

# Golders Green Jewish Primary School

“Educating one's children in the correct path brings  
harmony to the world.”

(The Babylonian Talmud)

Free School Application  
June 2011

## Table of Contents

<b>Title</b>	<b>Page Number</b>
Applicant Details	3
Outline of the school	6
Educational Vision	8
Educational Plan	13
Evidence of Demand and marketing	38
Capacity and Capability	51
Premises	67
Financial Viability	73
Suitability and Declarations	96
Appendix 1	97

## **Section 1: Applicant Details**

Details of Company Limited by Guarantee
Name: Golders Green Jewish Primary School
Company address: [REDACTED], London, [REDACTED]
Company registration number: 7643890
Main contact
Name: [REDACTED]
Address: [REDACTED], London, [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors <input type="checkbox"/> and (b) any other members of the Governing Body <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED]
Position: Company Director – Chair of Governing Body
Name: [REDACTED]
Position: Company Director
Name: [REDACTED]
Position: Company Director
Name:
Position:
Name:
Position:
Name:
Position:
Name:
Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? NO
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:
If your organisation is an existing independent school, please provide your six digit unique reference number:

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards\* and the Funding Agreement with the Secretary of State.

██████████

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

## **Section 2: Outline of the School**

Proposed school name:	Golders Green Jewish Primary School							
Age range:	5-11							
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.  If your application includes nursery provision, please add additional rows as appropriate.		2012	2013	2014	2015	2016	2017	2018
	Reception	28	28	28	28	28	28	28
	Year 1	0	28	28	28	28	28	28
	Year 2	0	0	28	28	28	28	28
	Year 3	0	0	0	28	28	28	28
	Year 4	0	0	0	0	28	28	28
	Year 5	0	0	0	0	0	28	28
	Year 6	0	0	0	0	0	0	28
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.								
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	Golders Green JPS will be a Jewish faith school							
Is this an application for a single-sex school? If so, please tick the relevant box.	Y / <b>N</b> . If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Barnet							





### **3.1 Golders Green Jewish Primary School: A local Jewish primary school for a global city**

Our aim is to build a school where children of all faiths can benefit from the diversity of the Jewish tradition and gain the skills and experience to succeed in, and contribute to, the extraordinary global city in which they live.

The unprecedented evolution of technology over the past two decades has transformed the way in which human societies interact with one another all over the globe. This can enrich society by encouraging cultural and ethnic diversity, but it can also lead to destabilisation and radicalisation, as individuals feel threatened by the possibility that their cherished traditions and beliefs might be undermined or disappear altogether.

The Jewish educational, historical and cultural experience provides a model that has underpinned societies all over the world for generations. That model is based firmly on tradition and belief, while still embracing a global perspective and celebrating cultural diversity.

*“Schools are the beating pulse of Jewish life. Universal education was always the first priority of any Jewish community. Golders Green and the surrounding area need a Jewish primary school. From it you will see blessings for generations to come,”* writes Lord Sacks, Chief Rabbi of the United Hebrew Congregations of the Commonwealth.

The vision of the Golders Green Jewish Primary School (GGJPS) is to create a unique local primary school for our children and those of future generations, which will prepare them to make a meaningful and lasting contribution to the global society in which they now live. GGJPS will instil in its students a rare and extraordinary blend of social responsibility, character development, academic excellence, passion for learning, and Jewish literacy.

Please see Appendix 1 for letters of endorsement from Mike Freer, Member of Parliament for Finchley and Golders Green; [REDACTED], [REDACTED]; and [REDACTED], [REDACTED].

### **3.2 Educational principles**

GGJPS is committed to academic excellence so as to ensure that pupils are given the tuition, attention and resources they need to achieve their highest potential. This will be the principle objective of everyone involved in the school.

Our educational principles can be categorised as follows:

#### **1. *Rigorous pursuit of academic achievement***

We believe children can only develop their full potential both academically and creatively if they have mastered the basic skills of literacy, numeracy, and communication. The curriculum and staff structure will be developed with a

view to ensuring that the school's academic results compete with the best available internationally.

2. *Rigorous approach to the teaching of Judaism*

Judaism is a religion built on the deep study and understanding of texts (collectively termed Torah), many of them of ancient origin, and almost all written in a foreign language. GGJPS is committed to ensuring that children are equipped with the tools required to feel comfortable and interested in the world of Torah Judaism.

3. *International awareness*

GGJPS strives to be a local school for a global city, where an appreciation of international issues will be ingrained in multiple elements of the curriculum. A global perspective will be achieved by exploiting the international, multi-cultural and diverse ethnic nature of the potential pupil population. This international flavour will be complemented by actively building links and partnerships with schools in other countries (see section 4 on the global awareness programme).

4. *Preservation of the environment*

Judaism teaches that the world was entrusted to man by God, and that we have a responsibility to take care of it, and ensure it is not exploited to the detriment of future generations. GGJPS is committed to ingraining these values in all children and staff. This aim will be achieved both by example (e.g. by optimising energy saving, use of renewable energy sources and recycling), and by active education (e.g. engaging in activities with local allotments and teaching the principals of sustainable and fair trade farming).

5. *Provision for special needs*

GGPS will be a centre of excellence in its provision for children with special needs and behavioural problems, ensuring that those pupils are fully integrated with the rest of the school, and given high quality educational and social support appropriate for their individual needs.

### **3.3 Rationale for establishing a new primary school in Golders Green**

There is a strong and proven demand for a new primary school in this area and we have carried out extensive research with the local education authority, local parents and families through surveys, leaflet drops, and posters (see section 4, Evidence of Demand). Furthermore, we also believe there is demand for the unique Jewish ethos and vision that GGJPS will bring to primary education – fully respecting and honouring the importance of traditional learning and education, while also incorporating a focus on social responsibility, sustainability and the environment. These values apply to those of all ethnic, religious and social backgrounds.

Our rationale for establishing GGJPS can be categorised as follows:

1. *Cultural and Religious Diversity*

The London Borough of Barnet is the second most ethnically diverse area in England, with 26% of the population from black or minority ethnic communities. It is also the second most religiously diverse area in the country, with 14.8% of residents giving their religion as Jewish. Golders Green is home to a large, multi-ethnic population in which a thriving and vibrant modern orthodox Jewish community plays an important role. Within the membership of Golders Green Synagogue for example, there are French, Italian and Israeli families, as well many immigrants from Middle Eastern countries including Libya and Iraq. The intake of two existing state primary schools in the area, Wessex Gardens Primary School and Child's Hill Primary School, includes children from more than 24 different nationalities. Demographics suggest the number of children in the area continues to grow, with more families choosing to have two or more children. In this environment of increasing diversity among families, there is natural demand for a school that, while rooted in the Jewish religion, will welcome children of all cultures and ethnicity, and embrace the diversity and educational opportunities that such diversity will afford.

2. *Current lack of sufficient primary school places*

Barnet currently has a severe shortage of places at local schools and Mike Freer, MP for Finchley and Golders Green, has recently raised this issue in Parliament. The nearest Jewish schools are heavily oversubscribed and many have had to incorporate so called "bulge" classes for the academic year 2010-2011 to accommodate the extra children. It is clear that this is not in the best interests of pupils, as bulge classes lead to overcrowded facilities and overworked teachers. Local maintained schools also face severe oversubscription. This means that parents in Golders Green, whatever their faith or background, are extremely limited in their choice of good quality, local primary education, and are looking for alternative options. (See Section 5, Evidence of Demand and Marketing, for more information).

3. *Relationship with Golders Green Synagogue*

This proposal is being developed with full support of the management and rabbi of Golders Green Synagogue, and the Chief Rabbi of the United Hebrew Congregations of the Commonwealth, of which Golders Green Synagogue is a constituent member (see Appendix 1). We envisage that this close relationship with the synagogue will lead to several important advantages for GGJPS. On the practical side, the synagogue provides a site for the school, which would only require modification to become fully fit for purpose. Other suitable sites within the area are extremely rare (see Section 7). In addition, a number of functions may be shared with the synagogue as the school develops, such as caretaking and administrative support. At a more fundamental level, Golders Green Synagogue also provides a working example of exactly the sort of community the school wishes to promote: deeply committed to authentic traditional Judaism, but open, welcoming and fully engaged with the wider community and society of which it forms a part.

In summary, we believe a new Jewish primary school in Golders Green, which places fundamental importance on excellent educational standards, passion for learning, and continuity of both faith and education, will be an asset to pupils, their families, teachers, the community and society as a whole.

## **Section Four: Educational Plan**

## 4.1 Admissions

The GGJPS admissions criteria will reflect the aims and objectives of the school. Specifically, the school will recruit a sufficient number of Jewish pupils to ensure the Jewish character of the school, but will serve both the Jewish and non-Jewish local community, and encourage applications from children with diverse social, educational and cultural backgrounds. Admissions policy will be set within the framework of Government policy<sup>1</sup> regarding free schools.

In 2012 GGJPS will admit up to 28 pupils into the Reception class. Pupils with statements of Special Educational Needs where the school is named on the statement will be given first priority. If 28 or less pupils apply then all of them will be given a place.

If more than 28 pupils apply, GGJPS will apply the following criteria in order of priority.

1. Children in care (within the meaning of section 22 of the Children's Act 1989).
2. Admission of up to 50% of children on the basis that they are practicing Jews and can prove a significant engagement with the Jewish community using the following criteria, in order of priority:
  - a) Membership of Golders Green Synagogue
  - b) Membership of any other orthodox synagogue in Barnet
  - c) Membership of any other orthodox synagogue
  - d) Currently attending Norwood nursery (feeder nursery)
  - e) Other children based on proximity to the school

The 2012 application process will be run by the Governing Body and Steering Committee of GGJPS.

In 2013, GGJPS will admit up to 28 pupils into the Reception class. Pupils with statements of Special Educational Needs where the school is named on the statement will be given first priority. If 28 or less pupils apply then all of them be given a place.

If more than 28 pupils apply, GGJPS will apply the following criteria in order of priority.

1. Children in care (within the meaning of section 22 of the Children's Act 1989)
2. Admission of up to 50% of pupils on the basis that they are practising Jews and can prove a significant engagement with the Jewish community using the following criteria in order of priority:
  - a) Siblings
  - b) Membership of Golders Green Synagogue
  - c) Membership of any other orthodox synagogue in Barnet

---

<sup>1</sup> In accordance with the School Admissions Code and the School Admission Appeals Code

- d) Membership of any other orthodox synagogue
- e) Currently attending Norwood Nursery (our feeder nursery)
- f) Other siblings
- g) Other children based on proximity to the school.

From the second year of opening (2013), GGJPS will be part of The London Borough of Barnet's admission procedure and all admissions will be processed by the borough.

Proximity to the school will be measured by Barnet's computerised geographical information system with those living closer to the school receiving higher priority. Distance will be measured in a straight line from the front door of the pupil's home to the entrance of the school.

In the event of a tie-break where two children have equal priority GGJPS will use random allocation (a lottery system) to determine admission. In these cases children's names will be randomly selected from the total list of tied applicants by someone unconnected to the school.

## 4.2 Curriculum and organisation of learning

The Educational Vision of GGJPS has five key values that underpin the entire curriculum.

### *1. Rigorous pursuit of academic achievement*

The importance of academic and creative achievement has always been one of the key traditional values of Jewish communities all over the world. It is a value that we know parents of children coming to GGJPS will expect to be at the forefront of the school's vision.

We believe children can only develop their full potential, both academically and creatively, if they have mastered the basic skills of literacy, numeracy, and communication. To achieve this, while at the same time maintaining creativity and individuality, GGJPS strongly believes in the advantages of adopting an integrated curriculum from the outset. This curriculum can inform all subjects and allow the children a holistic approach to their learning while still providing the opportunity to master the basic skills of Literacy, Numeracy and Communication. Topics can include both classic and modern subjects within one overarching theme such as "what are you playing with?" (an analysis of toys and leisure activities both past and present, designing a new toy, costing toys in shops, surveys, trip to seaside, differences between countries etc), or "chocolate" (researching geographical locations, the history of chocolate, designing a new chocolate bar, Charlie and The Chocolate Factory, fairtrade etc).

