

Application to Open a Free School
**The New Jewish Primary
School (Finchley)**

opening September 2013
application February 2012



Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools



Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- Section A:** Applicant details and declaration
- Section B:** Outline of the school
- Section C:** Education vision
- Section D:** Education plan
- Section E:** Evidence of demand and marketing
- Section F:** Capacity and capability
- Section G:** Initial costs and financial viability
- Section H:** Premises
- Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: mainstream.fsapplications2013@education.gsi.gov.uk.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

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

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] London [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Please state how you would describe your group: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
6.	If Other, please provide more details:
7.	Has your group submitted more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8.	If Yes, please provide more details:
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: <p>Eden (Jewish Primary School). Assisted with the application, advised on marketing. We envisage a continued close co-operation as we share many common aims and by working in partnership we can ensure shared best practice and learning. We serve similar constituencies, albeit some distance apart.</p>
Details of company limited by guarantee	
11.	Company name: New Jewish Primary School (Finchley) Ltd
12.	Company address: [REDACTED] London [REDACTED]
13.	Company registration number: 07958546
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:

Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

16. Please confirm the total number of company members: 11

17. Please provide the name of each member below

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

6. Name: [REDACTED]

7. Name: [REDACTED]

8. Name: [REDACTED]

9. Name: [REDACTED]

10. Name: [REDACTED]

11. Name: [REDACTED]

Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	1. Name:	██████████
	2. Name:	██████████
	3. Name:	██████████
	4. Name:	██████████
	5. Name:	██████████
	6. Name:	██████████
	7. Name:	██████████
	8. Name:	██████████
	9. Name:	██████████
	10. Name:	██████████
	11. Name:	██████████
19.	Please provide the name of the proposed chair of the governing body, if known: ██████████	
Related organisations		
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation: their name; their Companies House and/or Charity Commission number, if appropriate; and the role that it is envisaged they will play in relation to the Free School.</p> <p>This application has been endorsed by the Jewish Community Day School Advisory Board. See letter in section C. It is anticipated that they will continue to provide advice on Jewish education and will assist in marketing the school.</p>	

	Eden Primary (Free) School, [REDACTED], London [REDACTED] (Haringey) They have provided informal advice with our policies, and will continue to do so.	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). We are a cross-communal Jewish school. While we will welcome children of all faiths, in accordance with our admissions policy, we will essentially serve the Jewish community local to the area of the school. There will no affiliation to any of the many different denominations of Judaism which may be represented in our community, pupils, teachers or founding team, and our curriculum will be an inclusive one.	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

**Please tick to confirm that you have included
all the items in the checklist.**



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

██████████

Position:

██████████

Print name:

██████████

Date:

23 February 2012

**NB This declaration only needs to be signed in the two hard copy
versions of your application. Please use black ink.**

Section B: Outline of the school

1.	Proposed school name:	The New Jewish Primary School (Finchley)
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	1 st September 2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Judaism
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Barnet
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

Executive Summary

It is proposed to create a one-form primary school located in North / West Finchley or Woodside Park (London [REDACTED]), for children aged 4-11 (Reception to Year 6), opening in 2013.

The unique features of this school will be:

Provision of an outstanding secular and Jewish education matching the highest achievement levels in Barnet and London

Giving this educational opportunity to children from every part of the Jewish community as well as children of different faiths and none

Building community cohesion through inclusivity and diversity, specifically creating the only primary school in Barnet that includes children from across the spectrum of Jewish denominations and which proactively seeks to encourage non-Jewish families to become members of the school community

In the two months after the proposal for the school was first floated, initial market research, indicating only the very briefest outline of the school, attracted around 25 pupils for reception for each of the years 2013 to 2015. This encouraging outcome led to the fuller development of the School.¹

The registration website was open for approximately two months. In that time, there were 45, 46 and 35 applications for reception in years 2013, 2014 and 2015 respectively (see section E for full figures).

Background and Rationale

The movement to create the proposed school stems from parents living within the area and those proposed as Governors are primarily prospective parents of the school, who between them bring the comprehensive set of skills and capabilities required for the significant work of successfully establishing and running a school. The school is needed because:

There is a significant and growing shortfall in primary school place provision in Barnet which is not being addressed in a sustainable way by Barnet Council; the Council say that “permanent investment²” is the only sensible strategy; within this wider context of a rising birthrate, the Jewish population of the area is significant and growing disproportionately fast. Barnet is the local authority with the largest Jewish population in the country and the 4 wards from which children will come to this school have a high proportion of Jewish families as shown in Figure 1 below:

¹ There are two alternative plans to grow the school. Our chosen process is to open reception and year 3 simultaneously to allow children to join at the junior school transition age. This helps the school reach capacity more quickly, reducing the amount of start-up funding required and stabilises the local school provision sooner. However, applications to join year 3 have not so far shown viable demand, and so our staffing and financial plans are for reception only. We would, however, like to discuss this option after another period of marketing.

² A paper taken to the Cabinet of Barnet Council in November 2011 regarding Primary School place provision in the borough concludes: “*There has now been a sustained increase, rather than a fluctuation, in the number of births in Barnet and corresponding demand for Reception places, thereby strengthening the case for permanent expansions. There is a risk that if the Council does not invest in permanent expansions, it would largely continue to be reliant upon temporary additional classes and the Council could also eventually run out of viable options for temporary additional classes. The latest Greater London Authority projections show that the demand is projected to continue in Barnet, rising to a shortfall of 22 forms of entry (660 Reception places) by 2018/19. There is a shortfall of 219 places for Sept 2013, allowing for the investment and additional places already provided for.*”

Figure 1: Jewish population within the wards

2001 Census	All people	Jewish	% Jewish
Finchley Church End	13,810	3,949	28.6
Mill Hill	15,379	2,592	16.9
Totteridge	14,449	2,411	16.7
West Finchley	14,264	1,280	9.0

The borough-wide picture of growing primary school demand is shown visually at Figure 1 at the end of this section.

There is no school of this type in the area: namely, a high-achieving Jewish school open to non-Orthodox Jewish children. (There are high-achieving Jewish schools in the Borough but these are i) open only to Orthodox Jews and ii) between 2 and 5 miles away from this area; and there are schools open to non-Orthodox Jews but that do not provide the same quality of education, either in terms of general primary education or Jewish education.)

Some of the local schools around the West Finchley/Woodside Park area perform fairly poorly relative to the overall performance of Barnet schools, as shown below:

School name	Expected level in English and maths (%)	Expected level in English (%)	Expected level in maths (%)	Higher level pupils (%)	Progress English	Progress maths
Akiva School	77	87	83	30	100	94
Chalgrave Primary School	78	83	83	35	95	95
Dollis Junior School	72	77	82	11	83	86
Moss Hall Junior School	69	84	73	30	85	74

There are no small schools in the area: in response to the under-supply of primary school places, many local schools have been pressured to add an additional form to their intake. Consequently several local primary schools are now 3 or even 4 form entry. Many local parents feel that this context will/does not provide an education suitable for their child.

Ethos

The vision behind our school is *“Because every child deserves the best”*. The school will be built on four core values:

Excellence in Teaching and Learning

Our school will support the highest level of academic attainment and will place a priority on critical, independent and creative thought and expression. Every child will be supported to make the greatest possible progress, achieve their maximum potential and make a successful transition to the secondary school of their choice. We will provide both boys and girls with a thorough Jewish and Hebrew education of the highest standards which will equip them with the skills, knowledge and confidence to participate in Jewish life and learning.

Inclusivity and Diversity

We will be a community, non-selective free school welcoming children of all academic abilities. We will support the abilities and learning styles of every child from the gifted and talented to those with specific educational needs. We will welcome families from across the spectrum of religious observance and families who are of other faiths and none. All families will be valued and included, regardless of how or whether they choose to be involved in Jewish life.

Identity and Values

The school will create a caring, inter-generational community of children, parents and teachers in which we foster a love of Judaism, pride in Jewish identity and a commitment to the Jewish people and Israel. Through positive and inspiring Jewish experiences including daily prayer, we will enable moral and spiritual development. Our children will be imbued with the ethical and moral values of the Jewish tradition including good citizenship, volunteerism, mutual responsibility, care for the natural world and positive relationships with other faiths and the wider community.

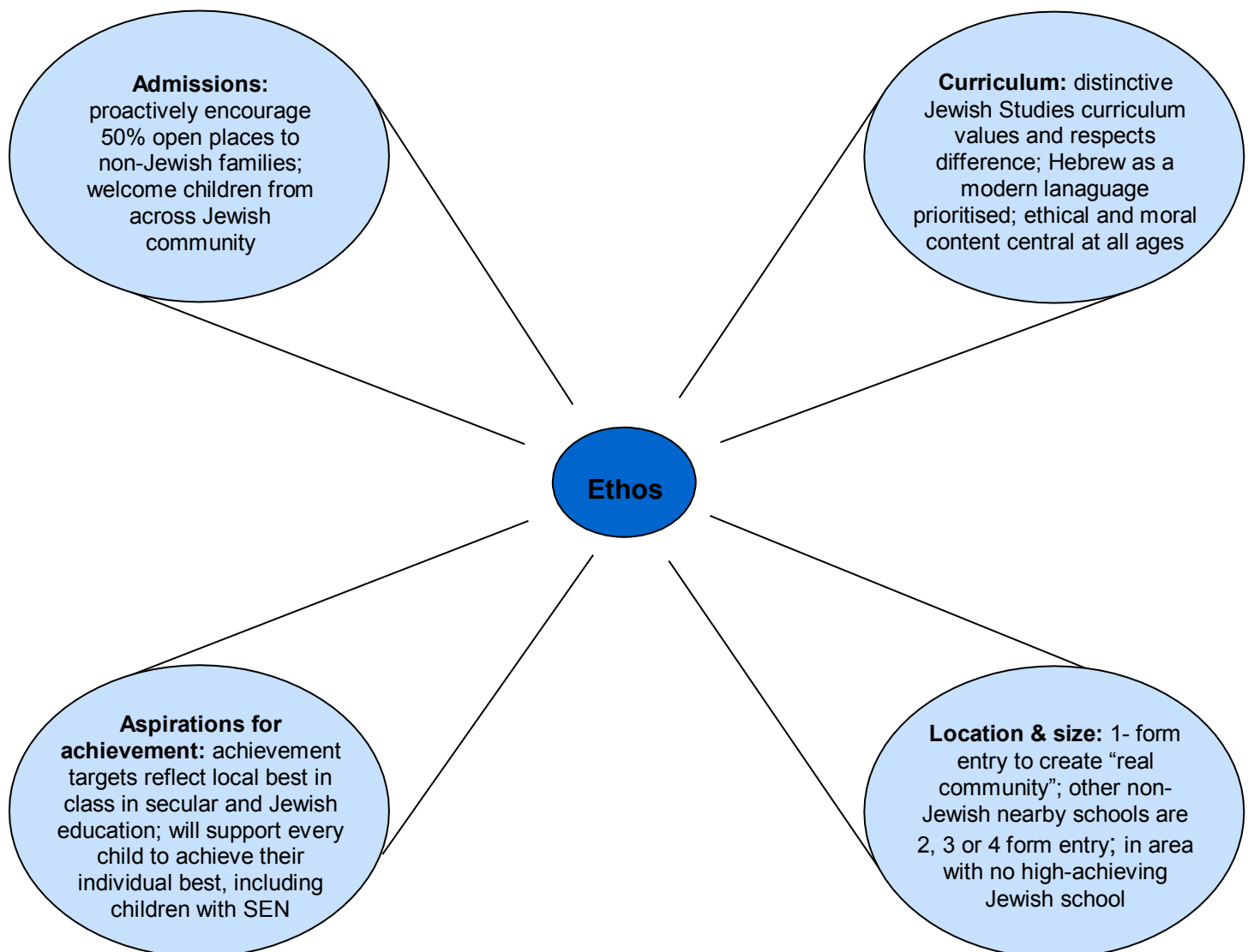
Nurturing Each Child to Achieve their Best

