasing potential, achieving excellence

Mowden Hall  
Staindrop Road  
Darlington DL3 9BG

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fax:  
info@dfes.gsi.gov.uk  
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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](http://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](mailto: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



INVESTOR IN PEOPLE

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.

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

**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](mailto: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](mailto: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,

PP P Pearson

**Alison Powell**  
*Schools Capital/VA Policy Manager*

**Statement of governors' resources to defray expenses which would fall to be borne by them under paragraph 3 of Schedule 3 to the School Standards and Framework Act 1998**

Local Education Authority: **London Borough of Harrow**

Name of School: **Krishna-Avanti Primary School**

School Number:

This form, when completed by the Governors (or Promoters in the case of a new schools) should be forwarded (through the Diocesan Authority/Bishop/Other Faith Body, in the case of the Church of England, Roman Catholic or Other Faith Schools) to the School Organisation Committee to be considered as part of the prescribed information supporting the statutory proposal.

(1) Please indicate below how the Governors (or Promoters in the case of a new school) plan to meet their responsibilities for governors' expenditure eligible for grant from the Secretary of State, under paragraph 3 of Schedule 3 to the School Standards and Framework Act 1998, whether for initial capital work or for subsequent capital/repair work.

**Through private funds available to the promoters**

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(2) Please indicate whether the governors (or promoters in the case of a new school) are in receipt of any endowment or other income which can be applied to the school. **No**

(3) If the answer to (2) is yes, current annual total income

(a) from endowments

£ N/A

(b) from other sources

£ N/A

(4) In the case of Church of England, Roman Catholic or other faith school. This application has had the support of the Diocesan Authority/Bishop/or other faith authority who undertake(s), so far as is necessary and to the best of his/their ability, to assist the Governors in carrying out their obligations under paragraph 3 of Schedule 3 to the School Standards and Framework Act 1998.

Signed Gauridasa. Name Gauridasa (Temple President)

Date 25/6/06.

On behalf of \_\_\_\_\_ Diocesan Authority

or Bishop of \_\_\_\_\_

or other ISKCON Bhaktivedanta Manor.

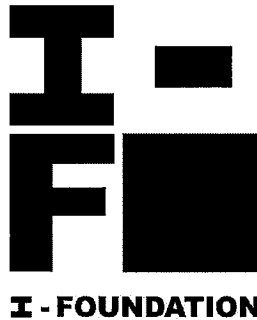
(-) Comments, if any, by Local Education Authority

WE HAVE NO REASON TO BELIEVE TRUSTEES HAVE ANY DIFFERENT INTENT TO THAT STATED ABOVE, AND BELIEVE THEY WILL OPERATE AT ALL OTHER VOLUNTARILY AIDED SCHOOLS IN THE AUTHORITY.

Signed Geoff Wingrove Name GEOFF WINGROVE

Authorised Officer of the Local Education Authority

Date 28 JUNE 2006



Ms Kate Boulter  
Committee Administrator  
London Borough of Harrow  
Harrow Civic Centre  
Harrow  
Middx HA1 2XF

**10th January 2007**

Dear Ms Boulter,

I am writing to confirm that the Directors of I-Foundation are able to meet all obligations for the capital costs of the Krishna-Avanti Primary School.

As with standard Voluntary Aided projects, the DfES will provide 80% of the capital cost and the promoters (in this case I-Foundation) are required to provide the remaining 20%. I can confirm that the Directors of I-Foundation have the means to meet this requirement through personal capacities and commitments from supporters.

I can also confirm that we (and indeed the Council directly) have been in touch with the DfES and they have confirmed that they will be providing 80% of capital cost, subject to SOC approval. Further confirmation can be sought if required from either Alison Powell or Pat Pearson at the DfES.

Yours truly

**Nitesh Gor**  
**Director, I-Foundation**

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