The specific subject areas covered are secondary to the skills and knowledge that the children learn through integrated work, and facilitate their learning and development. Integrated work provides an authentic learning environment for a child; it connects many different subjects in a way that mirrors real life experiences. The children will be involved in collaborative and group work, leading to debate and dialogue between students and between students and teachers. Work does not necessarily need to be teacher-led and provides a real opportunity for independent and personalised learning. Because the topics are chosen based on the student's own interests and experiences, students are more likely to actively engage with the work and hopefully find it both rewarding and fun.

However, GGJPS believes that having an authentic learning environment for pupils **must** be inextricably interlinked with a solid foundation of the skills and knowledge that need to be taught. With this in mind, the National Curriculum will be directly referred to and used throughout the curriculum, supporting the planning and assessment process. The skills that underpin the National Curriculum will be embedded in the Integrated Curriculum. Where time is available, additional skills not identified in a project can be taught by the teacher to enhance the pupil's learning experience.

In order to best achieve academic achievement, the school will be split into three phases: Early Years Foundation Stage (EYFS), Phase 1 (Yrs 1-4) and



Phase 2 (Yrs 5-6). These are slightly different to the traditional Key Stages of the National Curriculum but we feel demonstrate a better fit for our curriculum progression. The curriculum grid below shows clearly the progression we would expect from EYFS, to Phase 1, to Phase 2 and preparation for KS3. Teaching and Learning is broken down into core areas of learning which all link together as pupils progress through the school. Each core area of learning will have a progression of skills from Year 1 to Year 6 and state what skills the pupils should attain by the end of the project.

The chart also shows the number of expected allocated teaching hours per weekly cycle. We recognise that the total teaching time is at the high end of the recommended spectrum for years 5 and 6, but this is necessary to accommodate the Jewish curriculum alongside all other subjects.

EYFS	Yr 1 – 4	Yr 5 – 6
Communication, language and literacy 20 mins x 2  Phonics 20 mins x 4	English, communication and languages  6 hrs 15 mins	English 5 hrs Languages 2 hrs 30 mins
Physical development  - embedded throughout day	Understanding physical development, health and wellbeing  Allotment  2 hrs 15 mins	PSHE 30 mins PE 1hr 15 mins Allotment 30 mins
Personal, social and emotional development  - embedded throughout day	Historical, geographical and social understanding and Jewish Studies  6 hrs 15 mins	History/Geography 45 mins RE 30 mins Jewish Studies 5 hrs
Knowledge and understanding of the world  - embedded throughout day	Scientific and technological understanding  1 hr 15 min	Science  1 hr 15 min
Creative development	Understanding the arts  1 hr 15 min	Art / DT  45 mins

- embedded throughout day		Music 30 mins
Problem solving, reasoning and numeracy  20 mins x 2	Understanding Numeracy  3 hrs 45 min	Numeracy  5 hrs
Basic ICT skills such as mouse control and embedded throughout curriculum	ICT across all areas of the curriculum  30 mins discrete teaching	ICT  30 mins
TOTAL	TOTAL  21 hrs 30 mins	TOTAL  24 hrs

The two key educational principles on which the curriculum is built are cross-curricular links (integration) and differentiated learning. Differentiated teaching will be applied to all aspects of the curriculum, in all phases, enabling all students, including those with Special Education Needs and students who are Gifted and Talented, to make the best possible progress. Curriculum integration will be pursued wherever possible, but we recognise that some aspects of Numeracy, Science, Music, PE, RE and PSHE will benefit from being taught individually. This will be of special importance for Phase 3 pupils, as they prepare for secondary school.

#### **Early Years Foundation Stage:**

GGJPS will follow the EYFS curriculum for children in reception. It is part of the early years programme of the National Curriculum and we feel it is a good introduction to an integrated curriculum, which will begin in Year 1.

The EYFS focuses on 6 areas of learning and development.

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem-solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Much of this first year is experienced through play and child-led activities. We believe children should be given a variety of activities, both planned and free choice throughout the day. Teachers will plan a programme of different topics, including links with the Jewish year to ensure that children have a wide range of authentic, active experiences but will also be led by the children's interests as and when they arise. These will include visits in and around the local neighborhood. We are especially committed to providing a high quality outdoor provision for reception children to ensure free flow between the indoor

environment and the outdoor classroom. Appropriate safety measures will be in place at all times to ensure that the outdoor classroom can be used in all weather conditions e.g. soft play surfaces and covered areas.

We believe that speaking and listening skills are fundamental to a child's development and will take every opportunity to further communication skills. Children will be encouraged to foster a love of books and storytime will happen every day. They will participate in problem solving activities, and will be encouraged to express themselves creatively in activities such as role play, arts and crafts, music and dance.

### **Years 1 – 4:**

Following on from the EYFS, the curriculum will follow a topic-based integrated curriculum.

The Year 1 – 4 curriculum focuses on 6 main areas of learning, which are a more in-depth continuation from the EYFS:

- Understanding English, communication and languages
- Mathematical understanding
- Scientific and technological understanding
- Historical, geographical and social understanding
- Understanding physical development, health and wellbeing
- Understanding the arts

ICT is embedded through all subject areas and becomes an expected and integrated part of the learning process.

### **Years 5 – 6:**

As children approach the end of KS2, the six areas of learning will start to be broken down further into subject specific areas in preparation for Secondary School.

## ***2. Rigorous approach to the teaching of Judaism***

Judaism is a religion built on a deep study and understanding of texts (collectively termed Torah), many of them of ancient origin, and almost all written in a foreign language. GGJPS is committed to ensuring that children are equipped with the tools required to feel comfortable and interested in the world of Torah Judaism. For this reason, Jewish Studies will occupy a significant amount of time in our curriculum (approximately 20%). However, in the EYFS, Phase 1 and to a certain extent in Phase 2, Jewish Studies will often be integrated into other subjects in the curriculum. A study of the different festivals throughout the Jewish year might well include geographical explorations of different Jewish communities around the world and how they celebrate festivals and how art and music can enhance a celebration.

GGJPS believes the Jewish Studies can enrich the development of all pupils, whether of the Jewish faith, other faiths or none. Pupils will be given the opportunity to learn a foreign language, both in its ancient form (biblical Hebrew) and its modern equivalent (modern Hebrew). They will also have the

opportunity to engage in an authentic study of classical texts, a skill that will serve them well as they progress through their education. They will be taught how to closely engage with texts by asking questions, discussing with their teachers and peers, and interpreting and making meaning of words. These skills are not unique to Jewish Studies but are part of the learning process in many subjects such as History, Philosophy and Politics.

In EYFS pupils will be immersed in Hebrew language study incorporating art, music, food and cooking. All of the EYFS core aspects of learning will be integrated with Hebrew language study so that pupils can immediately begin the process of developing this skill. Those pupils who choose to attend prayers (see section on pupils of faiths other than Judaism or none) will start using a traditional prayer book and understanding the meaning behind different prayers. Pupils will also be introduced to central Jewish concepts such as the Sabbath with a weekly “Sabbath party” on a Friday to celebrate the end of the week and all its achievements.

As pupils progress into Phase 1, they are introduced to the study of Jewish texts with a discussion of the weekly bible reading in which pupils ask each other interpretive questions and share their thoughts. This model is their introduction to classical text study and is woven throughout their learning of prayers, bible and other religious texts relating to specific festivals. By Year 3 they begin their formal study of Chumash (Bible), with a focus on narrations, Biblical Hebrew, grammar and cantillation. These years form a bridge between the introductory years and the years of more independent learning.

By Phase 2 pupils are extending their learning skills of classical Jewish texts by engaging in more independent study with peers and teachers. A feature of traditional Jewish study is the emphasis on one-to-one and small group peer-led learning (known as Havruta, or “friendship”). Pupils in phase 2 and 3 will be introduced to this model, which provides a unique approach to developing concentration skills, and independent learning. As pupils engage in text study they will discuss not only literal translation but also historical interpretation, contemporary application and meaning for their own lives. These skills allow much scope for making authentic cross-curricular links throughout the year.

### **Inclusion of pupils of other faiths or none**

As set out in our vision, GGJPS will welcome children from all faiths or none. However, we are a Jewish school with a Jewish ethos and therefore certain parts of the school structure will be mandatory. All pupils will be expected to take part in Jewish Studies as this will follow an academic, textual programme enabling pupils to understand the origins of customs and beliefs. Religious ethics will be an important part of the curriculum, but will be taught within compulsory Religious Education lessons, which will encompass all major religions. No pupils will have to attend daily prayers. An alternative assembly and quiet reflection period will be held every day for those pupils who do not want to attend.

### **3. International awareness**

GGJPS strives to be a local school for a global city, where an appreciation of international issues will be ingrained in multiple elements of the curriculum. A global perspective will be achieved by exploiting the international, multi-cultural and diverse ethnic nature of the potential pupil population. This international flavour will be complemented by whole school programmes, which will include the following elements, and the existing connections between Jewish communities all over the world (we expect many of the pupils to have strong connections to family or friends in Israel and many other parts of the world) will help to foster this sense of internationalism.

#### Global Awareness Program

As can be seen from our educational vision, GGJPS believes it is essential for children being educated in the 21<sup>st</sup> century to have an awareness of global diversity. We are very committed to establishing meaningful links with schools throughout the world, both in developed and the developing countries. We will be using two main partnerships to help us achieve this objective.

1. **Tzedek.** Tzedek is a Jewish charity that helps establish educational and sustainable projects in the developing world, in particular in Africa and India. It has already established a network linking linking primary schools in Ghana with several primary schools in London which we hope to join. It has devised several excellent projects for primary schools that tie in with the curriculum and provide a focus for integrated learning. Like GGJPS, Morning Star Primary School, one of Tzedek's partners that we hope to establish a link with, is a school that is still growing and developing and we hope that the two schools can motivate and support each other as they develop.
2. **Global Gateway.** Global Gateway is an online forum that helps schools link up with other schools, both in the UK and internationally. They offer several different choices for appropriate linking, and GGJPS is particularly interested in the Gardens For Life project "where schools use the cultivation of crops, fruit and vegetables as a common global language for shared learning". It is run by the Eden Project and currently exists in four continents. The project supports all areas of the curriculum but in particular: scientific and technological understanding; historical, geographical and social understanding; understanding physical development, health and wellbeing. Global Gateway also offers the chance to gain the prestigious International School Award, which GGJPS will be working towards.

#### Fairtrade Program

In line with our ethos of sustainability and global awareness, GGJPS will start work immediately to become a "Fairtrade school". To gain this status, the school will pledge:

- To set up a Fairtrade School Steering Group which will comprise at least half pupils and which meets at least once a term.

- To write and adopt a Fairtrade policy which has the support of the board of Governors and is signed by the Head teacher.
- To use and sell Fairtrade products as much as possible.
- To learn about Fairtrade in at least three subjects in two year groups.
- To take action for Fairtrade at least once a term in the school and once a year in the community.

Again, this programme will enhance our curriculum and provide many opportunities for creative and integrated learning as well giving the pupils the opportunity to take ownership over school policy by writing a Fairtrade policy and being part of a school council. It will also encourage community outreach with pupils organising Fairtrade events both within the school and in the wider community as well.

GGJPS will try to incorporate aspects of these programmes into the weekly cycle of teaching and learning as much as possible. However, we will also hold whole-school events such as “Fairtrade Fortnight” and an “International Week” where specific weekly plans will be created outside of the regular curriculum, to give pupils as much opportunity as possible to really engage in the issues raised.