We believe that the most important contribution that a primary school makes to a child's life is to create a love of learning and an enjoyment of education. When this is achieved, a primary school continues to have a positive impact right through to adult life. To this end, we will create a happy, warm and nurturing environment in which children experience success both in lessons and in extra-curricular activities; become independent and resilient learners; grow as people intellectually, spiritually and physically; enjoy warm relationships with their teachers and with each other; and are excited and inspired to challenge themselves within a safe and secure context.

Approach to Education Plan

This vision and ethos has influenced the education plan set out in the remaining sections of this document as shown in Figure 1 below.

Figure 2: Impact of the School Ethos on other key aspects of the Education Plan



Curriculum, Approach to teaching and learning, Aspirations

Our curriculum, approach to teaching and learning and the aspirations of impact we have for our school all stem directly from the school ethos. Central to the curriculum is a commitment to a broad and balanced education in which the core subjects of English, maths and science will need to support pupil progression to secondary education; in our ethos we have explicitly stated that we intend to provide an education that will allow all children to progress to the secondary school of their choice; as Barnet has a number of local selective grammar schools and a relatively high proportion of children moving into selective private schools at age 11, this needs to be one of the options for which the school prepares its pupils.

In line with our ethos of “nurturing each child to achieve their best”, the school will encourage pupils to be independent and creative in their thinking and to be equal partners in their learning, thus creating a solid platform for lifelong learning. The curriculum will be matched to the needs and abilities of all learners each of whom will be supported to make the greatest possible progress, achieve their maximum potential and make a successful transition to secondary school. In line with our ethos of inclusivity and diversity, our thinking about the curriculum is based on the commitment to meet the different needs and interests of all pupils, including gifted and talented students, students with SEN and students for whom English is not their first language.

As a school characterised as having a religious character, we have developed a distinctive Jewish Studies curriculum in line with our ethos, which also influences the overall approach to teaching and learning and will impact on the content of other subjects taught within the school. We have studied and learnt from the experiences of schools around the world, including many in the UK, which are Jewish schools with a significant proportion of non-Jewish pupils and are confident that we can deliver an outstanding Jewish education which uses both the commitment to intensive Jewish Studies and Hebrew learning, and also the differences within the classroom as an asset. Our Jewish Studies curriculum will have a distinctive focus on the ethical and value-based challenges of faith and use this as a platform for PHSE, humanities, history, music and arts. Based on the evidence that learning a modern language from an early age helps with foreign language acquisition later in life, we will require all children to learn Hebrew and will use a semi-immersion approach to Hebrew. Experience in Jewish schools in the UK shows that intensive work to learn Hebrew from Reception onwards has a very positive impact on achievement in English in particular, a point we will emphasise in our marketing to non-Jewish local families. Finally, we will provide pupils with a thorough Jewish and Hebrew education which will equip them with the knowledge and confidence to participate in Jewish life and learning, whilst at the same time engaging with the multi-cultural, global society in which they live. The broad proportion of time spent on each curriculum area in key stages 1 and 2 will be:

English and Literacy	19%
Maths	17%
Science and Environment	13%
Jewish Studies	16.5%
Technologies including ICT	6.5%
Arts (music, visual art, dance)	6.5%
Humanities	6.5%
Hebrew Language	6.5%
PE	8.5%

The school will use a comprehensive and holistic approach to measuring the achievement levels of the school as a whole and of individual pupils. As measured through the national assessment system, the proposed educational targets for the end of key stage 2 for this school will be:

- Level 4 in English and maths 94.5%
- Level 4 in English 98%
- Level 4 in maths 94.5%
- Level 5 in English and maths 43%
- Progress English 100%
- Progress maths 94%

These targets are clearly above the average for the country, London and Barnet, but are appropriate in the context of our aspirations, approach to teaching and learning, and aspiration to match the best achievements in Jewish and non-Jewish schools within 5 miles of the proposed location within Barnet.

We believe that our school will have an impact on the wider community around it as well as having an impact on the children in the school and their direct families. As the only cross-communal Jewish school in Barnet, we hope that the school will play a key part in building greater cohesion between the fragmented denominations of the Jewish community, bridging divides which currently cause children to be educated only alongside children whose parents share exactly the same theological outlook. We also intend that the school's emphasis on outstanding levels of learning, the ethical and moral aspects of Judaism and commitment to positive inter-faith relations will shape the way that adults related to the school live their lives.

Finally, in our ethos statement we describe the "inter-generational community" that we hope to create; this is based on educational models from Israel and the USA in which parents and grandparents are expected to become active members of a vibrant school community; this is reflected in our teaching and learning plans which include enrichment activities before and after school and at weekends in which we will encourage families to be active leaders and participants.

Impact of being a Jewish school on our school's values, curriculum, policies and pastoral care:

The school's ethos and our vision of the moral and ethical values we hope to instil in our children has shaped our approach to the school's approach to behaviour and attendance and our pupil welfare policies. Through these we seek to promote the two core Jewish values that underpin the school's welfare and behaviour policies: ***aravim ze la ze*** – everyone is responsible for each other; and ***shivim panim latorah*** – there are many different ways of interpreting the Torah.

Building on these two values, measurable behaviour outcomes will include

- Exemplary behaviour at all times, both in and out of schools brought about by self-restraint and self-esteem rather than the imposition of rules and punishments
- Tolerance (and in fact celebration) of diversity both within the school and the wider community.

Figure 3: London Borough of Barnet. Areas of projected pressure to September 2015 based on Greater London Authority projections that take into account births, migration and regeneration-data from Barnet Council



Shows the proposed location of new school

JEWISH COMMUNITY DAY SCHOOL
ADVISORY BOARD

Please reply to

London

Sunday 12 February 2012

Dear

RE: New Jewish Primary School (Finchley)

This is to confirm that the Trustees have agreed that the JCDS AB will act as the religious authority for the New Jewish Primary School (Finchley).

As the religious authority, JCDS AB will have to be consulted on the admission arrangements of this school, has the right to issue guidance on adoption of faith criteria and has the right to object to the admission arrangement.

Yours sincerely,

[Redacted Signature]

[Redacted Name] ([Redacted Title])

Section D: Education plan – part 1

Model 1

	Current number of pupils	2013	2014	2015	2016	2017	2018	2019
Reception	0	30	30	30	30	30	30	30
Year 1	0	0	30	30	30	30	30	30
Year 2	0	0	0	30	30	30	30	30
Year 3	0	0	0	0	30	30	30	30
Year 4	0	0	0	0	0	30	30	30
Year 5	0	0	0	0	0	0	30	30
Year 6	0	0	0	0	0	0	0	30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		30	60	90	120	150	180	210

This is the model used in our staffing structure and our financial templates.

However, during the planning and marketing stage, we also considered an alternative structure, that of opening reception and year 3 simultaneously.

The rationale for opening reception and year 3 at the same time is that

First year juniors (year 3) is a time when many pupils change schools. Many schools have a junior intake, and so our year 3 entry would not adversely affect other schools. Many of our most active members have children currently in the infants at schools. We are aware that some parents would be interested in moving their children to a school similar to ours with high academic standards, excellent Jewish Studies and a cross-communal ethos.

The diseconomies are greatly reduced if the school fills up at double the expected rate ie full after 4 years not 7.

The initial marketing showed high demand for the year 3 class, but subsequent registrations did not bear this out.

Should our project team be called for interview, we would like the opportunity to discuss model 2 in the light of a further few months of marketing.

Model 2

	Current number of pupils	2013	2014	2015	2016	2017	2018	2019
Reception	0	30	30	30	30	30	30	30
Year 1	0	0	30	30	30	30	30	30
Year 2	0	0	0	30	30	30	30	30
Year 3	0	30	30	30	30	30	30	30
Year 4	0	0	30	30	30	30	30	30
Year 5	0	0	0	30	30	30	30	30
Year 6	0	0	0	0	30	30	30	30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	120	180	210	210	210	210

Section D1: Curriculum Plan

Set out a viable curriculum plan with appropriate focus on core areas of learning

General Aims

Our school will support the highest level of academic attainment and will place a priority on critical, independent and creative thought and expression. Every child will be supported to make the greatest possible progress and achieve their maximum potential.

We will be a community, non-selective free school welcoming children of all academic abilities. We will support the abilities and learning styles of every child from the gifted and talented to those with specific educational needs.

As a cross-communal school, we genuinely welcome families from all sectors of the community and recognise the contribution they all make. It is particularly important that non-Jewish pupils are engaged in the Jewish Studies activities, and so this substantial area of the curriculum will be taught in a relevant and accessible way.