#### ***4. Preservation of the environment***

Judaism teaches that the world was entrusted to man by God and that we have a responsibility to take care of it, and ensure it is not exploited to the detriment of future generations. GGJPS is committed to ingraining these values in all children and staff. This aim will be achieved both by example (e.g. by optimising energy saving, use of renewable energy sources and recycling), and by active education (e.g. by engaging in activities with local allotments and teaching the principals of sustainable and fair trade farming).

GGJPS will have an onsite allotment to which all members of the school community will be encouraged to contribute. An allotment provides an excellent opportunity for community engagement as we will ask representatives of the local allotment society, parents with horticultural expertise, and other interested representatives to share their knowledge with the school.

Pupils will be encouraged to grow their own food and then have a role in devising suitable recipes and cooking them (in conjunction with the kitchen staff). The “Garden For Life” project mentioned above will be a key factor in this element of school life. GGJPS will run an extensive recycling program, monitored and carried out by pupils wherever possible. This will include “green” waste such as leftover fruit from snack time. The school will have its own compost bin for green waste, which will in turn benefit the allotment.

The school will have an Eco-Council made up of pupil and staff representatives who will look at how the school uses energy, its carbon

footprint, recycling, water and other related issues to see how resources can best be used. A member of staff will be allocated as sustainability leader and they will have regular meetings with Senior Leadership to update them. GGJPS will also work towards the prestigious Green Flag Award.

GGJPS will be a vegetarian school because it believes strongly that the developed world needs to start thinking more carefully about its food choices. The meat industry accounts for more carbon emissions than the travel industry worldwide. GGJPS believes that by educating pupils about making careful food decisions we are giving them the skills they will need to make inevitable decisions about environmental preservation in the future. We will also establish links with local farms that supply vegetable and fruit boxes in an effort to cut down on our own carbon footprint. Pupils will be taught about where different food comes from and the pros and cons of international shipping. They will also be taught the principles of eating seasonably to encourage a sense of excitement about the food they consume.

Aside from the allotment, which has its own space on the curriculum, all other aspects of preservation of the environment will be embedded throughout school life. Meal times will be a time for discussion and debate on food issues. Eco-council will update all classes weekly. Some school displays will be specifically reserved for environmental issues. Topics such as water conservation will be covered in the science curriculum and drought and the use of renewable energy sources taught in Geographical and Historical understanding.

## ***5. Provision for special needs***

GGJPS will be a centre of excellence in its provision for children with special needs and behavioural problems, ensuring that those pupils are fully integrated with the rest of the school, and given high-quality educational and social support appropriate for their individual needs. To ensure this support is carried out successfully GGJPS has made a link with the charity Norwood. Norwood “provides vital support to thousands of people with **learning disabilities**, and **children and families in need**, helping them to improve the quality of their lives and achieve their goals”. Norwood has a range of services that will support GGJPS:

### **1. Norwood Nursery**

The Norwood Nursery provides an inclusive service for children, both with and without learning disabilities, aged between two and five years old. The children play and learn together, benefiting from facilities that include specialist equipment within an adventure playground, a sensory room, a sensory garden and a soft play room. Within this setting children learn to socialise and interact, as well as have an opportunity to express themselves and discover their own interests. We hope that Norwood Nursery will become a feeder nursery for GGJPS (which will not have nursery provision). This builds on our commitment to inclusive education.

## 2. Binoh

Binoh provides specialist multi-disciplinary professional support to children with additional and/or special education needs. Binoh works with children within their own school environment or through our special education units. Binoh also provides Early Years services for the under-fives. In addition to directly supporting children, Binoh also supports schools, professionals and families. Services include consultations, INSET (in-service training) and mentoring. The team at Binoh are able to assess each child individually, consulting with parents, family members, carers and the child.

Binoh provides all the additional support that some children at the Norwood Nursery require. The children are able to benefit from the expertise of their Special Education facilities at an early stage in their learning and development. The children and their parents have access to support and advice from Educational Psychologists, Occupational Therapists, Speech and Language Therapists and Family Support Workers based on site.

As those children progress on to GGJPS, Binoh will continue to provide that support as well as offering broader and crucial services to the school such as INSET training for staff and mentoring.

The chart below shows a prototype school day. Staggered start and finish times are appropriate to accommodate the different needs of pupils as they mature and grow more accustomed to the school routine. The staggered times will also help reduce parking congestion in the area – an important consideration for the local population.

### **Exemplar school days for all year groups**

	Reception		Yr 1 - 4		Yr 5 - 6
8:45	Registration/ Independent activity	8:30	Registration/ Independent activity	8:30	Registration/ independent activity
9:00	Prayers/ quiet reflection	8:45	Prayers/ quiet reflection	8:45	Prayers/ quiet reflection
9:15	Free flow/ collaborative learning (CL) activities	9:15	English, communication and languages	9:15	Literacy
10:00	Snack	10:00	Break	10:15	Break
10:15	Discrete teaching	10:30	Understanding Numeracy	10:30	Numeracy
10:35	Free flow / CL activities	11:15	Jewish Studies	11:30	Jewish Studies
12:00	Lunch	12:15	Lunch	12:15	Lunch
12:30	Registration	1:15	Registration/ Quiet reading	1:15	Registration/ Quiet



					reading
12:45	Free flow / CL activities	1:30	2 of the core areas of learning depending on the day	1:30	Modern Languages
2:45	Story time / singing				
3:30	Home time	2:30	Break	2:15	Foundation Subjects depending on day
		2:45	2 of the core areas of learning depending on the day	3:45	Story time
		3:30	Story time	4:00	Home time
		3:45	Home Time		

### **School Year**

The school year will be split into three terms: Autumn, Spring and Summer. Barnet Council states: "Our term dates total 195 school days. Schools are open to pupils for 190 days and operate Professional Development Days on the additional five full days each year". We will operate on a similar basis, but will take into account the main Jewish festivals that occur throughout the year and during which the school will be closed. These are: Rosh Hashanah (2 days), Yom Kippur (1 day), Succot (4 days), Pesach (8 days), Shavuot (2 days). These days may or may not fall on weekends, depending on the relationship between lunar and solar calendars, which vary each year. Since the school will effectively have an extra 17 days to account for, we will make up the time by putting half-term and end-of-term holidays during the festivals wherever possible and if necessary adding extra days at the end of the school year. The school will be open to pupils for a minimum of 190 days per year.

### **4.3 Pupil Organisation**

Pupils will be organised in several different ways. We will have a single year group per class and will start with a reception class only, adding a further year group each additional year until we have a full intake up to year 6.

We envisage class sizes of no more than 28 children with a full time teacher and teaching assistant per class. The school will be one-form entry so eventually this should equate to 196 children in the school with 7 full-time class teachers and 7 full time teaching assistants.

Pupils will remain in their year groups for most lessons. However, in years 5 and 6, pupils might be placed in ability groups for Numeracy to enable best academic progression. As pupils will mainly be in mixed ability groups, differentiation will be absolutely crucial to ensuring academic progression. Differentiation will be the responsibility of the class teacher with support from the teaching assistant. The inclusion team will monitor differentiation throughout the school and offer support and advice in this area where necessary.

However, GGJPS feels strongly that children of all ages need to learn to interact with one another. Therefore some activities such as whole school assemblies, some outings, sporting events, mealtimes and playtimes will occur within alternative groupings, either within phases or as whole school events. Within certain whole school events such as Fair Trade Week, some lessons might also be grouped within phases as opposed to year groups.

### **Special Educational Needs (SEN) Provision**

GGJPS believes that all children, regardless of ability, have the right to make progress and achieve their potential. We believe that wherever possible children with special education needs should have those needs met in a mainstream classroom and that having those children in the classroom benefits all the children in the class. Our proposed provision for children with special educational needs will ensure that GGJPS plays an active part in helping children achieve their potential across the spectrum of ability. We hope that GGJPS will be seen as a role model for good SEN practice throughout the community.

GGJPS understands and will comply with Part 4 of the Disability Discrimination Act 1995 (DDA, as amended by the Special Educational Needs and Disability Act 2001), which states that a school must:

- Not treat disabled pupils 'less favourably';
- Make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage compared to their peers;
- Draw up plans to show how, over time, they will increase access to education for disabled pupils; and

- Comply with the Disability Equality Duty (DED).

GGJPS understands that the DDA definition of disability is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes, HIV and epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activity is adverse, substantial and long-term.

The Disability Equality Duty (DED) places a **general duty** on schools to have regard to the need to:

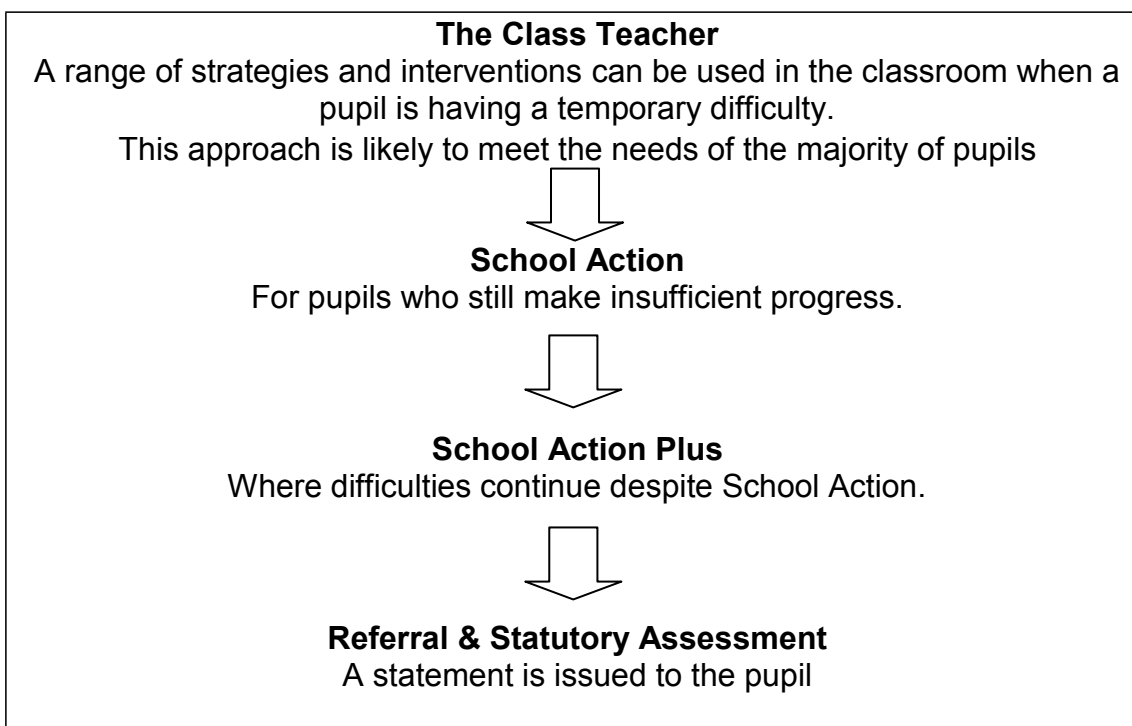
- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the DDA 1995 (as amended);
- Eliminate harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Additionally, schools have a **specific duty** to develop, implement and publish, in consultation with disabled pupils, staff and parents/carers, a **disability equality scheme (DES)**. GGJPS will have a DES that will be published on the school website and hard copies will be available from the school office. The DES will be reviewed annually by Senior Leadership and replaced (amended as appropriate) every three years.

Building on the requirements and duties listed above, GGJPS will have a clear Special Educational Needs Policy, following the Special Educational Needs Code of Practice and a SEN coordinator (SENCo) as part of the Senior Leadership team. An Inclusion timeline will be administered throughout the year incorporating diagnostic assessments, IEP deadlines, and special provision for end-of-year assessments. We aim to identify and plan for each child's individual learning requirements and to provide appropriate additional support for children with special educational needs in order to allow them to make the best possible progress.

Individual Education Plans will be written by class teachers in consultation with the SENCo and teaching assistants and updated three times a year. Teaching must be clearly and appropriately differentiated so that children with SEN can access the material. This will take many different forms, but always include visual, auditory and kinaesthetic materials. ICT will be used wherever possible to increase access and support pupils with SEN.

The continuum of support for pupils with SEN and AEN is explained through this chart:



Where children with special educational needs attend the school whose needs cannot solely be met through school support, we will aim to provide relevant professional support from outside agencies to provide the best learning opportunities for each individual child. These professionals could include speech and language therapists, occupational therapists, educational psychologists and other specialist teachers. We also intend to have a learning mentor to provide pastoral support for children with behavioural issues relating to childhood traumas, difficult family backgrounds, children in care and any other child who may require this additional support.

GGJPS is committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child. We will work in partnership with parents and carers, valuing their views and contributions and keeping them fully involved in their child's education. Perhaps most importantly, we will make every effort to involve the child, and their families and carers, in decision making about their special educational provision.

## **4.4 Pupil development and achievement**

### **Planning**

GGJPS believes that ongoing assessment and sharing skills progression with pupils is crucial for academic success. With this in mind the National Curriculum will be directly referred to and used through the use of skills progressions that have been adapted into “I can” statements, supporting the planning and assessment process. It is expected that once taught, the skill (or “I can” statement) is highlighted to show that it has been taught. Weekly planning sheets will outline how skills are taught and differentiated to meet the needs of all the children in the class.

The stages of planning will be as follows:

1. Yearly overview of topic titles
2. Topic skills lists – medium-term plans
3. Input from the children
4. Weekly differentiated plans which show how each skill has been taught.

#### Stage 1 – Yearly Overview

The yearly overview identifies the name of each topic; there are six topics for Years 1 to 6 and six topics for the Foundation Stage.

#### Stage 2 – Project Skills Lists – Medium Term Plans

This document outlines all the skills which will be taught as part of a project. The skills are integrated so they are more meaningful to the children and enhance the learning experience. Included in the medium term plans is a cover sheet which includes Key Vocabulary, Key Questions, Resources, ICT Focus and details of the beginning and concluding activities/events.

#### Stage 3 – Input from the Children

Children play a vital role in their own learning. Prior to the topic children give suggestions on what they would like to learn as a part of the project. Teachers then take the suggestions and ideas and use them to plan how the skills will be taught. Additional input is given by the children after the opening activity to see what they have learnt and the direction they want to take with their learning after the experience.

#### Stage 4 – Weekly Differentiated Plans

Teachers plan daily lessons for a weekly plan. They outline the skills that will be taught as well as how the lesson will be differentiated to meet the needs of all the children. The plans are evaluated and adapted depending on the learning which has taken place.

### **Assessment**

GGJPS believes that both “assessment” and “assessment for learning” are a crucial part of the learning process. Regular tracking and monitoring of the children’s progress throughout their school life will enable the teachers to respond and support each child in his or her learning development quickly and

effectively. The school will have a whole school assessment policy and timeline to enable best practice. The school will use both formative and summative assessment throughout the year to assess the student.

The school will use a mixture of the attainment targets and level descriptions in the National Curriculum to enable teachers to effectively track and monitor pupil progress. APP will be part of the formative assessment process, particularly in Literacy. Diagnostic assessments will be used where appropriate and monitored by the SENCO. The school will NOT participate in SATS at KS1, however, appropriate summative assessments will be carried out at the end of each academic year in years 4, 5 and 6.

Using a combination of the formative ongoing teacher based assessments and the results from the summative assessment where present, a yearly progress report will be given to parents / carers for each individual child. However, class teachers will also maintain regular contact with parents throughout the year via regular parents evenings and informal discussions, and we will encourage parents to approach whenever they have any concerns regarding their child's progress.

Assessment will be personalised to ensure that all learners have the opportunity to make progress and achieve. Planning will have clear learning objectives; success criteria will be generated with the children; effective feedback will ensure improvements are made; children will be involved in peer and self-assessment opportunities and questioning will extend the learning of all pupils. Our learning environments and implementing an intergrated curriculum will encourage learning rather than performance. All children can succeed, and the teaching will reflect this ethos. Differentiation will ensure activities are well-matched to children's needs and high quality support by learning assistants will be given where necessary.

## **How will GGJPS define and measure success?**

GGJPS believes that having clear definitions and measurable outcomes for success are key factors in determining the success of the school.

GGJPS will look at both pupil achievement and pupil attainment to define and measure academic success. Academic success will be defined in the following way. We will compare our KS2 SATs results with Local Authority and national results. Our benchmark will be to fall within the top 20% of school SATs performances. We will measure academic success through yearly internal formative and summative teacher assessments as well as KS2 SATs in Year 6. Pupils will also be given yearly targets in Literacy and Numeracy, and these targets will be tracked throughout the year and then assessed.

The school will use a data management system (RAISEonline) to track school and pupil performance data. RAISEonline supports the following sections of a school's self-evaluation process.

- Reports and analysis covering the attainment and progress of pupils in Key Stage 1 and 2,
- Contextual information about the school including comparisons to schools nationally,
- Question level analysis, allowing schools to investigate the performance of pupils in specific curriculum areas,
- Target Setting, supporting schools in the process of monitoring, challenging and supporting pupil performance,
- Data management facility providing the ability to import and edit pupil level data and create school-defined fields and teaching groups.

RAISEonline will be managed by the Business Manager together with the Principal Designate and the Deputy Head.

Defining and measuring success for the other key educational visions is more challenging because there are no publicly recognised benchmarks for these principles. We will have in place key performance indicators (KPI's) for each of the 5 key visions. Vision 1 – academic rigour has already been addressed in the previous paragraph. For the others, we will design our own KPIs against which staff annual goals and objectives will be set. These KPIs are in the process of being designed. However, with regard to vision 5, for example – environmental awareness - a KPI might measure whether children understand issues such as carbon emissions and the effect of global warming in an age-appropriate manner. Children should have completed two practical projects relating to the environment e.g. recycling and measuring the school's carbon footprint.

GGJPS will put an appropriate performance management system in place which will benchmark teachers performances not only against the academic requirements but also against the five stated principles. These will also be part of the school development plan and the development plan for each individual member of staff, both teaching and non-teaching.

Each member of staff will have a clearly defined set of personal annual objectives which will be aligned to the strategic goals and objectives of the school itself. The school will also have broader KPIs, which will measure the key principles e.g. environment and how the school is performing in the wider context. These KPIs will be the responsibility of the Senior Leadership team, however we would welcome participation from the Governing Body. Ultimately, Senior Leadership, led by the Principal Designate will be accountable for setting the strategic direction of the school and implementing a comprehensive performance management system for all members of staff.



## **4.5 Behaviour and Attendance**

GGJPS will maintain policies for behaviour and attendance with a clear progression of strategies. These policies will be updated every two years. The behaviour and attendance policy will be written by the Senior Leadership team together with the Learning Mentor. They will be responsible for monitoring and evaluating the policy and will be held accountable for its successes and any possible failures. The Governing Body will be consulted on the policy before each update and pupils will also be given an opportunity to present their views through the school council. In this way the whole school, including parents' representatives, will have ownership over the policy. The school behaviour policy will have links with other school policies such as the PSHE policy, the safeguarding children in education policy, the special educational needs policy, the equal opportunities policy and the anti-bullying policy. These will be updated regularly and any statutory requirements included.

### **Behaviour**

One of the principal aims of GGJPS is to enable pupils to understand and take responsibility for their actions and to contribute positively to their own personal development and that of the school, the community and the wider world. The importance of interpersonal relationships, and the idea that individual rights must be balanced by individual responsibilities lie at the foundation of the Jewish faith, and will be at the centre of GGJPS school policy. The core concept informing the school behaviour policy is that everyone should feel safe and valued in the school community. Every pupil and member of staff has a set of rights, but these rights come with responsibilities towards others. As the school grows, a school council will be established which will allow pupils to feel they are actively involved in the running of the school and in maintaining a safe and comfortable environment for all.

At the beginning of each school year pupils will create a set of class guidelines outlining appropriate behaviour, both within and without the classroom. These guidelines will be signed by each pupil in the class and displayed in the classroom. In this way pupils feel a sense of ownership over school behaviour and are also immediately aware of their responsibilities and rights. Pupils will also have individual contracts, with five positive goals to strive for. These will also be signed by the pupil, their parent / carer and the class teacher. In this way, a personal, positive approach to behaviour is established from the beginning of every school year.

Teachers will have the opportunity to discuss pupils' behaviour at phase meetings and in staff meetings where appropriate. The learning mentor will be available for advice and support. All school staff, including non-teaching staff and governors, will be aware of the behaviour policy and know their rights and responsibilities. The learning mentor will also run parenting workshops and coffee mornings with both a social and educational focus for parents / carers

who want to learn more about supporting their children in an appropriate manner.

Inappropriate behaviour will always be challenged and a whole school approach to behaviour management will ensure that pupils know what is expected of them at all times. This approach will be in the form of “behaviour steps” with pupils being given a verbal warning, followed by two further warnings with a visual clue, before being excluded from the room for the duration of the session. Excluded pupils will be sent to phase leaders where possible. Phase leaders will log the event and pupils will have to write a statement explaining what they did and why it was detrimental to their learning and the learning of others. After three such class exclusions the parents / carers will be informed and a meeting held with the class teacher and or phase leader. If physical violence occurs between pupils or between a pupil and teacher, the pupil will automatically be excluded from the session and the phase leader will inform parents.

GGJPS strongly believes that pupils should be motivated through a positive and constructive approach. Strategies such as verbal and written praise, award ceremonies at school assemblies and giving pupils responsibilities from an early age such as buddy systems, peer mentoring programs, and school monitors all help pupils to realise the value of intrinsic motivation. Additionally, through circle times, assemblies and PSHE lessons, pupils will be taught skills such as conflict resolution and the importance of positive self-esteem.

#### UNICEF UK – The Rights Respecting School Award

In line with our behaviour policy and general school ethos, GGJPS will work towards gaining the prestigious Rights Respecting School Award (RRSA). The RRSA “recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school’s planning, policies, practice and ethos. A rights-respecting school not only teaches about children’s rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils”. These philosophies are central to our school values and will link perfectly to our behaviour policies and also our work on the global dimension, social and emotional aspects of learning, community cohesion and sustainable development.

#### **Attendance**

Barnet Council states that regular school attendance is: “attending school every day unless there is a very good reason for absence; getting to school on time; being present at school for both morning and afternoon sessions”. GGJPS is extremely committed to ensuring excellent levels of attendance in all its students. Children cannot hope to make good academic or social progress if they are continually late or missing school.

Children who are regularly late or absent will be monitored and the senior leadership team will investigate possible reasons for this. Every effort will be

made to support families in helping their children remain consistently at school. However, parents have a legal duty to ensure the regular and full-time attendance at school of registered pupils (Education Act 1996). This policy is based on the law and on Best Practice guidance produced by the Department for Education and Skills and the Local Authority. The School Attendance Service aims to work with schools and families to promote good attendance and avoid legal action. However in some cases, parents are prosecuted (taken to court) or have to pay a Fixed Penalty (fine) if unauthorised absences continue.

GGJPS will have the following school-based procedures:

- a robust school attendance policy (which may be part of the overall behaviour and attendance policy), with a code of practice that details the aims, expectations and responsibilities of the school, parents/carers and pupils
- a thorough understanding of the absence and attendance codes
- a thorough understanding of the regulations for pupil registration and guidance on keeping pupil registers.
- a system to ensure that there is consistency in application of codes, practices and procedures
- a school attendance leader who is a member of the senior leadership team to ensure there is a strategic lead for attendance within the school. This will be the responsibility of the Business Manager.