We aim to create a love of learning and an enjoyment of education. To this end, we will create a happy, warm and nurturing environment in which children experience success both in lessons and in extra-curricular activities; become independent and resilient learners; grow as people intellectually, spiritually and physically; enjoy warm relationships with their teachers and with each other; and are excited and inspired to challenge themselves within a safe and secure context.

Curriculum Aims

The curriculum will be broad, balanced and inclusive, supporting the highest level of academic attainment.

It will encourage pupils to be independent and creative in their thinking and to be equal partners in their learning.

The curriculum will be matched to the needs and abilities of all learners each of whom will be supported to make the greatest possible progress, achieve their maximum potential and make a successful transition to secondary school.

We will provide pupils with a thorough Jewish and Hebrew education which will equip them with the knowledge and confidence to participate in Jewish life and learning, whilst at the same time engaging with the multi-cultural, global society in which they live.

Pupils will be encouraged to enjoy learning and will be given the skills to become life long learners.

The curriculum will incorporate needs of all pupils through:

- A broad a balanced curriculum which addresses the moral, spiritual and physical needs of all students

- Thematic, cross curricular and subject based approaches

- A range of learning styles and teaching strategies, taking account of the full range of needs of our students including those with SEND.

- Sensitivity to pupils' differing backgrounds, and in particular the different levels of prior knowledge of Judaism and Hebrew (especially for non-Jewish pupils).

- Regular and thorough monitoring and assessment, along with reporting to parents and intervention strategies to ensure that no child under-performs

- Tests in line with the National Curriculum (although it should be noted we are against excessive testing)

Barnet Children's Trust objectives

Ensuring the safety of all Barnet's children. There are generally low levels of crime, children generally feel safe, but despite this, there is a need to reduce bullying, identify risk and strengthen families

Narrowing the gap for children at risk of not achieving their potential

Staying healthy, preventing ill health and unhealthy lifestyles

Enjoying and achieving by narrowing the performance gap (poverty, SEN, etc), ensuring there is a good school for every child and sufficient school places are available, extending and broadening the role of each school in its community

Children making a positive contribution by increasing the participation of children, young people and parents in decision-making and empowering them to become more active citizens, reducing poverty

Targets relevant to primary schools

The NJPS subscribes fully to the targets and objectives in Barnet Children's Trust's Children's Plan.

We will provide an academic and challenging curriculum, understanding that there will be a largely ambitious and able school population, but paying regard to the learning needs of all pupils

We will provide a safe environment

We will support families and family values

Our holistic curriculum actively encourages physical and emotional health

How the education plan meets the needs of the local catchment

We expect the pupils applying to NJPS to be creative, dynamic and ambitious.

We want to create a curriculum which is based on sound educational principles, designed to achieve educational excellence. Our curriculum is based on exploration, creation, investigation and discussion. High academic achievement will flow from the dedicated and structured approach to these ideals. Our pupils will not be sitting in rows learning by rote or subjected to endless testing. They will be involved in projects, challenges and games that make school a place of excitement, pleasure and discovery.

They will be supported to make progress and achieve their potential, from the outstandingly gifted to those in most need of support. Our gifted and talented policy, and our SEN policy, will help us ensure that we help children across the spectrum of ability. In order to support this, we aim to have a learning support assistant assigned to each class the majority of the time allowing support both in the class and by withdrawing in small groups. The early morning lessons allow for both extended learning and extra support.

The school will encourage a balanced teaching methodology where varied approaches may be used depending on the needs of pupils. Our starting place is an enquiry-based approach to learning, where exploration, play and project-based work enable children to acquire skills and knowledge in the context of meaningful, authentic, stimulating learning experiences.

Learning will always be enjoyable and lessons will be devised creatively and in a manner that will stimulate and inspire the children. Feedback and a positive approach to learning will enable pupils to feel confident and competent at all times. They will understand and appreciate their own talents, strengths and challenges and will be sensitive to those of others.

Our teachers will stimulate and draw on the relentless curiosity of young children and emphasize that we learn by doing, and teach by being. Teachers will be excellent role models: well-rounded individuals who are excited by learning across a varied curriculum, love teaching the children, and committed to help every child reach their full potential.

Proportions

The broad proportion of time spent on each curriculum area in key stages 1 and 2 will be:

English and Literacy	19%
Maths	17%
Science and Environment	13%
Jewish Education	16.5%
Technologies including ICT	6.5%
Arts (music, visual art, dance)	6.5%
Humanities	6.5%
Hebrew Language	6.5%
PE	8.5%

Jewish education includes the daily assembly and encompasses a study of Jewish culture (which links to the Arts curriculum), prayer, Jewish history, laws, simple texts (including reading practice) and morals and ethics appropriate to the age of pupils (encompassing citizenship). Stories from the Torah would be used, along with study of the key individuals who have shaped Jewish history. As an integrated curriculum, it is expected that Jewish Studies would create links with all other subjects. The high proportion of time given to Jewish Studies is part of the School's unique selling proposition, and is what prospective parents have bought into. [NB while NJPS is not an "orthodox" school with very restrictive admissions, there are lessons to draw from the orthodox schools. Those schools, both primary and secondary, have a high proportion of Jewish studies, an excellent work ethic and some of the highest academic standards in the country. We hope that this aspect will be replicated here in a cross-communal environment.]

We aim to have LSAs who specialise in Hebrew and in music and a Rabbi to lead the Jewish Studies. This allows them to deliver specialist lessons (for example when class teachers have PPA) as well as providing in-class support in line with the particular needs of pupils. Section F shows how the staffing structure builds up over time and section G shows the financial underpinning of this structure. (While the Rabbi will be employed from the beginning, LSA numbers will build over time.)

Pupils will be taught in classes which have the basic size of 30. The flexible use of LSAs will permit smaller groups to be withdrawn, thus reducing the size of the class left with the main class teacher. The implication for the building is that classrooms need to be large, but there will also need to be a lot of small teaching spaces.

Foundation Stage

In Reception the school will begin to promote meaningful partnerships between teachers and parents who work together to gain a deeper understanding of each individual child and of a meaningful approach to learning in the early childhood years.

The environment within the foundation stage will promote the physical, cognitive, creative and emotional development of each child, through opportunities for discovery, reasoning, problem solving and communication. We will place a high importance on literacy. Books, stories and key words will be prominent in the classroom encouraging pupils to begin their journey into literacy.

From the earliest age, Jewish religion will be taught. In foundation and KS1, this will include songs, rituals, various artifacts. The importance of family relationships and friendships will be fundamental.

The class will be taught together for all subjects by one teacher. Where possible, a LSA will be available (in line with specific learning needs as identified). This LSA would have a knowledge of Hebrew and immerse the children in the language by speaking to them with simple commands. The classroom would also be labelled with places and items in Hebrew as well as English.

Key Stage 1 and Key Stage 2

The classes will mostly be taught within their year group, although there may be activities where they learn together.

There may be opportunities for small groups of pupils to move between the classes for single lessons where their learning needs may be met better in the other class. (For example, classes would teach maths / numeracy at the same time so that weaker year 2 students could learn with year 1 and bright year 1 students with year 2.)

We are aware of your statutory obligations with regards to assessments at Key Stage 2. Pupils will be formally assessed in the statutory manner at the end of Year 6 in preparation for the transition to Secondary school.

Formal assemblies involving simple prayer will be held in key stages 1 and 2.

Reading and Literacy

Reading and literacy will be taught through both phonics and real books (sight vocabulary) as different pupils benefit from different approaches. Pupils will be encouraged to engage with a range of books and stories and will develop a love for and confidence in reading. The skill of reading is core to the rest of the curriculum and therefore the development of literacy is crucial. Pupils' imagination will be stimulated by an environment rich in good quality literature which will consistently motivate them to engage in reading. Pupils will be encouraged to take ownership of their reading by regular visits to well stocked school libraries where they will encounter a wide range of levels, structures, styles and typography. A variety of teaching and learning styles will be employed to ensure pupil progress including group guided, paired, individual and whole class reading as well as mixed and similar ability groupings. The reading programme will be integrated with the writing programme so that pupils can experiment with different styles and genres. Regular assessment of pupil progress will be used to inform planning. One such method is through a 'Big Writing' task once a week. This will be marked according to criteria which will be the same as end of unit and year assessments. Pupils will be levelled through a formal assessment each term. A Home/school reading programme including the use of ebooks will encourage parents to embark on a journey with their child.

Numeracy

The school will adopt a programme with proven success tailored to needs of pupils such as The Primary Mathematics Enhancement Programme (MEP). The numeracy strategy will have a strong emphasis on interactivity and inclusion and follow a consistent pattern throughout the school. The use of good resources will help to keep the pupils engaged and on task. Lessons will be activity based encouraging participation at all levels. Frequent monitoring will be used both to gauge pupil progress and inform planning and it will be important that the most able are constantly challenged in their learning.

Active Citizenship

This will be taught as part of Jewish Studies and not as a stand-alone subject. Pupils will learn about a range of cultures including their own, and will be taught to celebrate diversity.

The school will promote a strong sense of responsibility for one's community and world through Active Citizenship with a strong moral underpinning.

Opportunities will be created for pupils to help others, for example "Mitzvah Day" (<http://www.mitzvahday.org.uk/>), raising money for charity and doing tasks in the wider community.

Active Citizenship connects our school-based curriculum with the inherent caring and concern that young people have for the world, connecting classroom content, literature and skills to community needs.

Pupils will be taught to respect and preserve the environment, both their local environment and the wider world. Religious and historical messages will be used.

Jewish Education (see section later)

This will include all the elements of normal RE lessons. There will be extensive study of moral and ethical issues, making the classes accessible and relevant to all pupils no matter what their level of observance or knowledge, including those who are not Jewish.

The School Rabbi will lead the development of the Jewish Studies curriculum and oversee the moral and spiritual areas of the school as well as leading prayer.

Prayer will form a part of the day, mostly in assembly. This will involve all pupils, who will access it at difference levels. (We will accept parents' right to withdraw their children from prayers, but will discourage them from doing so.) Full use will be made of songs.

Physical Education

Our Physical Education programme will promote health and fitness, team work, skills, creativity, cooperation, agility and fair play.

It is the School's aim to promote a healthy lifestyle and a love of exercise contributes to this.