GGJPS will actively promote attendance and discourage absence. Policies will be proactive as well as reactive and will involve all school staff.

The GGJPS school attendance policy will outline the vision of the school, explaining the role that all members of the school community have in limiting absence and promoting attendance. The policy will convey clear messages, highlighting the place of attendance within the school ethos and identifying clear links between attendance, attainment and pupil well-being. The policy will also outline the role that all members of the school community will play in promoting good attendance and limiting absence.

The attendance policy will also include:

- an explanation of types of absence and the methods the school will use to tackle different reasons for absence
- actions to be taken for pupils who are identified as persistent absentees
- the school's policy on term-time holidays and punctuality
- definite policies outlining the way that attendance is recorded in the school
- an explanation of the hierarchy of actions the school takes in the event of an absence
- expectations of school staff and parents/carers in the event of an absence
- a regular review process that should involve pupils and parents/carers.

GGJPS will have sharp and focused internal escalation procedures that tie in with the fast-track model. Rewards and interventions will be informed directly by school policy and linked to school attendance targets. GGJPS will include the views of pupils in implementing rewards, and the rewards will be reviewed and refreshed at regular intervals.

GGJPS will also include the following interventions in the attendance policy:

- letter from governors sent home each year to outline the school's expectations for attendance
- systems and structures in place to ensure that pupils stay on site all day
- flexible curriculum opportunities that extend outside the school building
- individual support for pupils with high levels of absence
- school use of pupil and parenting contracts (see section on Behaviour)

## 4.6 Community Engagement

As can clearly be seen from our educational vision, GGJPS is committed to maintaining a close relationship with the local community, both Jewish and non-Jewish. In line with the Equalities Act of 2010, we aim to promote active participation and contribution, not just to modern British society but to a wider global community. With this in mind, GGJPS will promote projects such as (but not exclusively):

- Links with partner schools in Ghana through the charity Tzedek.
- Global Gateway – community cohesion project
- Involvement in borough competitions and festivals such as Barnet Dance Festival, Barnet Music Festival, interschool sports events such as Barnet Swimming Gala, collaboration with Whitefields, a local specialist sports secondary school.
- Regular visits to local centres for the elderly
- Close relationships with local nurseries, in particular the Norwood Integrated Nursery
- Regular visits to Golders Green Library
- Involvement with the local allotment committee (work on local allotments)
- Involvement with Golders Green Synagogue (e.g attendance at communal events, musical and drama performances with Synagogue members, visiting elderly members).
- Links with local primary schools (e.g. sharing facilities, interfaith experiences and collaborative learning projects).

## **Section 5: Evidence of demand and marketing**

## **5.1 Evidence of parental demand**

“There is a real need for a school that values Jewish and secular education at primary level in this area” – quote from a prospective parent.

To ascertain potential demand for a new school in the local area, the GGJPS steering committee has so far done the following:

1. Set up a website advertising the school
2. Placed an advert in a local Jewish newspaper
3. Sent out a press release to a local non-Jewish newspaper
4. Sent out two parental surveys
5. Distributed flyers advertising the school to families in the area
6. Made contact with local religious organisations, both Jewish and non Jewish
7. Set up a Facebook site
8. Set a date for an open meeting

### **Surveys**

GGJPS sent out two surveys, one in December 2010 and one in February 2011.

Survey One:

1. Would you be interested in sending your child to a new, modern orthodox, Jewish primary school located in Golders Green?
2. How many children do you have?
3. What are their ages?
4. What is your postcode?
5. Would you like to be updated on our progress?
6. Additional Comments?
7. Would you be interested in joining the campaign or assisting the school in any capacity?

Survey two:

1. Your name
2. Your email address
3. Your postcode
4. How many children do you have that will be eligible for a 2012 reception entry?
5. How many children do you have that will be eligible for a 2013 reception entry?
6. What are the top three most important qualities you would expect to see in your child's primary school?
7. What are the top three most important Jewish qualities you would expect to see in your child's primary school?
8. What are your views on Free School Status?

The level of demand we ascertained from these surveys showed the following:

ages - newborn	age - 2014 reception	age - 2013 reception	age - 2012 reception	age - too old	postcodes
postcodes	entry	entry	entry	postcodes	postcodes
0 N3 [redacted]	1 N2 [redacted]	2 NW4 [redacted]	3 NW11 [redacted]	4 NW4 [redacted]	
0 N3 [redacted]	1 NW11 [redacted]	2 NW6 [redacted]	3 NW3 [redacted]	5 N2 [redacted]	
0 NW11 [redacted]	1 NW8 [redacted]	2 WD6 [redacted]	3 NW3 [redacted]	5 N3 [redacted]	
0 NW11 7NR	1 N3 [redacted]	2 NW4 [redacted]	3 NW8 [redacted]		
0 NW4 [redacted]	1 NW11 [redacted]	2 NW4 [redacted]	3 W9 [redacted]		
0 NW3 [redacted]	1 NW11 [redacted]	2 NW11 [redacted]	3 NW2 [redacted]		
	1 NW4 [redacted]	2 NW4 [redacted]	3 NW4 [redacted]		
	1 NW11 [redacted]	2 NW4 [redacted]	3 NW11 [redacted]		
	1 NW4 [redacted]	2 NW4 [redacted]	3 NW11 [redacted]		
	1 NW11 [redacted]	2 NW11 [redacted]	3 NW11 [redacted]		
	1 HA8	2 NW4 [redacted]	3 NW11 [redacted]		
	1 NW11	2 NW4 [redacted]	3 NW11 [redacted]		
	1 NW11 [redacted]	2 HA9 [redacted]	3 NW11 [redacted]		
	1 NW4 [redacted]	2 NW11 [redacted]	3 NW4 [redacted]		
	1 HA8	2 NW8 [redacted]	3 NW6 [redacted]		
	1 N3	2 NW6 [redacted]	3 NW11 [redacted]		
	1 NW11 [redacted]	2 NW6 [redacted]	3 NW6 [redacted]		
	1 NW11 [redacted]	2 NW6 [redacted]	3 NW6 [redacted]		
	1 N16 [redacted]	2 N3 [redacted]	3 N2 [redacted]		
	1 NW4 [redacted]	2 N3 [redacted]	3 N3 [redacted]		
	1 NW3	2 NW4 [redacted]			
	1 NW4 [redacted]	2 N12 [redacted]			
	1 NW4	2 NW3 [redacted]			
	1 NW4 [redacted]	2 NW11 [redacted]			
	1 NW4 [redacted]	2 NW11 [redacted]			
	1 HA7 [redacted]	2 NW11 [redacted]			
		2 NW11 [redacted]			
	1 NW11 [redacted]				
	1 NW11 [redacted]				
	1 NW4 [redacted]				

The above data shows that we have the minimum 50% intake required by the DfE for 2012 and 2013 Reception classes.

However, the data shows that GGJPS can show a level of parental demand far beyond the minimum requirements.

GGJPS, in conjunction with marketing experts (see advisory board in section 6), strongly believes that with appropriate and vigorous marketing, there is enough demand in the area to fill a reception class of 28 children in 2012 and 2013. Once the school is established, we believe that the quality and diversity



of the education being offered will attract many parents in the local area and may also encourage others to move to the area.

### **Parental Engagement**

GGJPS has engaged with parents from a range of backgrounds. We have circulated flyers at Golders Green Library and Childs Hill Library, which are both used by a large and diverse group of parents, in local shops and in children's centres and clinics (see end of section for sample flyer). The adverts stress that although the school will have a Jewish ethos, all families, regardless of faith and ethnicity, will be welcome to attend and all children made to feel valued and respected. These venues are germane to families

from a wide range of social and economic backgrounds and are a good way of advertising the school to disadvantaged or deprived families.

We have made contact with local religious institutions such as [REDACTED] and the [REDACTED] and informed them about our vision and ethos.

### **Why will Barnet benefit from a Free School?**

Golders Green and its surrounding neighbourhoods are home to an extremely diverse population. The London Borough of Barnet is the second biggest borough in London and the twentieth most ethnically diverse area in England with 26% of the population from black or minority ethnic communities. It is also the second most religiously diverse area in the country with 14.8% of residents giving their religion as Jewish. Children from black or ethnic minority groups make up nearly 50% of the local school population. Barnet's population rose by 5.4% between 1991 and 2001, more than twice the average rate for England and Wales. Additionally, like London as a whole, Barnet has a comparatively high proportion of people in the 20–40 age bracket – the age group most likely to have children of primary school age<sup>1</sup>.

Culturally, economically and religiously, the area attracts a broad spectrum of families and the school's intake will reflect that spectrum. By advertising in free local newspapers and free local amenities such as the library, we are making sure that we reach out to everyone including disadvantaged families in particular.

It is also evident from data obtained from Barnet Council that all the local schools in the area, both Jewish and non-Jewish are oversubscribed, in some cases extremely seriously. This means that families are often placed at schools they did not choose, and in some cases have been forced to split siblings between different schools. The data below shows the extent of the problem.

### **Applications to primary schools in Hendon for Reception 2010**

<b>School</b>	<b>Admission limit</b>	<b>Total</b>
Barnfield	90*	184
Beis Yaakov	58	75
Blessed Dominic	30	80
Broadfields	90*	133
Colindale	90	164
Courtland	30	149
Deansbrook Infant	90	246

<sup>1</sup>Data taken from the 2001 Census

Dollis Infants	120*	200
Edgware Infant	90	181
Fairway	30	112
Frith Manor	90	300
Goldbeaters	60	183
Mathilda Marks-Kennedy	28	80
Menorah Foundation	30	57
Rosh Pinah	60	111
St Paul's CE (Mill Hill)	30	102
St Vincent's RC	45	94
Sunnyfields	30	102
The Annunciation Infant	60	115
The Orion	60	179
Woodcroft	90*	164

\*Admission limits for these schools include 30 additional Reception places added for one year only from 2010/11 to meet increasing demand

**Application to primary schools in Golders Green, Finchley and Child's Hill for Reception 2010**

School	No Places	Apps. Rec	Outborough offers
Akiva School	60	139	3 from Haringey
All Saints' CE (NW2)	30	82	2 from Brent, 1 from Camden
Brookland Infant	90	321	1 from Harrow, 1 from Herts, 1 from Haringey
Chalgrove Primary School	30	71	None
Childs Hill	45	103	3 from Camden, 1 from Brent
Claremont Primary School	60	133	3 from Camden, 3 from Brent, 1 from Enfield
Garden Suburb Infant	90	274	1 from Camden, 1 from Brent
Manorside	30	131	None
Menorah Primary	50	71	1 from Haringey
Moss Hall Infant	90	351	None

Pardes House	30	28	None
St Agnes' RC	45	112	7 from Brent, 2 from Camden
St Mary's CE (N3)	60	156	None
St Theresa's RC	30	75	None
Tudor	60	133	None
Wessex Gardens	60	117	3 from Brent

The data shows that as in neighbouring boroughs, there has been a significant increase in demand for primary school places in the borough of Barnet. To meet demand for Reception places in the past few years Barnet has had to add a combination of permanent and temporary provision in a number of our schools; for example Barnet is providing an additional 300 Reception places for September 2011. The latest projections indicate that around 400 additional Reception places will be required in Barnet for each of September 2012 and 2013, rising to at least 500 in September 2014 and more in the years beyond.

For the purposes of primary place planning the borough is divided into six planning areas. Golders Green is in the Childs Hill, Garden Suburb and Golders Green area. In this planning area demand for around 60 additional permanent Reception places (two forms of entry) is projected in the coming years. These figures capture demand for all types of school places and do not relate solely to Jewish demand<sup>2</sup>.

---

<sup>2</sup>Data given by the office for Strategy and Planning, Children's Service, London Borough of Barnet

## **5.2 Consultation and equality of opportunity**

Section 10 of the Academies Act 2010 states that:

1. Before entering into Academy arrangements with the Secretary of State in relation to an additional school, a person must consult such persons as the person thinks appropriate.
2. The consultation must be on the question of whether the arrangements should be entered into.

### **The consultation plan**

#### **Who will GGJPS consult with?**

- Local parents and carers
- The Local Authority – Barnet Council through Councillor Andrew Harper, Portfolio for Education, Children and Families
- Community groups – [REDACTED]
- Potential feeder nursery - [REDACTED]
- Local schools and education providers – [REDACTED]
- [REDACTED] – owners of our potential site
- United Jewish Israel Appeal – education department and teacher training program
- Mike Freer, MP for Golders Green and Finchley

#### **What information will you provide them with and how?**

GGJPS will provide the following information during the consultation:

- The question we are consulting about – What are your views on the creation of a one form entry Jewish primary school in Golders Green?
- The length of time groups have to respond
- Our mission and values as taken from Section 3 of this application
- An analysis of the school e.g. age range, type of curriculum etc
- Admissions policy

GGJPS will consult in various ways – through written documentation, open meetings, and discussions with councils and local schools (see section 5.3 for further information). GGJPS proposes to hold an open evening for any parents / carers in the area who are interested in the school on July 13<sup>th</sup> 2011. We will advertise this again in local shops, libraries and other public amenities, making sure that we reach out to anyone who might have an interest in the school. The open evening will give any Barnet resident who chooses to attend the opportunity to voice any concerns or opinions about the project.

### **5.3 Marketing Strategy**

Contents:

1. Target audience
2. Message
3. Supporters
4. Branding
5. Published materials
6. Other marketing tools
7. Meetings or events
8. Media & PR
9. Research
10. Budget

## 1. Target audience

Our target audience comprises two equal groups: children of the Jewish faith, and local children, based on “distance from the door”.

- Children of the Jewish faith:
  - Children of families from Golders Green Synagogue
  - Children of families from other local synagogues
  - Children of the Jewish faith living in the area
- Local children:
  - Children of local families who are committed to the ethos of the school

## 2. Message

**Golders Green Jewish Primary School: *A local Jewish primary school for a global city***

Our aim is to build a school where children of all faiths can benefit from the diversity of the Jewish tradition and gain the skills and experience to succeed in, and contribute to, the extraordinary global city in which they live.

## 3. Supporters

We have already developed the following lists of supporters:

- 75 respondents to our survey
- 90 on our mailing list
- 70 on our Facebook group

We intend to further grow and maintain contact with our community of supporters through the following strategies:

- Posters in local shops and community locations with updates and opportunities to join our mailing list
- Regular press releases to both the local press and the Jewish press
- Regular email updates to our supporters, to keep them engaged with and informed of our progress, turning them into local champions who in turn pass the information on to other local families.

## 4. Branding

We intend to develop a strong visual brand identity which communicates our vision and values and serves as a visual “badge” which can be applied to our website, published materials, uniforms and school items.

## 5. Published materials

In keeping with the environmental and social responsibility ethos of the school, combined with our target audience’s age range, the majority of

our materials will be digital, and only printed where absolutely necessary.

- **Website** – we have already developed a “page holder” website, where prospective parents can join our supporters through a variety of methods. This will enable us to begin to have a Google presence. As the project develops, we will build a branded website, using an open-source Content Management System, to both maximise web search capability and ease of use, and minimise costs.

The website will include the following information:

- f* School vision and ethos
  - f* Governors / Principal Designate / staff information
  - f* Admissions policies and timetables
  - f* Other policies (e.g. child protection / recruitment)
  - f* Parent Staff Association
  - f* Events and newsletter
  - f* News and developments
  - f* Contact information
- **Prospectus** – a digital prospectus will be downloadable from our website, detailing all required information for parents considering the school.
  - **Posters** – A3 and A4 posters, incorporating our brand, key messages, and where to join our supporters’ list (email / facebook) are used to display in local shops, libraries and nurseries
  - **Flyers** – A6 flyers with our brand and asking the question “are you looking for a new Jewish school that will welcome children from all faiths or none?” will be distributed outside local transport facilities and commuter times
  - **Brochures** – 4-page A5 brochures incorporating more detailed information about the school and how to join our supporters list will be distributed at events
  - **Emails** – branded broadcast emails will be sent regularly to our supporters to keep them engaged with updates in our progress and inviting them to participate in events and word-of-mouth activities. We will use one of the many Data Protection compliant web-based email broadcast packages.
  - **Adverts** – adverts in the local tube station, and local and Jewish press, using the same marketing concept as the flyers



## 6. Other marketing tools

We also intend to raise the profile of the school by other means, including:

- **Social media** – we already have a Facebook page as a central repository, combined with the website, of updates and information, allowing prospective parents and supporters to become our advocates and recommend us to others;
- **Search engine optimisation** - we are aware that internet search is the starting place for the majority of our parent group, and we are building our search-friendly web presence by having an initial website now, and planning our future website to use the latest tools to ensure we are on the front page of Google for all relevant searches;
- **Word of mouth** – our strongest advocates are among our existing supporters, and we intend to develop a “word of mouth” marketing campaign to ensure that they spread the word to their networks.

## 7. Meetings and events

We intend to host a number of events for local parents, leveraging the power of our Governors group and Principal Designate:

- **Open Site Day:** providing a “touch and feel” experience for parents and prospective students at the site. This would include a mock-up of our ideal classroom.
- **Invited Speaker Evening:** we intend to host a well-promoted evening in an accessible local venue, with an invited speaker who can talk about the value of the social responsibility and environmental ethos of the school, targeted at the entire local community
- **Coffee Sessions & Informal Meetings:** we intend to host regular coffee mornings and evening meetings for prospective parents and students, to provide an opportunity to learn more about the school, curriculum and facilities.

## 8. Media & PR

We believe that engaging with our local community, through a variety of different media outlets, is vital, and intend to continue our initial “soft” media strategy with a more detailed approach once we have more news.

- Local newspapers: Ham & High / Hendon & Finchley Times
- Jewish newspapers: Jewish Chronicle / London Jewish News
- Local websites: [REDACTED]
- Community newsletters: Golders Green Synagogue / LSJS / Limmud / Tzedek
- Community websites: Totally Jewish

## 9. Research

GGJPS has not done any research on other local schools, either Jewish or non-Jewish, as we are not in competition with them. The level of academic achievement in these schools is good, but we believe that we are offering a different educational experience and providing more choice for local education provision. Additionally, as has been seen in section 5.1, all these schools are over subscribed.

### Sample flyer

Distributed in local libraries, children's centres, health centres, and dropped through letterboxes in the local area in May 2011

## **GOLDERS GREEN JEWISH PRIMARY SCHOOL**

**Are you interested in a new Jewish primary school in  
the Golders Green area?**



A group of parents are in the final stages of an application to the government's free school scheme to open a new primary school in September 2012, which will welcome Jewish and non-Jewish children.

With a pre-identified site, the ethos and vision is to be a school for the 21<sup>st</sup> century with a strong emphasis on international links, languages and sustainability, taught within an open modern orthodox framework. It will aim to instil in its students a rare blend of social responsibility, character development, academic excellence, passion for learning, deep religious commitment and Jewish literacy.

To ensure a chance of success, it is essential that we illustrate a strong and proven demand for this kind of school in this area.

**To register an interest and receive updates on the project:**

**Visit:** [redacted] **Email:** [redacted]

**Facebook:** [redacted]

## **Section 6: Capacity and Capability**

## 6.1 Capacity and capability of the company.

**Objectives** The Company will appoint a steering group, which will oversee the early phases of the school development, and the appointment of a formal Board of Governors. The tasks of the steering group will be:

- a) Appointment of a Principal Designate who will be responsible to the Board of Governors for implementing the educational vision and ethos of the school in alignment with its strategic goals and objectives. Assist the Principal Designate in recruitment of staff required for the first year.
- b) Appointment of a project manager and contractors to carry out the necessary work on the school infrastructure.
- c) Implementation of the marketing strategy
- d) Design and implementation of the admissions process for the school prior to opening.
- e) Appointment of the first Governing Body.
- f) Ensuring that value for money is obtained in all steps a-d.

### Expertise

The steering group will comprise the following:

██████████ (special responsibility for education and environmental awareness, chair of steering committee) has been ██████████.

██████████ (special responsibility for education). ██████████.

██████████ (special responsibility for legal, international collaborations and Jewish studies) ██████████.

██████████ (special responsibility for management, HR and SEN) ██████████.

██████████ (special responsibility for finance) ██████████.

The steering group is therefore composed of an exceptional group of committed individuals with the educational, commercial, financial, managerial and legal skills and experience required for this ambitious project. The steering group has co-opted the ██████████, ██████████, to ensure smooth integration between the school project and the proposed Synagogue refurbishment.

In addition the steering group has already assembled a strong Advisory Board with

additional expertise in the many complex and diverse aspects of establishing and running a school. All members of the Board have agreed to make time available to advise on specific aspects of the project as required. In addition, solicitors and accountants will be appointed as necessary to provide appropriate professional advice to the School on an as needed basis.

**Advisory Board**

*Education*

██████████ – ██████████.

██████████ – ██████████.

██████████ – ██████████.

*Religion*

██████████ – ██████████.

*Management, Governance and Legal*

██████████ – ██████████.

██████████ – ██████████.

██████████ – ██████████.

*Finance*

██████████ – ██████████.

██████████ – ██████████.

██████████ – ██████████.

*Sustainability*

██████████ – ██████████.

██████████ – ██████████.

*Marketing and Communication*

██████████ – ██████████.

██████████ – ██████████.

The responsibility of the steering committee prior to the establishment of the Board of governors will be:

- a) **Building refurbishment.** Responsibility for the building refurbishment and infrastructure will be taken by [REDACTED] (project management), [REDACTED] (Legal and construction) and [REDACTED] (Finance). Preliminary contacts have already been made with [REDACTED] with expertise in educational project management and ICT (see advisory board) and with [REDACTED] who have extensive experience in school design and building. However, all phases of the project will be put out to competitive tender to ensure value for money. [REDACTED] and [REDACTED] and the Principal Designate will ensure the design specification meet the educational requirements of the proposed curriculum. Additional specialist advice will be obtained from members of the Advisory Board as required.
- b) **Marketing and admissions.** [REDACTED] will oversee marketing, with advice from [REDACTED] and [REDACTED] (advisory board).
- c) **Board of governors.** The Board of Governors will take over ultimate responsibility for the running of the school from the Steering Committee. The Board of Governors is discussed in section 6.3 below.
- d) **Appointment of Principal Designate.** See section 6.2 below.

## 6.2 Hiring a Principal Designate

Appointment of the Principal Designate is arguably the most important task of the steering committee, as this individual will ultimately be responsible for achieving the vision underpinning the school and implementing its strategy.

The Principal Designate will have proven qualities of successful leadership within an educational framework. The successful candidate will have experience within the primary school sector, and a clear commitment to achieving rigorous educational targets. In addition, it is essential that this individual is committed to the core values of the school, namely global outreach, instilling social responsibility and embracing inclusivity in terms of pupil ethnic, religious, social and economic background.

The Principal may also have strong expertise in the field of Jewish education. If a candidate fulfils the other requirements listed above, but does not have experience in Jewish education, we will appoint a Deputy Principal with this expertise.

The steering committee will recruit internationally, in line with our ethos and vision of a “global school”. Within the UK we will place adverts in the Times Educational Supplement and the Guardian Educational Supplement. In order to attract international applicants, however, we will also use a specialist education recruitment agency with experience of attracting teachers from the global marketplace (e.g. TIC international recruitment).

A shortlist of candidates will be drawn up by [REDACTED], [REDACTED] and [REDACTED]. The shortlisted candidates will be interviewed by the whole steering

committee. [REDACTED] will take responsibility for negotiating and agreeing a contract of employment; [REDACTED] will take responsibility for arranging a competitive remuneration package.