Hebrew Language

Ivrit (Hebrew) as a modern language and one which can be used in religious services will be taught with the aim that pupils

can converse

can access religious services

Non-Jewish pupils would participate in these lessons, and efforts will be made to put Hebrew learning in context for non-Jewish pupils, showing parallels with other Middle Eastern languages used in the New Testament and Qu'ran.

Arts Performance and Exhibition

Performance and presenting learning will be a vital component of school life. It builds confidence, personal pride, teamwork and creativity.

We will ensure that work displays and regular performances exist within the life of our school. These will often, but by no means always, be linked with Jewish events and festivals.

Trips

Learning will be consistently supported by educational excursions and / or external activities so that children can relate what they are learning to the wider world and enhance and stimulate learning.

These will be both local, for example in parks, local woods, community businesses and services, sites in and around London and further afield.

These educational field trips will cross the Jewish and secular curriculum.

The school will run "Shabbatons" – residential learning weekends with a range of academic, religious, cultural and social outcomes. This is where part of the Jewish Studies curriculum will be covered.

ICT

Computers are fundamental to daily life. ICT will be delivered both discretely and through a cross-curricular approach. The school will be fully equipped with current and emerging technologies and will constantly innovate in ways to use it to enhance learning.

The school website will promote e-learning and provide opportunities for parents to interact with their children's education.

Pupils will be encouraged to use ICT responsibly.

Extra-Curricular

Pupils will be provided with a variety of enrichment opportunities both after school and at lunchtime and everyone will be encouraged to participate. As a family-orientated school, we will make use of parents' and carers' varied skills.

As shown in detail in section D2, optional activities will be provided outside core hours to enhance learning and to provide flexibility with start and finish times for working parents. These will include additional Jewish Studies on two mornings a week to incorporate Torah readings. Parents and siblings will be welcomed.

Home learning

The school will promote independent learning through enquiry based tasks to be completed at home. These will develop and consolidate skills acquired at school and will encourage family cooperation.

Outcomes for the curriculum

Outcomes for pupils:

- Academic success, evidenced in regular assessments and tests
- Success in gaining places in first choice of secondary school
- The extent to which families are engaged with their Judaism
- Happiness at school and strong friendships including with those from different backgrounds
- Engagement and success in activities such as religious services, clubs, arts, sport
- High attendance and punctuality, large number of rewards, low number of sanctions
- Good behaviour and attendance, indicating engagement and appropriate challenge and support
- Emotional resilience and self-esteem
- Our pupils becoming model citizens and making a positive contribution to the wider community
- Pupils making well-informed and smooth transition to secondary education
- Academic targets (see section D4 for comparisons with other local schools which shows how we calculated these targets):

- Level 4 in English and maths 94.5%
- Level 4 in English 98%
- Level 4 in maths 94.5%
- Level 5 in English and maths 43%
- Progress English 100%
- Progress maths 94%

Outcomes for the whole school:

- Attracting high quality staff who enjoy their work, contribute well beyond the contracted hours and develop themselves
- A good school reputation, evidenced by a high number of applicants, reports in local press, results of surveys of parents, pupils, neighbours, other stakeholders
- Opportunities to share good practice with other schools
- Parents engaged in the school in a range of capacities

Key stage 1 and 2 Sample Timetable

	8:45-10:00	10:15-11:15	11:30-12:30	13:30-15:00
Monday	Science (45) Hebrew (30)	English / Literacy	Maths/Numeracy	Jewish Studies (30) PE (60)
Tuesday	Science (45) Hebrew (30)	English / Literacy	Maths/Numeracy	Jewish Studies (45) Tech / ICT (45)
Wednesday	Arts (45) Jewish Studies (30)	English / Literacy	Maths/Numeracy	Science (45) Humanities (45)
Thursday	Jewish Studies (30) Tech / ICT (45)	English / Literacy	Maths/Numeracy (30) Jewish Studies (30)	Science (45) Arts (45)
Friday	Humanities (45) Hebrew (30)	English / Literacy (30) Maths/Numeracy (30)	PE	

Mid-morning break: 11:15-11:30 Lunch break: 12:30-13:30

Assembly every day 10:00-10:15

Arts will be music, art and drama on a rotation.

Technology will be a carousel of practical subjects including graphics, ICT, textiles and food.

The above timings are to give an idea of the breadth of study, and the proportions of each subject area will be the same in both of the key stages. It is anticipated that the national curriculum will form a basic entitlement, but given the nature of our expected catchment, pupils will be pushed to study material beyond this.

Key stage 2 teachers will be familiar with the key stage 3 curriculum (by working in collaboration with local secondary schools), with the aim that transition to secondary school is smooth.

Sample Reception Timetable

	8:45-09:15	9:15-10:15	10:30-11:15	11:15-12:00	13:00-13:45	13:45-14:30
Monday	Welcome	Meeting	Explorations	Language	Arts	Activities
Tuesday	Welcome	Meeting	Explorations	Language	Arts	Activities
Wednesday	Welcome	Meeting	Explorations	Language	Arts	Activities
Thursday	Welcome	Meeting	Explorations	Language	Arts	Activities
Friday	Welcome	Meeting	Explorations	Language	Arts	

Mid-morning break: 10:15-10:30 Lunch break: 12:00-13:00

Reception day ends at 14:30, but there would be additional childcare available until the end of the KS1/KS2 day.

Registration (welcome) will be an active physical session involving the whole class, promoting agility, balance, co-ordination and concentration

Morning meeting would involve sharing news, a weekly theme, Jewish themes including simple prayer.

Explorations would include the study of nature (including outdoor), numbers shapes and patterns, guided reading, whole-class stories. These would have a Jewish theme where appropriate, but would also deliberately draw on topics from other cultures.

Language would involve phonics in small groups, as well as oral lessons in Hebrew

Arts would involve singing, simple instruments, role play, dance. On Friday this would have a Shabbat theme.

Activities would be guided play, and would conclude with whole-class activity summarising the learning of the day, making plans for the next day.

Approach to Jewish Studies

A strong moral ethos

We will have a strong moral ethos in our school and endeavour to incorporate this into our daily life. We will promote *Derech Eretz*, meaning respect towards everyone and everything. The school will have as its guiding ethical principle the central Jewish teaching that every human being is created 'in the image of God' and that we are entrusted to help care for God's world. Children in our school will learn that Judaism requires us to be concerned with justice and compassion, human dignity and care for our environment. We will have age-appropriate projects throughout the school that express our social responsibility both within, and beyond, the Jewish world

Cross-communal

We recognise that Judaism contains different communities. We will not try to make them one. Instead, we will give all our pupils an outstanding Jewish education. Each child's background will be respected and their learning supported. We will be independent of all Jewish religious authorities, but aim to have the active involvement of all of them in delivering our Jewish education. We will provide a standard of kashrut acceptable to all.

Dedicated time

In order to ensure that Jewish Studies and Hebrew have a guaranteed share of the timetable, these will be distinct lessons taking 20% of the timetable across the week. We will support children to progress their skills and learning whatever the experience that they bring with them when they enter the school.

Focus on literacy and skills

We will introduce children early to the concept and use of text in order to give them confidence in working with the sources of our tradition, such that they are equipped for a life of Jewish study. Daily *Tefila* (Prayer), starting with the most basic of songs and concepts, will build children's familiarity with the *Siddur* (Prayer book) so that they leave the school with the confidence to navigate their way within the Siddur and through this, are able to engage independently with synagogue services. All children leaving the school will be confident in key skills such as Birkat Hamazon (Grace after Meals).

Sound knowledge of other faiths

Within our Humanities curriculum we will include a comprehensive introduction to other faiths, drawing on the diversity within our classrooms and within our wider community to build the respect and knowledge children need to be effective citizens in a multi-cultural society

Hebrew as a modern language

Through exposure to Hebrew as a living modern language, we will create an environment in which children listen, speak, read and write with confidence by the time they leave the school. Through music, games and the speaking of Hebrew in social situations, complemented by the Tal Am curriculum for young children, we will immerse children in Modern Hebrew and build their connection with Israel. All children will experience the enjoyment and confidence of learning a language other than English which will stand them in good stead for the learning of other modern languages later in their lives.

The values that underpin our approach to Jewish Studies

We are:

- a school of traditional Jewish faith and practice, led by a dynamic understanding of Torah (the Five Books of Moses) and Halachah (the Laws) responsive to the dilemmas of the modern world;
- a school that, without judging, supports the participation of every child and their parents on their personal journeys to greater knowledge, observance, ethical sensitivity and spiritual depth;
- a school that includes all girls and boys in all forms of Jewish activity
- a school that says 'You can!' to every aspiration to learn and practice

Section D2: School Timetable and Calendar

Provide a coherent and feasible school timetable and calendar

General aims

The NJPS is committed to excellence in learning, and the organisation of the school day and year must be designed to enhance this.

The timing of the day should assist families by providing facilities for children to attend outside core hours, and at times when some but not all families may be celebrating religious festivals.

The school year will be arranged around both the secular English school calendar and the Jewish religious festivals.

Pupils will be nurtured within the school, and particularly within their classes. This classroom will be seen as their second home, where pupils support the learning of each other.

Therefore, while being part of the whole-school community they will be looked after by a single class teacher in a single-age class for much of the time.

The school day

Will have normal start and end time (8:45 and 3:00)

Will end early on Fridays (and even earlier in winter months) to allow for Sabbath preparation.

Will have optional early morning lessons in Jewish studies which are open to families.

Will have after-school enrichment activities, which will be available at a modest charge.

The proposed weekly timetable will be as follows:

	08:00-08:40	08:45-10:00	10:00-10:15	10:15-11:15	11:15-11:30	11:30-12:30	12:30-13:30	13:30-15:00	15:05-16:30
Monday	JS	Lesson	Assembly	Lesson	Break	Lesson	Lunch	Lesson	Enrichment
Tuesday		Lesson	Assembly	Lesson	Break	Lesson	Lunch	Lesson	Enrichment
Wednesday		Lesson	Assembly	Lesson	Break	Lesson	Lunch	Lesson	Enrichment
Thursday	JS	Lesson	Assembly	Lesson	Break	Lesson	Lunch	Lesson	Enrichment
Friday		Lesson	Assembly	Lesson	Break	Lesson	Lunch	*	

Mid-morning break: 11:15-11:30. Lunch break: 12:30-13:30

There will be an assembly of 15 minutes each day which will be included in the Jewish Studies allocation of time.