The committee will aim to appoint a Principal Designate two terms in advance of the school's opening date on a part time basis (see staffing structure and budget). We envisage the Principal Designate having a crucial role alongside the committee in the pre-opening phase in over-seeing all aspects of the school development including marketing, staff recruitment, governance and negotiating with Partnership for Schools and our construction agency. The Principal Designate will be a member of the Governing Body.

### **6. 3 Governance**

GGJPS is wholly committed to ensuring that the school adheres to the highest standards of governance and will establish a committed Governing Body which will be operational in the pre-opening phase and will remain in place once the school has opened. .

Pre-opening the Governing Body will be made up of the steering committee, the Principal Designate and the Rabbi of Golders Green Synagogue.

The Governing Body's primary roles will be to:

- a) Recruit the Principal Designate
- b) Work with Principal designate to formulate the policies and practices that the school will follow (e.g. admissions policy)
- c) Set the framework in which the Governing Body will operate (e.g. meetings, committees, appointment and induction of new governors).
- d) Oversee the implementation of the strategy in particular as it is aligned to the vision and ethos of the school

After the school has opened, the Governing Body will be responsible for the strategic direction of the school. Their role will set the overall direction, monitor and evaluate performance and determine key policies, but they will not in general take part in the day-to-day running of the school, which will remain the responsibility of the Principal and his/her staff. The following is a non-inclusive list of priorities which the Governing Body will consider in order to determine if the school is fulfilling its strategic objectives in line with its vision and ethos:

1. Is the Principal delivering through his/her staff the right educational experience for the pupils?
2. Are the pupils meeting the required educational targets in both their secular and Jewish studies?
3. Is the school achieving its aim of engaging with the international educational community?
4. Is the school achieving its aim of instilling social responsibility and environmental awareness in its pupils?



5. Is the school achieving the correct mixture of pupils, in terms of educational, social, ethnic and economic background?
6. Is the school complying with its legal obligations (e.g. child protection, health and safety)?
7. Is the school delivering value for money and meeting financial targets?
8. Can the school raise additional funds, whether for capital projects or extra activities?

In every area the Governing Body will together define key performance indicators of achievement based on national and international standards against which the success of the school can be objectively assessed. If the school fails to achieve the required level in any area, the Board of governors will work with the Principal and staff to develop strategies to ensure successful delivery.

Once the school is operational, the membership of the Governing Body will be enlarged to include the Business Manager of the school, three parent governors (elected by parents), two community governors (appointed by the Governing Body), and a representative of the LEA.

The Governing Body will appoint an Executive Committee, which will include the company Directors, the Principal, the Business Manager and the [REDACTED]. The Executive will meet on a monthly basis. The Executive will report to the full Governing Body, which will meet a minimum of once every term. The Governing Board will ensure that the executive committee always include individuals with the necessary financial, educational and managerial skills to ensure the school continues to fulfil its vision and ethos within a sound financial framework.

To ensure good governance, parent and community governors will be appointed for a term of two years, renewable for a maximum of one further term of two years. Other members of the Board of Governors will be appointed for a term of four years, renewable for a maximum of a further two years. The Principal, the Business Manager, the Rabbi of GG and the LEA representative will be ex officio members. In order to ensure the overall ethos and vision of the school is maintained the Governing Body, in selecting its members will ensure there is at all times a strong level of expertise in primary education, Jewish education, special needs education, international cooperation and sustainable living.

The Governing Body will appoint a clerk to administer and act as secretary to its meetings. In order to serve the whole Governing Body, the clerk will take an independent view and be impartial in recording proceedings. The clerk will maintain accurate records and store useful information.

**Board of Governors**

*Directors of company (initially [REDACTED], [REDACTED] and [REDACTED])*

*Financial Director: Initially [REDACTED]*

*The Principal*

*The Business Manager*

*[REDACTED] (currently [REDACTED])*

*Three "parent Governors" (to be elected from among eligible parents during first term of operation)*

*Two community Governors (one to include the acting [REDACTED])*

*One LEA representative*

## 6.4 Financial Oversight

GGJPS understands that having appropriate financial expertise to oversee the financial management of the school is absolutely crucial to its success. To ensure a sound financial framework from the start, we have recruited [REDACTED] to the steering committee. As outlined above, [REDACTED] has over forty years experience in finance and will oversee the financial management of the company in the early phases, ensuring value for money is obtained and the school operates on a secure financial footing. Once the school is open for recruitment, we will additionally appoint a Business Manager who will take responsibility for financial management once the school is operational. The Business manager will report directly to the Principal. The school will also appoint independent accountants to oversee the financial record keeping.

As a Limited Company with charitable status funded by the Government, GGJPS's general financial responsibilities will be specified by Companies House. The Directors of the Company will make appropriate filings to Companies House when the company is formed, when Directors change when annual accounts are submitted and when any other event occurs notice of which, requires to be filed.

In addition, we recognise that, as Free School, GGJPS will have a statutory duty to operate on a sound financial basis, and to obtain the best value for money consistent with achieving its educational aims and objectives.

In order to comply with this duty GGJPS will carry out, as a minimum, the following tasks:

- Compiling a 3-5 year financial plan, forecasting income, expenditure and reserves;
- Carrying out annual budget compilation and management, including arranging an annual audit, publishing an annual report and accounts, valuing the school's assets, accounting for VAT, authorising delegated powers to its committees and staff and approving salary levels;
- Securing appropriate financial management IT systems;
- Ensuring robust financial systems and processes are in place from the outset.

## 6.5 Leadership and Staffing

GG JPS recognises that effective leadership and the development of a dedicated and loyal staff lie at the heart of achieving its educational vision. The Governing Body will set an example in leadership and commitment as outlined in section 6.3 above. In this section, we outline the staffing structure of the school, which will allow optimal implementation of the school's ethos and vision, while operating within a sound financial structure and offering the best possible value for money. An overview of the development of the staffing structure during the first years of the school is given below.

Staffing Arrangements		2012	2013	2014	2015	2016	2017	2018
Senior Leadership Team	Head Teacher / phase 2 and 3 leader	PT	FT	FT	FT	FT	FT	FT
	Deputy Head / assessment for learning / Jewish Studies	0	0	PT	FT	FT	FT	FT
	Inclusion Manager / SENCo	PT	PT	PT	PT	PT	PT	PT
	Business manager	PT	PT	PT	PT	PT	PT	PT
Class Teachers	Reception / phase leader FS	FT	FT	FT	FT	FT	FT	FT
	Year 1 / Numeracy		FT	FT	FT	FT	FT	FT
	Year 2 / ECL			FT	FT	FT	FT	FT
	Year 3 / sustainability				FT	FT	FT	FT
	Year 4 / ICT					FT	FT	FT
	Year 5 / PE						FT	FT

	Year 6 / Science/ student mentor							FT
	Hebrew language / PPA cover		PT	PT	PT	PT	PT	PT
	Music	PT	PT	PT	PT	PT	PT	PT
Pastoral Support	Learning Mentor		PT	PT	PT	PT	PT	PT
Classroom support	Reception TA	FT	FT	FT	FT	FT	FT	FT
	YR 1 TA / EAL		FT	FT	FT	FT	FT	FT
	YR 2 TA / SEN			FT	FT	FT	FT	FT
	YR 3 TA / Pastoral support				FT	FT	FT	FT
	YR 4 TA / midday supervisor					FT	FT	FT
	YR 5 TA / midday supervisor						FT	FT
	YR 6 TA							FT
Administrative Staff	School secretary / receptionist / T & L resources	PT	PT	PT	PT	PT	PT	PT
Premises	Caretaker	PT	PT	PT	PT	PT	PT	PT
	Cleaner	PT	PT	PT	PT	PT	PT	PT

### Staff student ratios

GGJPS believes that achieving the optimum adult to pupil ratio is highly beneficial to pupils' progress and development. We are recommending 28 children in a class with a full time class teacher and full time teaching assistant. In this way children can receive a personalised learning experience, a key factor in delivering academic excellence and a healthy, happy pupil body.

An adequate staff ratio, both teaching and non-teaching is essential to plan and deliver our curriculum model (see section 4), which is skills based and delivered through integrated learning, This will require one full time teacher and one full time TA per class of 28 children. They will be responsible for delivering most of the curriculum. GGJPS believes, that particularly in the early years, children need the stability of seeing the same teacher in the same classroom every day. This gives them the sense of security to grow and expand as they progress up the school. However, we realize that some subjects do require a more specialist knowledge and therefore we are planning to have additional teachers for music, languages and Jewish studies. These teachers will also cover PPA times, a cost saving measure and also a more suitable use of time for the children than doing cover work left by their teacher.

This small ratio of staff to pupils also fits in with our SEN policy. For those children in particular, it is vital that they receive as much adult support as possible. As discussed above, our close partnership with Norwood and Binoh (the educational arm of Norwood) will result in a higher than average number of additional support staff in school such as occupational therapists, speech and language therapists, behavior mentors etc. These staff have not been included in the staffing structure as they will be supplied by Norwood as and when needed.

As illustrated in the Table above, we have carefully considered how best to staff the school as it grows from a Reception only year, when we will have a planned intake of 28 children, to Year 6 when we will have a planned intake of 196 children. In particular we have taken maximum advantage of the flexibility of part-time appointments. The staffing structure is a major determinant of financial viability as a school. In fact, our budget allocates approximately 80% of the budget to staff costs, a number that is in keeping with the majority of school budgets. If intake does not reach expectation in the first years, we will decrease the number of teaching assistants to match the lower number of pupils, and maintain financial viability without sacrificing educational standards.

In the first years the Leadership Team will have more responsibility for teaching. Each member of teaching staff will also be responsible for an area of school development, either curriculum based, or through management. Thus, the Principal Designate will also be a Phase Leader and responsible for overseeing teaching and learning in Years 3, 4, 5 and 6. A class teacher might be responsible for ICT or Science development throughout the school depending on their interest and levels of expertise.

### **Alignment with educational vision**

GG JPS has a number of key educational objectives, outlined in section 3 and 4. The staffing policy will be designed to reflect these objectives:

- a) Academic standards. All teachers will be expected to be fully committed to ensuring each pupil achieves the highest academic standards. The small staff:pupil ratio will facilitate this. The Principal will be responsible for ensuring that appropriate performance indicators are in place in every class and in every subject to objectively assess achievement. The Principal will ensure a robust performance management system is in place to ensure that standards are met, and also that all staff are helped to achieve their full potential by appropriate additional training and support.
- b) Jewish studies place a very strong emphasis on achieving a high level of competence in textual studies (e.g. Biblical, Mishnah etc.) , which require a sound mastery of Hebrew language. The Principal or Deputy Principal will have a strong background in Jewish education, and this person will take responsibility for delivery of the Jewish Studies curriculum. In addition, we will recruit a teacher with specialist Hebrew language teaching to plan and deliver this aspect of the Curriculum. The GG JPS will interact closely with the Educational department of the United Jewish Israel Appeal who have developed innovative teacher training programmes in the area of Jewish education. It is not envisaged that all teachers will have a background in Jewish Studies, but teachers will receive basic training wherever necessary to fulfill the Curriculum requirements.
- c) International awareness is deeply embedded in the school curriculum. The Principal will be responsible for ensuring that an appropriate performance indicator is in place to measure whether this objective is being achieved in each class. In addition, we will foster the international aspect of the school by encouraging international recruitment (subject to the requirements of QTS) . The international nature of London's population, which attracts skilled professionals from all over the world, will greatly facilitate the ability of the school to attract international candidates.
- d) Preservation of the environment is another key element of the school curriculum. The Principal will be responsible for ensuring that an appropriate performance indicator is in place to measure whether this objective is being achieved in each class. In addition, we will appoint a teacher with specialist knowledge in environmental sustainability to design and deliver this aspect of the curriculum. In addition, we will encourage teachers and other staff to attend appropriate courses, seminars or other events, which foster a good understanding of environmental issues, and will facilitate teachers bringing these issues into the classroom wherever possible.
- e) Provision of special needs. GG JPS will aim to have a higher than average proportion of SEN children. Either the Deputy principal or one of the other class teachers will be specifically recruited to plan the SEN strategy. This teacher will work closely with Norwood, one of the leading UK Children's Charities with extensive experience in this area. The school will benefit from

the expertise of two members of the Board of governors in this area, [REDACTED] ([REDACTED]) and [REDACTED]. The school recognizes that other members of the staff may require additional training in aspects of SEN as the school grows.

## **Recruitment**

GGJPS will advertise for teaching staff in the TES and Guardian Education Supplement. We understand that as a new school it might be difficult to attract suitable application from more experienced teachers, particularly in the first year when there will no school or pupils to show applicants. However, conversely, a teacher wishing to work at a new school is likely to be dedicated and ready for the opportunities and challenges that a new school presents, which will be beneficial to our staffing body. We are familiar with and will abide by the Equal Opportunities Act 2010 in our hiring process.

As our budget demonstrates, GGJPS is committed to finding the right teacher for the position, whether that means a person of experience or an NQT. Whilst NQT's bring less expertise, their dedication, hard work and open mindedness can be extremely valuable in a school. We will be working closely with the United Jewish Israel Appeal who run a very successful SCITT program for teacher training. The programme was rated "outstanding" in it's last Ofsted inspection and will be a valuable source of potential candidates.

The recruitment process for teaching staff will follow format below:

1. An initial longlist based on candidates' written statements will be prepared;
2. First round interviews will take place, which provide an opportunity to fully brief candidates on the schools vision and ethos and make sure they are aware of our expectations;
3. Lesson observation – in the first year of recruitment these observations will have to happen in other schools;
4. Final interviews will be held including scenario discussions and self evaluation of the lesson observation.

Interviews will be conducted by the Principal together with selected other teachers. In the early phases of the school, the principal may ask members of the Board of Governors to help with recruitment and interviewing.

As well as teaching expertise, GGJPS will also need to consider personalities and staff relationships, particularly when the staffing body is still very small. Prior to opening, the Principal Designate will organize some social events for the initial team, and also implement a two-week induction programme, which will take place in the Summer prior to opening day. In this way, staff members will have an opportunity to get to know one another and to play an active role in discussing and creating school policies.

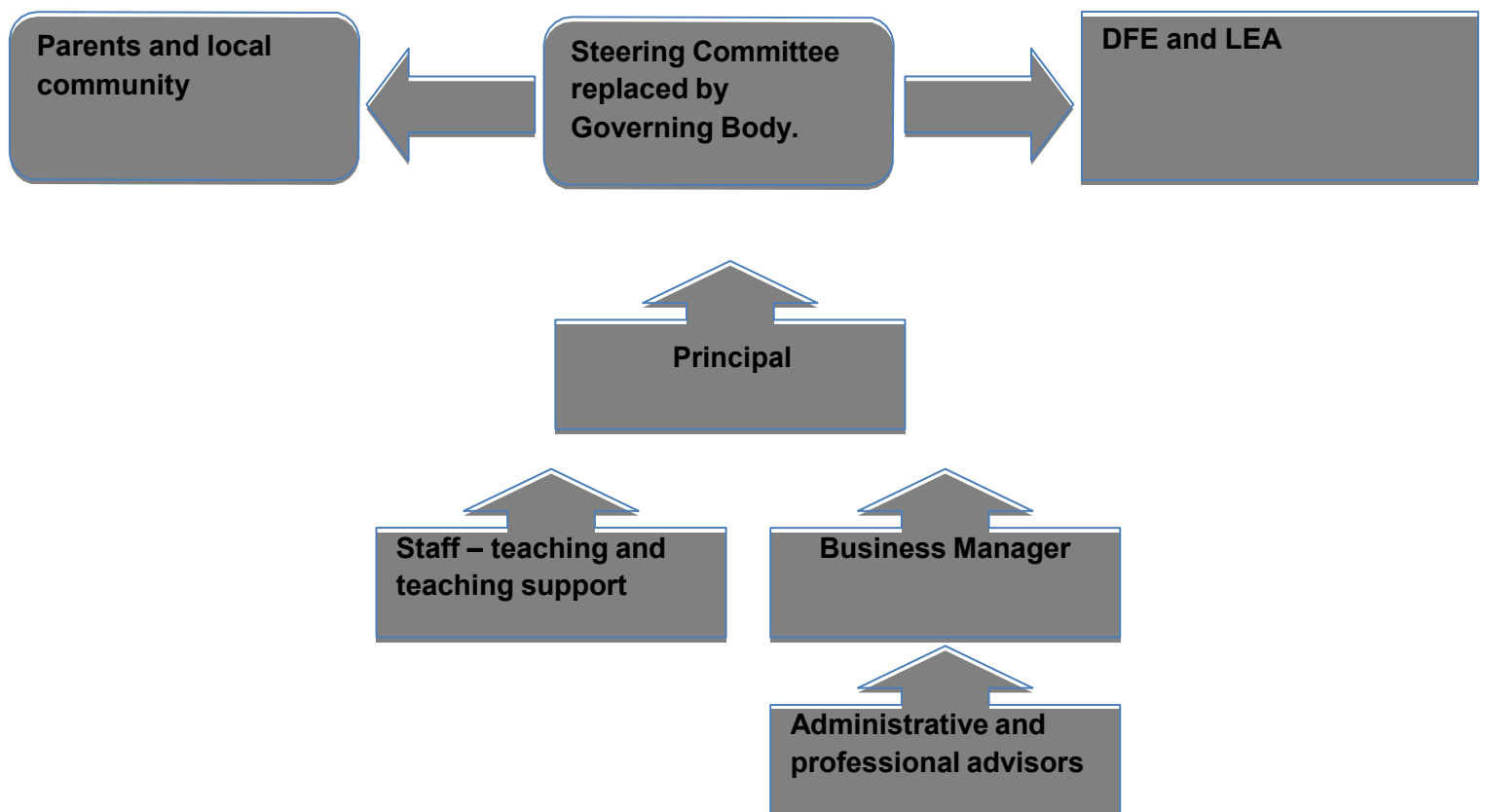


## 6.6 Accountability

A clear accountability structure and strong line management is essential to the proper function of the school.

The chart below shows to whom each part of the school structure will be held accountable. GGJPS strongly believes that a good staffing structure will ensure strong and efficient accountability. Every individual will be held accountable for achieving some part of the school's success. Ultimately, the Principal will be held accountable by the Board of Governors for the overall success of the school.

A key responsibility of the Governing Body is to ensure that the school maintains a strategy compatible with the principles and practices of Judaism. The religious standards of the school would be described within the Jewish community as "modern orthodox", namely maintaining a strict adherence to the normative beliefs and practices of Orthodox Judaism, but engaging actively in the contemporary world. On all questions of a religious nature, the Governing Body and Head Teacher will accept the decisions of the serving Rabbi of Golders Green Synagogue, a constituent member of the United Synagogue of Great Britain.



## **Section 7: Premises**

## Possible site options

GGJPS is fortunate that it has access to a potential site (subject to agreement with the United Synagogue) which is located to the rear of the premises of Golders Green United Synagogue, [REDACTED], London [REDACTED]. For the reasons set out below, this is our preferred site.

The entire site is approximately 3000 sq metres, and the [REDACTED] comprises approximately 40% of the site.

[REDACTED], London, [REDACTED]

[REDACTED]

[REDACTED]

By way of background, the Golders Green United Synagogue community was established in 1913, and was the focus for the development of the Jewish community in the area. The synagogue is close to Golders Green Tube Station (5 minutes' walk) and bus depot as well as a bustling and diverse high street. The synagogue is in the process of a major redevelopment process which will result in a flourishing community centre with facilities that will not only benefit the Jewish community but the wider Golders Green and surrounding neighbourhoods as well (e.g. inter faith forums, social action projects, care for the elderly). We strongly feel that a contemporary Jewish primary school with an inclusive welcome to any student that attends will add enormously to the redevelopment project.

Golders Green Synagogue occupies a large site adjacent to Childs Hill Park. The site contains three separate buildings, namely, a school/synagogue hall /kitchen, a small hall, and the main Synagogue building itself (to which GGJPS will also have access to).

[REDACTED]

The [REDACTED] contains a two-storey building, which comprises of 6 classrooms, an office, a computer room, a kitchen, a storage area, 2 halls (1

large, 1 small) and 4 toilets. There is also an outdoor play area, which has been rendered safe to comply with the health and safety legislation. Additionally, we are looking into the possibility of our own access into Childs Hill Park.

The freehold interest in the site is owned by the [REDACTED]. It is currently leased to [REDACTED], which occupies the [REDACTED] under a lease dated 17<sup>th</sup> September 2010 for a term expiring on 6<sup>th</sup> August 2011, at a rent of £31,250 per annum. It uses the site as a school (D1 use). The lease is contracted out of the provisions of the Landlord and Tenant Act 1954, which means that it may be brought to an end without much difficulty. Further, from discussions with the present occupier, [REDACTED], we have ascertained that it is looking for alternative sites, as it would like to move to a two form entry, and hence feels it has outgrown the [REDACTED].

Preliminary discussions have been held with the relevant stakeholders at the US, the freeholder, which confirmed that it is, in principal, willing to enter into a lease with us in respect of the [REDACTED] for a competitive rent.

We envisage that the [REDACTED] would house a one-form entry school with class sizes of 28 (maximum), with a total number of 196 children at full capacity.

The buildings are currently in a state of some dilapidation, but the work would be a renovation, not a complete rebuild thereby making a big financial saving over other possible locations. The [REDACTED] at [REDACTED], in our view, represents the “Best Value for Money” option, in so far that it is currently being used as a school (D1 use) and the freeholder would be prepared to let it to GGPS at a competitive rent.

### **Cost of the works**

Although we have only conducted preliminary investigations, it seems likely that extensive refurbishment works would need to be carried out to the [REDACTED] to render it suitable for GGJPS. We have been advised by a building consultancy, [REDACTED], that, as a rough guideline, we should estimate that the total cost of the building works for refurbishment works would amount to £750 - £900 per square metre - depending on the level required.

In the event that the site requires demolition and rebuild (highly unlikely), then the total cost would amount to £1,750 per square metre. In the event that merely “refresh” works are required, then the total cost would amount - £250 per square metre. These estimates include professional fees.

### **Alternative sites**

For the reasons set out above, we have identified [REDACTED], London [REDACTED] as our preferred site as it represents the “Best Value for Money” option, however, we have explored other possibilities, which are as follows:

*1. Site of the [REDACTED] at No. [REDACTED]*

Having conducted enquiries with the proprietor, we have established that the site is not at all viable for a school as it has various planning restrictions on it. Further, we would need to purchase the freehold of the site, and as such would not represent "Value for Money".

*2. Site on the corner of [REDACTED] and A406 North Circular Road*

We have through a third party, conducted exploratory discussions with the proprietor, [REDACTED], and do not believe this site is suitable for GGPS as it borders on a busy, main road (namely the A406 North Circular Road).

██████████

## **Section 8: Financial Viability**

Please see attached Budgets.

- 1) Assuming full intake
- 2) Assuming 90% intake in first 3 years

## **Financial Plan : full recruitment**



## **Section 9: Suitability and Declarations**

The members and directors of the Company Limited by Guarantee have each completed the suitability and declarations form and sent these to:

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

The members and directors are: **[REDACTED]**

# Appendix 1

## Letters of Endorsement

- Mike Freer – MP for Golders Green and Finchley
- [REDACTED] – [REDACTED]
- [REDACTED] – [REDACTED]
- [REDACTED] – [REDACTED]