There will therefore be four lessons each day, sometimes taught as a single subject, or at other times divided into two (see D1 for sample timetables).

This model provides for a minimum of 23.5 hours a week in the winter (taking account of the early finish on Fridays) excluding the optional parts. This is the recommended minimum for KS2. (21 hours for KS1 and 23.5 hours for KS2).

In the summer the day will be an hour longer than this. There will be an afternoon lesson (indicated *) from 13:30 until 14:30 in which the more recreational aspects of Jewish Studies will be enjoyed.

The sessions from 08:00 to 08:40 (Torah Class) and 15:05 to 16:30 (enrichment) will be optional.

The early morning sessions will be an additional high-level religious learning opportunity. This will include the "Torah Service" (weekday Torah services occur on Mondays, Thursdays and Sundays), along with explanations and further study. For those who are keen to learn but have limited prior knowledge, we will set up mentoring with a more experienced pupil or adult

within the service and lesson. We would strongly encourage other family members to participate in the service. (In fact this would be essential, as parts of the service cannot be conducted without a minimum of 10 adults (men in some traditions) – a “minyan”.) There would be no charge to attend this service, and it would form part of the Rabbi’s duties.

Pupils who were not so interested in this area of study need not attend these sessions, and work done in core periods of the school day would not be prejudiced by that decision. This should provide an inclusive approach, which allows participants to be self-selecting.

After-school enrichment would comprise informal activities (examples are sport, drama, creative art, games, music) and would be run by youth leaders rather than teachers. The sessions would be run at a minimal (voluntary) cost to parents and would aim to cover the cost of the staff and materials. These sessions would not form part of the curriculum. As well as the educational and social aspects of these sessions, it would provide flexibility for parents collecting their children.

(As the curriculum develops prior to the school opening, it might be that there is demand for a substantially longer school day.)

The school calendar

The School will provide 190 days of learning for pupils.

The school will close on major Jewish festivals (these closures will not count in the 190 days).

The School will not close on minor festivals. However, any family needing to take all of these days must not have their education disrupted, and arrangements would be made to ensure this was the case.

There would be a limited amount of core curriculum taught on these days.

There would be catch-up sessions arranged before and after these days.

Where possible, the School will co-ordinate its holidays with other local schools and other Jewish schools to minimise the disruption where siblings attend different schools.

The Jewish calendar is lunar and does not match the secular calendar. While the festivals always occur in the same season year-on-year, the dates may vary by over a month.

Therefore it is impossible to give a standard year (every year is different) so by way of an example, 2013 has been planned in detail.

On days when the school is not in session owing to a religious holiday, the school site would remain open so that non-Jewish pupils or those whose families did not celebrate that festival (and for whom childcare would be a problem) could come to school. There would be supervised enrichment activities for those attending, and the days would **not** count in the 190 days.

Jewish schools which take a number of festivals outside secular holiday time often have to finish the summer term very late to make up the days. In order to avoid this, there would be 7 Shabbatons in the school year. These are compulsory learning days spanning Friday night and Saturday. Run along the lines of “cross curricular” days, a range of subjects would be covered, stressing in particular spiritual, cultural and artistic activities, and the atmosphere would be less formal. Owing to the laws of Shabbat, it would always be possible for students to stay the night to avoid transportation issues. Where possible the school would use field study centres so that the residential experience would be an essential part of the weekend.

When planning the school year, it should be noted that the High Holydays and four days of Sukkoth cause some disruption to the start of the autumn term, and need careful management in order not to get a disjointed start to the year.

The "Easter Holiday" would fit around the festival of Pesach and would therefore move considerably each year.

2013-14 is an abnormal year since Rosh Hashanna is very early (it would even be feasible to add it to the summer holiday in this exceptional year) and both Easter and Passover are very late. On this occasion the summer half term coincides with the festival of Shavuot rather than Whitsun.

School Calendar
2013

start of term	Monday	02 September 2013
Inset	Monday	02 September 2013
Inset	Tuesday	03 September 2013
Rosh Hashanah	Thursday	05 September 2013
Rosh Hashanah	Friday	06 September 2013
Sukkoth	Thursday	19 September 2013
Sukkoth	Friday	20 September 2013
Shemini Atzeret	Thursday	26 September 2013
Simchat Torah	Friday	27 September 2013
start of half term	Monday	28 October 2013
end of half term	Friday	01 November 2013
end of term	Friday	20 December 2013
start of term	Monday	06 January 2014
start of half term	Monday	24 February 2014
end of half term	Friday	28 February 2014
end of term	Friday	11 April 2014
start of Passover	Tuesday	15 April 2014
end of Passover	Tuesday	22 April 2014
start of term	Monday	28 April 2014
start of half term	Monday	2 June 2014
end of half term	Friday	6 June 2014
Shavuot	Wednesday	04 June 2014
Shavuot	Thursday	05 June 2014
end of term	Friday	18 July 2014

INSET DAYS
Shabbatons
Weekends / holidays

7 Shabbatons are shown, and count towards the 190 days

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	Sept
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	1	2	3	4	5	Oct
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31	1	2	Nov
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
1	2	3	4	5	6	7	Dec
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31	1	2	3	4	Jan
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31	1	Feb
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	1	Mar
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31	1	2	3	4	5	April
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	1	2	3	May
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
1	2	3	4	5	6	7	June
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	1	2	3	4	5	July
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	

Lesson organisation

The lessons will be taught by a class teacher in the traditional model for much of the time. However, we have employed a range of specialised LSAs who will be skilled to conduct whole-class sessions in, for example Hebrew and Music.

In the start-up period senior staff will step in to teach classes in order to create PPA for lass teachers, and it is expected that during the school day the Rabbi will be a significant presence in classes.

Pupil organisation

Pupils will be taught in single-age classes which have the basic size of 30. Pupils will progress up through the classes each year, so there will be no mixed-age class groups except for certain subjects – see below.

The flexible use of LSAs will permit smaller groups to be withdrawn, thus reducing the size of the class left with the main class teacher. See the staffing structure for the way in which the number of LSAs grows as the school grows to full capacity. Where possible, a withdrawal group would be by need and ability rather than strictly by age, and so mixed-age nurture groups could be formed.

The curriculum will be differentiated with a particular emphasis on gifted and talented provision. In years 3-6 a suitable model for subjects like maths (where differentiation by task is needed) would be to combine classes, teaching by ability rather than age. Years 3 and 4 would have timetables which were concurrent at certain points to allow pupils to move between the two, and similarly years 5 and 6.

While it would be possible to have single sex teaching by combining adjacent classes in the juniors as above, it is fundamental to the ethos of the school that any gender stereotypes are challenged and that equal opportunities are offered to boys and girls. It is therefore not anticipated that single sex teaching would take place.

Full support will be offered to all pupils within the ability spectrum. It is anticipated that the teacher will arrange the class into groups at certain times. At some points these groups would be by ability so that all those in one group would be at a similar level working on similar tasks, while at other times the groups would be deliberately mixed ability. For the optional early morning sessions it is anticipated that there would be a wide range of ability, and we would try to create an atmosphere where pupils learned co-operatively together regardless of their ages. (In very successful religious schools, this model of co-operative learning is very successful.)

The ethos of the school is that all would be valued and all included. Therefore, the act of “learning with” another pupil (which in practice would often mean the more able helping the less able) would be seen as a positive experience for both parties.

For the afternoon enrichment activities, pupils would be grouped by interest (ie they would select their own activities), and would not be grouped by age. In some activities such as sport, it would be advantageous for safety reasons that participants working together were a similar size. Pupils would need to choose their activities in advance (half a term) so that the groupings and provision of equipment and coaching could be planned. The groups in which pupils would undertake their activities would be planned carefully at that point.

Pastoral care would be mainly the responsibility of the class teacher, with assistance as needed from senior management.

Section D3: Differentiation and SEND

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

Ethos and strategy

It is a fundamental principle of the New Jewish Primary School that every child must be nurtured as a learner. It is essential that every pupil's learning needs are well known to the school and teachers, and that lessons and schemes of work are designed with these needs in mind.

From our knowledge of the local area, and responses from our marketing, it is clear that

There will be a large number of professional families applying to the school with a high proportion of parents educated to university level

High academic achievement is a clear priority for our families

By looking at information from other Jewish schools, and the high performing schools local to our target area, it appears as if the catchment will be significantly above the national average. (See targets set in section D4.) It will therefore be essential that the needs of gifted and talented pupils are fully met.

The School fully expects to receive applications covering the full spectrum of ability. The combination of teacher and LSA will ensure that those who require support to access the high level material receive this in an effective and discreet way. Data on prior attainment will underpin the planning of all lessons.

The sections below detail how NJPS will ensure that the necessary provision is made for any child who has SEN, EAL, behaviour difficulties, a disability or is gifted and talented, and ensures that those needs are made known to all members of staff within the school.

The School will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all children with SEN and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Identification

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information should be transferred through Early Years Action and Early Years Action Plus from the Early Years setting and the SENCo and the child's class teacher will use this information to

provide starting points for the development of an appropriate curriculum.

identify and focus attention on action to support the child within the class

use the assessment processes to identify any learning difficulties

ensure ongoing observation and assessment

provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

involve parents in implementing a joint learning approach at home.

Provision

Resources

The Governors will ensure that resources are allocated to enable appropriate provision for all children requiring SEN support and in meeting the aims and objectives detailed in this policy. All pupils will be provided with the basic equipment that they need and extra support when needed.

A range of resources (such as ICT) will be targeted to ensure that the curriculum provision for SEND pupils is of a high standard.

Withdrawal and Support Policies

The majority of support for SEN children will be in the classroom with teachers differentiating tasks to reflect their needs and extra adult support provided by LSAs whenever possible. LSAs work under the guidance of the class teacher and SENCo.

All the children in the school will work with LSAs in small groups at some point during the school week and therefore no stigma will be attached to SEN children.

External provision

When necessary colleagues from the following support services will be involved in working with children with SEN:

- Behaviour Support Teachers
- Educational Psychology service
- Speech and Language therapists
- Physiotherapy
- Social Services
- Occupational Health
- The Health Authority
- Educational Welfare
- Visual Impairment Service
- Hearing Impairment Service

Various Jewish welfare agencies and the family's synagogue (for Jewish families)

We intend to open discussions with other local schools in the area in order to collaborate cost effectively.

Staffing

It is an aim of the School to provide a LSA in each class. In this way it should be possible to provide all SA and SAP pupils with recommended provision in class within the main schemes of work.

Differentiation

In order to help children who have SEN, the school will adopt a graduated response that recognizes there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children and have responsibility for ensuring that the records are kept and available as needed.

Monitoring progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action will be evidence that current rates of progress are inadequate.

Teachers' initial concerns will usually be supported by the Foundation Stage Profile assessments at the beginning and end of a child's first year in school. Throughout the rest of the school the agreed assessment procedures will support teachers' concerns about a child's progress.

A combination of teacher assessment and tests will be used to assess the level of progress and performance of SEN children. This evaluation will be carried out termly against each child's IEP targets and will involve all members of staff that work with that child, and parents. Tests used will be detailed in the school's assessment policy.

The Curriculum: Access and Inclusion

At NJPS we will strive to be an inclusive school, engendering a sense of community and belonging through our:

- Inclusive ethos
- Broad and balanced curriculum
- Systems for early identification of barriers to learning
- Challenging but realistic targets for children.

Children with SEN or disabilities will be, as far as is practical, fully integrated into mainstream classes. Every effort will be made to ensure that they have full access to the mainstream curriculum and are integrated into all aspects of the life of the school. When children are taught in mixed ability groups activities will be differentiated e.g. by task, by outcome or by support given.

ICT and Inclusion

ICT will be used to achieve the highest levels of inclusion in a safe and secure environment. This will involve supporting all children and not just those who have been identified with special educational needs, providing pupils with access to learning via ICT when and where it is needed.

Pupils will have the opportunity to access a virtual learning environment (VLE) in school, with a personalised interface appropriate to their stage of development.

Gifted and talented pupils will find this platform particularly valuable as it will allow them to build their learning independently.

We will develop a system to allow parents access to information about their child's progress via a portal.

Differentiation

At NJPS differentiation supports all pupils and especially those with SEN.

Whole School Aims

Differentiation is an on-going process in which teachers plan for the interventions that will appropriately address the differences and the characteristics of the individual children in the class.

To maximise individual pupil potential through the implementation of effective differentiated learning opportunities both in and out of the classroom through a wide range of interventions, strategies and resources developed by the classroom teacher, and the whole school.

To provide guidelines that will allow teachers to consider all aspects of differentiation when addressing their particular needs.

To provide guidelines for monitoring and evaluation in terms of current and future practice.

To encourage teachers to examine a range of strategies for differentiation.

To promote strategies for differentiation during staff training.

To nurture the setting of individual attainment targets and statements of attainment which are a driving force behind differentiation.

Differentiation Strategies will form part of the whole-school teaching strategies and will include:

- Differentiation of Resources
- Differentiation by Task
- Differentiation by Support
- Differentiation by Time
- Differentiation by Response/outcome

Other categories of need

EAL

The school values the contribution which ethnic minority children make through bringing their culture and language to enrich the school environment and NJPS expects a number of its pupils to have EAL. In many cases children attend Jewish schools who have been brought up in Israel (our survey indicates a large number in this category). Discussions with other Jewish schools referring to data such as RAISE online indicates that in these situations those pupils do **not** progress less well than others. However, the School also fully expects to attract pupils from other families who are new to the country and for whom English literacy is a serious issue.

The needs of these pupils will be met by detailed information being available to class teachers, a requirement to build into teaching plans the use of LSA at the most critical times, use of multi-lingual and non-language-specific materials, regular meetings with parents (buying in the services of interpreters if needed) and careful monitoring of pupil progress through the School's assessment system.

The range of out-of-hours activities and the family nature of the School means that EAL families could be actively encouraged to become involved in the broader life of the school (for mutual benefit) and this would make NJPS perhaps the ideal school for such families.

Every effort will be made to ensure the school is welcoming:

- By having parents' information booklets on display where appropriate and available
- By promoting language awareness throughout the school
- By having available dual language notices and books where appropriate and displaying pictures reflecting different cultures
- By being sensitive to cultural needs.

Pupils with Disabilities

NJPS is under a duty not to treat disabled pupils less-favourably than their non-disabled peers, and to make 'reasonable adjustments' to ensure that they are not put at a substantial disadvantage in comparison to pupils who are not disabled. This involves planning strategically (via the accessibility plan) to increase access to school premises (as a newbuild or substantial refurbishment, our building will be fully accessible) and the curriculum (including participation in after-school clubs, leisure and cultural activities and school visits). There could also be the opportunity for pupils to attend some lessons at Special Schools in the Borough (eg. Northway or Oakleigh) and for their children to attend some lessons at NJPS.

If there are pupils with significant mobility difficulties who need help with personal care, they are likely to have substantial support from a dedicated TA and this person should have completed manual-handling training.

Pupils from a deprived background

Out-of-school programmes and extra-curricular activities will be offered to pupils from deprived areas. There will be greater access to educational resources to support their learning such as sport, art, music, or looking after the environment. Key workers, such as teachers with skills in supporting students with disadvantages or LSAs will be assigned to help them with their learning.

There will be aspects of the school where parents are invited to make a financial contribution, and great sensitivity will be used to ensure that those who are unable to make this contribution are supported and allowed full participation.

Children who are in care

NJPS will set clear objectives for the child, relating to academic achievement and personal and behavioural targets – both in and out of school. They will identify who will be responsible for carrying out the actions agreed in the plan, with timescales for action and review, record all achievements (academic and otherwise) and identify development needs and sets short and long term targets. The school will liaise with social services as soon as possible after the child

joins the school and work with them throughout the pupil's time there.

Pupils with social, emotional and behavioural difficulties

NJPS will ensure a consistent approach to the child's behavioural difficulties by all members of staff by developing positive behaviour-management strategies in line with the school's ethos. They will encourage the provision of a positive classroom environment, have group and class discussions (circletime) to focus on problems and give all children opportunities to air their views in a controlled environment, set up small social skills groups for children who have difficulties in particular areas such as relating to other children or anger management and develop social interaction through games and paired problem-solving activities. Educational psychologist or behavioural support input will be arranged if appropriate as well as counselling or family support provision usually through either the Educational Welfare Service, the Family Centre or the Child and Adult Mental Health service.

Gifted and talented pupils

NJPS will provide greater challenges in lessons and opportunities for pupils to demonstrate and develop their abilities through

- A curriculum differentiated by having a range of extension tasks
- Withdrawal in small groups to tackle more complex work
- Relevant trips which may enhance learning
- Masterclasses, lectures and competitions
- Showcases of talent (for example music, acting, art, craft)
- Pairing with other students to assist them
- Visits to secondary schools or universities
- Independent work, maybe using ICT

NJPS is committed to building links with other schools (local schools, Jewish schools) where a combined G&T programme can be run.

The Special Needs Code of Practice

NJPS will comply fully with the SEN Code of Practice, summarised:

- all children with special educational needs should have their needs met
- the special educational needs of children are normally met in mainstream (ordinary) early education settings
- the views of parents will be taken into account and the wishes of the child will be listened to
- parents have a vital role in supporting their child's education
- children with special educational needs should get a broad, well-balanced and relevant education

Partnership with Parents

Parents play a key role in enabling children and young people with SEN to achieve their potential.

The school recognises that parents hold key information and have vital knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents of children with SEN will be treated as partners and supported to play an active and valued role in their children's education.

The School Rabbi will co-ordinate pupil welfare and may be involved in discussions with parents.

Involvement of the child

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate as much as is practical in

the review of their needs and setting of new targets.

Roles

The Role of the SENCo

To contribute to staff meetings with information about SEN pupils.

To work with the teachers to ensure that school SEN policy is implemented within class.

To become a resource for teachers on SEN, inclusion and differentiation and to guide teachers implementing the School's policies relating to SEN, inclusion and differentiation.

To plan CPD to help raise awareness and standards of differentiation, special needs and inclusion and to promote staff development in relation to SEN and differentiation. To regularly audit School provision for special needs and differentiation.

To ensure that staff have access to an appropriate bank of resources necessary to support differentiation in subject lessons and enriching the classroom experience for all learners.

To provide ideas, strategies, feedback and support for teachers in differentiating the curriculum.

The Role of the LSAs

LSAs have a varied role within the school, particularly in the early years when the school is not fully staffed.

LSAs must spend time every week planning lessons with all the classroom teachers in whose classes they will work.

LSAs will have detailed knowledge of those pupils with SEN who they are to support.

Teachers and Governors

Teachers must have the same detailed knowledge of their pupils and are ultimately responsible for the progress of all pupils in their classes. Class teachers are accountable to the Headteacher for this progress including the progress of all SEN pupils. One governor will oversee SEN provision and will regularly examine the progress of all pupils in any SEN category.

Links with other schools and transfer arrangements

Where children transfer to other schools either at the end of Key Stage 2 or during the school year all SEN records will be sent to the new school and where possible either the Head teacher, SENCo or class teacher will talk to a member of staff at the receiving school. Parents will always be welcome to make an appointment to discuss their child's progress.

The Equality Act (2010)

NJPS will comply fully with the terms of this act and will not tolerate direct or indirect discrimination, discrimination arising from a disability; or harassment, and will make reasonable adjustments to allow all pupils, staff and parents to access facilities fully.

Section D4: Measures of Success

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

Introduction

The School aims to provide “an outstanding general and Jewish education” and to “nurture each child to achieve their best” (ethos statement). The ways in which we will define and measure success stem directly from these two values within our ethos. This section sets out the rationale for the approaches to outcome measurement and the standards that we have set for ourselves as a school. It concludes with a full set of the indicators that we are proposing to use.

Value 1: Excellence in Teaching and Learning

Our key indicators will include:

- overall exam statistics, both on a whole-school and individual level
- OFSTED assessments
- Pikuach assessments (independent assessment of Jewish Studies)
- staff assessment of children’s progress and achievements in core aspects of Jewish Studies and Hebrew e.g. ability to read Hebrew fluently, conversational ability, knowledge about key ethical principles and festivals
- self-evaluation by staff of the quality of teaching and learning
- qualitative assessment of the quality of teaching and learning by pupils and parents

Value 2: Inclusivity and Diversity

Our key indicators will include:

- entry to the school of a truly diverse population of pupils, including children with Special Educational Needs and Gifted and Talented Children, Jewish and non-Jewish children and children from a variety of Jewish denominational backgrounds
- self-evaluation by staff of the atmosphere within the school in terms of celebrating and supporting diversity
- qualitative assessment of the quality of support for inclusivity and diversity by pupils and parents, for example through an annual parents’ survey as well as through the School Council and the Parent Forum
- number of times each term that parents have come into the school to work with staff and/or children contribute to children’s learning about different faiths, lifestyles etc
- the school is over-subscribed

Value 3: Identity and Values

Our key indicators will include:

- OFSTED evaluation of children’s confidence about their values, ethical standards and beliefs and their abilities to co-operate effectively with each other
- evidence of excellent behaviour and discipline based in a full understanding of the Jewish ethical principles on which the School’s behaviour and pastoral care policies are based
- 100% pupil participation in the school’s charitable initiatives
- at least one engagement per term between the school and another faith school in Barnet in order to promote excellent inter-faith relations
- 75% families (i.e. at least one parent or sibling) participating in the enrichment activities designed to create a truly inter-generational community through which the children learn to form their own identity and values in relation to others of different ages and backgrounds
- 100% pupils participate in the annual school trip to Israel in Year 6
- there are no school exclusions

Value 4: Nurturing Each Child to Achieve their Best

Our key indicators will include:

- core academic assessment markers, set out in more detail below
- pupils' and parents' qualitative assessment of our effectiveness in delivering on our aspiration to create " a happy, warm and nurturing environment within the School" (ethos statement). This might be achieved, for example, through an annual parents' survey as well as through the School Council and the Parent Forum
- at least one major school celebration of sporting, musical, artistic and other achievements per term
- measurable growth in the range of extra-curricular activities offered each year, particularly offering opportunities for children to identify their passions in relation to music, sport and art

Our approach in more detail

Academic Assessment

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Pupils must be aware of their levels and targets in order to improve.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and monitor and track progress. It helps the school to strengthen learning across the curriculum, helps teachers enhance their skills and judgements and enables pupils to engage in their own progress.

Assessment Markers and Methods of Monitoring

Assessment and monitoring of progress will bear in mind the contents of the National Strategies report *Performance Indicators in Primary Schools* and adapting to future requirements as set out in the November 2010 White Paper, including:

- Pupils' reading age compared to chronological age
- Pupils' vocabulary including picture vocabulary (verbal and non-verbal reasoning).
- Pupils' spelling age
- Pupils' speaking and listening skills,
- Pupils' numeracy skills via standardised tests
- Subject performance where relevant
- Pupils achieving L4 in teacher assessment or national tests in the core subjects (end of KS2)
- P Scales and associated P levels for SEN pupils
- Outcomes of diagnostic tests
- Comparison with national benchmarks available from RAISE online
- Performance of gifted and talented pupils
- Measures that compare performance of deprived pupils (FSM) in school with the national average
- Value added measures
- Participation rates in enrichment activities
- Pupil voice
- Parent voice feedback
- Community and stakeholder perceptions

Notwithstanding the national expectations for progress, the NJPS will set challenging personalised termly targets for pupils in English and maths, and ensure that these are regularly checked and updated.

Assessment in the Foundation Stage

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed based on the teacher's ongoing observations and assessments. Each child's typical developments and achievements will be recorded.

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, will constantly take place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve. This will be done through both formative and summative assessment.

Information from these assessments, both formal and informal, will be used to inform the planning of future learning.

Communications and Reporting Arrangements

Pupils' progress and attainment will be formally reported to parents at termly intervals through a written report which will cover all subjects and activities within the school.

The senior leadership will scrutinise the progress of every child, and initiate discussions between parents and teachers whenever there is a concern about progress.

Pupils (where old enough) will be encouraged to discuss their report with their teacher in order to better understand what they have achieved and how they might achieve more next time.

Parent consultations will consider all aspects of the pupils' school life, and the class teacher will suggest targets for improvement which might be academic, social or extra-curricular.

Performance management

Performance management of staff will be informed by the assessment data from pupils. Teachers will agree targets for the pupils they teach, and will be assessed against these targets annually.

Every teacher will have a performance management leader from within the structure of the school and they will be responsible for setting targets and having regular meetings.

Continuing professional development will be an entitlement of all staff, actively encourage and monitored within the line management structure. Where possible this will be effected by the sharing of good practice, either within the school or with local partner schools (a lot more cost effective than attending courses). School staff will be encouraged to lead INSET sessions by demonstrating best practice. Staff will be encouraged to continue their own formal study.

Where teachers are underperforming (as identified in assessment data or teaching observations) a clear process of support will be implemented. The aim is to give sufficient training to enable the staff member to return to an acceptable level of performance and may include focused targets, coaching/mentoring, training courses. Where this is unsuccessful, the Headteacher and Governors may consider implementing capability procedures.

Regular monitoring of success

The Headteacher has responsibility for the overall running of the school, and will directly or indirectly line manage all the staff. Every term each teacher will provide a battery of assessments of the pupils and these will be entered into the School's management information system. The Headteacher will check how well individual pupils and classes are performing against their targets. In the event that some individuals are falling behind expectation, the teacher will implement intervention strategies such as access to withdrawal groups with a LSA. In the event that an entire class (or group within a class) appears to be making limited progress, the Headteacher will investigate with the teacher the cause of the problem and explore steps to remedy the situation.

Every teacher will have their teaching observed formally as part of their performance management, with information being used in the School's self evaluation. The Head will use this data to make a summary report to Governors. In addition to academic and attendance data, teachers will report on engagement in extra-curricular activities, special achievements and any negative incidents, and these will also form part of the Governors' report.

The Headteacher, with assistance from staff, will produce a self-evaluation document. This will scrutinise all numerical targets as well as describing and evaluating the whole work of the school. The Governors will exercise their function by probing and questioning to ensure that the evaluation has been rigorous.

Parental and pupil involvement

The school will have a standing parent focus group which will provide a direct route to hearing the parent voice as to the performance of the school and help the school to understand parents' views about how the school could improve.

There will also be a School Council of pupils following best practice as set out by School Council UK. Through the School Council, we will help children to understand that their opinion is of value, that their voices should be heard, and that their suggestions have merit; it will also be a key source of information about how pupils feel that the school is performing, about how they define success and how they assess the school in relation to these measures.

Line management structure

See section F for the organisational structure of the school.

Indicators that will be used to define and measure success

Academic Targets

Below is a list of schools similar to ours. Either they are Jewish schools, they serve a largely Jewish catchment or they are geographically near to our proposed location. We have excluded those schools which are nearby but are notably lower performers e.g. Dollis School. This table is an extract from the 2011 league table:

School name	Expected level in English and maths (%)	Expected level in English (%)	Expected level in maths (%)	Higher level pupils (%)	Progress English	Progress maths
Akiva School	77	87	83	30	100	94
Beis Yaakov Primary School	85	92	90	29	95	93
Brookland Junior School	94	97	94	63	94	94
Frith Manor Primary School	85	93	88	48	98	94
Garden Suburb Junior School	90	93	93	52	99	97
Hasmonean Primary School	97	100	97	69	97	94
Independent Jewish Day School	100	100	100	64	100	100
Manorside Primary School	85	93	89	22	92	88
Martin Primary School	79	88	81	40	88	88
Mathilda Marks-Kennedy Jewish PS	89	93	89	50	89	89
Menorah Foundation School	87	97	87	40	100	89
Menorah Primary School	93	95	95	46	98	95
Moss Hall Junior School	69	84	73	30	85	74
Pardes House Primary School	100	100	100	28	100	100
Rosh Pinah Primary School	97	100	97	40	93	95
St Theresa's RC School	93	93	93	32	100	92

Having considered the results of other schools as a benchmark, we have concluded that we should aim to be in the top third of local schools and the top quarter in Barnet as a whole, which is one of the UK's highest performing local authorities. We have chosen to set our highest targets on English, because our expanded Jewish studies curriculum includes substantial Hebrew and we believe this will increase the performance of children in learning their own language. The targets that we will aspire to achieve, based on this rationale, are as follows:

- Level 4 in English and maths 94.5%
- Level 4 in English 98%
- Level 4 in maths 94.5%
- Level 5 in English and maths 43%
- Progress English 100%
- Progress maths 94%

We may re-consider these targets based on the demographics of the intake. We will however always aim to have top quartile or top third performance for the children we educate, both in terms of progress made and actual results.

- Overall exam statistics at key stage 2 as set out above (as a school marketed as academic, this will be a critical measure)
- Popularity with pupils (oversubscribed) – indicating parental confidence in our curriculum, delivery and pupil care
- Attendance and punctuality being high (see section D6 for targets)
- The extent to which local nurseries of all denominations recommend us to their pupils
- Ease of recruiting staff and staff satisfaction (indicated by high staff retention)
- Inspections from OFSTED, Pikuach, etc. We would be looking not only for high grades, but for phrases in the report which indicate that we are achieving what we set out to achieve, for example “Pupils from all backgrounds works very well together”, “It is clear that pupils actively engage with moral and ethical issues”. In other words, we need to be judged positively on our terms as well as OFSTED’s.
- The extent to which local partners are attracted to work with us (for example synagogues, local businesses, other schools, other community groups, other religious groups, financial donors)
- Positive reporting in the media
- Behaviour within the school (minimising sanctions, lack of vandalism, etc)
- Safety of pupils (no bullying, no fighting)

Pupil measures

- Academic success
- Success in gaining places in first choice of secondary school
- The extent to which families are engaged with their Judaism
- Happiness at school and strong friendships including with those from different backgrounds
- Engagement and success in activities such as religious services, clubs, arts, sport
- High attendance and punctuality, large number of rewards, low number of sanctions

Section D5: Admissions Policy

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

Introduction

There will be 30 places in each school year. The School will operate a fully fair and transparent admissions policy in accordance with the Schools Admissions Code 2012, the Schools Admissions Appeals Code and admissions law as it applies to maintained schools. We are aware that the relevant admissions code, admissions appeals code and regulations changed on 1st February 2012 and whilst we have sought to ensure that this policy reflects these new provisions (e.g. the changes with regard to siblings, separated parents, excepted children, previously looked after children), we are aware that this may not be fully accomplished and we are willing to make as many modifications to our admissions policy in the light of the new provisions as may be deemed necessary.

We understand that there may not be time for the school to join the LEA's admissions process for the 2013 intake. In this event, we would run an independent admissions process using a named panel of independent application assessors who would operate the process in a fair and transparent manner. Our timescales would run in direct parallel to the LEA's application process in order to make matters as straightforward as possible for parents and also for other schools. We have well-established relationships with two 2011-opening free schools (Eden Primary in Haringey and Etz Chaim Primary in Barnet) which were in this position for the 2011 intake and will learn from them about how to manage this process as smoothly as possible. The process that we would use would as far as possible line up with the timescales set out in the Schools Admissions Code December 2011, e.g. offer letters would be sent on National offer day 16 April 2013.

The approach that we have taken to admissions stems directly from our ethos. Firstly this means that as a school with a faith designation, we will select 50% of our students on the basis of their faith if the school is oversubscribed. Secondly, our approach to defining how families should demonstrate their Judaism also reflects our ethos: it is not based on attendance or affiliation with any one particular denomination of Judaism, as *all* other Jewish schools in Barnet do, but rather is as open as possible in order to welcome children from across the entire spectrum of the Jewish community, including those who have practised Judaism within their own home but have not previously engaged with a Jewish institution of any sort. This reflects our ethos of being cross-communal and celebrating the diversity within the Jewish community.

In addition, we are seeking to achieve greater cross-communal cohesion by avoiding the school serving a very narrow geography, which is a particular risk with a one-form primary. Given the reality of housing patterns; in such schools, children can find that they are mixing only with other children who live extremely close to them and this does not serve to build relationships with others whose background is different from them in terms of Jewish denomination. This is one (amongst others) of the reasons why we have opted for the "Area A/Area B" lottery approach to admissions for the 50% places allocated to children whose families practice an aspect of Judaism.

The registered national body with which we have agreed that we will agree our admissions criteria is the Jewish Community Day School Advisory Board.

Finally we will proactively encourage non-Jewish families to take up places within the school. Based on our market research and the experience of other faith based schools in the area which already take a proportion of their children on a proximity basis, we expect that these families will choose the school because it is in walking distance; because it is relatively small; and will support children to achieve highly. We are basing this assessment and our

consequent admissions policy on the experiences of St Mary's Primary School in Finchley, a long-established state aided primary; and Eden Primary, a 2011 Free School in Haringey, both of which have a strong faith-based ethos but accept a significant proportion of their intake based solely on proximity and both of which receive a good proportion of applications from families who are not of the same faith as the school. We will use this knowledge to underpin our marketing strategy to local families to families of all faiths and none, which we will do through local non-Jewish nurseries and Children's Centres, house-to-house marketing and social media.

We understand and are happy to fulfil our legal obligation to accept any child who has a Statement of Special Educational Needs which names the school, even if this takes us over our PAN. We also are fully aware of and welcome the importance of accepting children under criteria 1.2 and 1.3 below. We have attempted in drafting our admission criteria to ensure that we have had full regard to the Equality Act 2010, the Human Rights Act 1998 and the School Standards and Framework act 1998, but are willing to make any further changes required in order to ensure that we are fully compliant with these key pieces of legislation. We are also aware that we will need to consult on our admissions arrangements, including our proposed "catchment areas" referred to in 3.4 below, should this application be successful.

Proposed School Admission Policy

DRAFT FOR CONSULTATION WITH THE DFE

1. Overall Admission Policy

There will be 30 places in each school year. For the purposes of the admissions policy, the school's address will be taken to be its permanent address, even if the school occupies temporary premises for a start-up period. All parents applying for places will be asked to confirm that they sign up to the ethos of the school as set out in Section C above.

Children with statements of special educational needs in which the school is named in the statement will be allocated places outside the oversubscription criteria by virtue of their statement of special educational needs which must be met.

Distance will be measured in a straight line from the front door of the child's home address to the main entrance of the School, using the Local Authority's computerised geographical information system.

Where a child's parents are separated and have shared responsibility for a child and the child lives for part of the week with each parent, the child's address will be taken as the address at which they live for the larger part of the week.

Tie break mechanism: applicants from the same block of flats or those that live exactly the same distance from the School will be selected in random order via a lottery and places will be offered accordingly.

2. Open Places

50% places will be open to all children. These will be known as "Open Places". Where the number of applications for admission is greater than the published admission number, places will be allocated in the following order of priority:

2.1 Looked after children and previously looked after children as defined in Regulation 7 of the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012.

2.2 Children whose social or medical needs are needs that the School can reasonably meet and which are such that they cannot be met sufficiently at another school. Evidence that the

child has such needs must be provided in writing by a doctor, social worker or educational welfare officer, and this is required no later than the closing date for applications.

2.3 Pupils whose siblings currently attend the School and who will continue to do so on the date of admission; siblings are defined as including half, step, adoptive and foster siblings provided they also live at the same address as the applicant, but not other children living at the same address who do not fall into one of these categories. Siblings of former pupils will not fall into this category. Children whose twin or sibling from a multiple birth is admitted other than as an excepted pupil may be accepted as an excepted pupil in exceptional circumstances.

2.4 Once places have been allocated to children under the criteria 2.1-2.3 above, remaining Open Places will be allocated to children on the basis of proximity, with children living nearest to the school having the highest priority.

3. Faith based places

50% places will be allocated to children of families practicing an aspect of Judaism. These will be known as "Faith-based Places". Where the number of applications for admission is greater than the published admission number, faith-based places will be allocated in the following order of priority:

3.1 Looked after children and previously looked after children as defined in Regulation 7 of the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012.

3.2 Children whose social or medical needs are needs that the School can reasonably meet and which are such that they cannot be met sufficiently at another school. Evidence that the child has such needs must be provided in writing by a doctor, social worker or educational welfare officer, and this is required no later than the closing date for applications.

3.3 Pupils whose siblings currently attend the School and who will continue to do so on the date of admission; siblings are defined as including half, step, adoptive and foster siblings provided they also live at the same address as the applicant, but not other children living at the same address who do not fall into one of these categories. Siblings of *former* pupils will not fall into this category. Children whose twin or sibling from a multiple birth is admitted other than as an excepted pupil may be accepted as an excepted pupil in exceptional circumstances.

3.4 Once places have been allocated to children under the criteria 3.1-3.3 above, remaining faith-based places will be allocated to children through two lotteries, one for the immediate catchment area, area A, and a separate lottery for the larger area, Area B. 60% of available places, rounded to the nearest full number, will be allocated to Area A lottery, 40% to children from the Area B lottery. It is thus intended to give children who live further away from the School an opportunity to attend the school in line with our policy of inclusivity.

Area A, i.e. 2km radius of the School: This is to be a circle with a radius of 2km, with the School at the centre. Distance will be measured from the front door of the property/block of flats to the front gate of the School.

Area B, i.e. 6km radius of the School: This is to be a circle with a radius of 6km, with the School at the centre, but excluding all homes already covered by area A.

Distance will be measured from the front door of the property/block of flats to the front gate of the School.

4. Evidence required to demonstrate “practice of an aspect of Judaism”

Families applying for a faith-based place must provide documentary evidence of only **one** of the criteria below at the time of applying. **All aspects have equal weight.** The admissible aspects are:

- a. Membership of a synagogue or other organised Jewish prayer group.
- b. Attendance by a parent / legal guardian and their child at a minimum of 7 synagogue services in the 12 months before the closing date for admissions.
- c. A child’s enrolment in formal Jewish education (either at nursery or pre-school having a Jewish character) for at least 6 months in the 12 months before the closing date for admissions.
- d. A parent / legal guardian’s regular (at least monthly) involvement as a volunteer in any Jewish communal, charitable or welfare activity of at least a year’s duration in the 2 years before the closing date for admissions.
- e. A parent / legal guardian’s regular (at least 7 individual occurrences) involvement in any combination of the following in the year before the closing date for admissions:
 - i) Private or family celebration of Shabbat or Jewish festivals
 - ii) Organised Jewish learning (eg formal education provided through Limmud, a synagogue, London Jewish Cultural Centre, Jewish Museum)
 - iii) Organised Jewish community activities (eg events through Mitzvah Day, the JCC, Jewish Book Week, Moishe House)

Notes on evidence required:

For (a) to (d) and (eii) and (eiii), evidence should be in the form of a letter from the organisation involved.

For (ei), evidence is required in the form of a letter from a non-family member who was actually present.

Each event must have its own separate letter and author.

5. Operation of waiting lists

The School will operate a waiting list for each year group. Where in any year the School receives more applications for places than there are places available, a waiting list will operate until the end of the first term. This will be maintained by the school and it will be open to any parent to ask for his or her child’s name to be placed on the waiting list, following an unsuccessful application.

Children’s position on the waiting list will be determined solely in accordance with the oversubscription criteria set out above. Where places become vacant, they will be allocated to children on the waiting list in accordance with the oversubscription criteria. Looked after children, previously looked after children and children allocated a place at the school in accordance with a Fair Access Protocol will take preference over those on the waiting list.

6. Right of Appeal

If the School decides to refuse an application to the school, it will include the reason why the admission was refused, provide information about the right to appeal, the deadline for logging an appeal and the contact details for making an appeal. There will be no limit to the grounds on which an appeal can be made. The School will operate a transparent and fair appeals procedure which fully complies with the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012. Appeals will be managed in line with the timetable for appeal processes set out in the Schools Admissions Appeals Code 2012.

Section D6: Behaviour, Attendance and Pupil Wellbeing

Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes

Rationale

NJPS is a community, family-centred school in which pupil welfare is of fundamental importance.

Our ethos is that we will be a school with a caring, supportive and welcoming atmosphere, inclusive in its admissions and operation, ethical in its teaching and actions, and an enjoyable place to learn.

The survey of prospective parents identified safety as being of the highest importance, and it is therefore essential that NJPS provides a safe and secure environment, where children are free to learn and make friends without fear.

It is fundamental to the ethos of NJPS that pupils show

- Respect for other members of the school community
- Tolerance of difference
- Courage in challenge behaviour which is wrong
- Regard for other people's possessions
- Self control at all times

Good attendance at school is important because

- There is clear evidence of correlation between attendance and achievement at school
- Risks to children's welfare is increased with absence from school
- Commitment to school attendance is an excellent pre-cursor to a professional attitude to later study and work

In accordance with the ethos of the School, we will work in close partnership with parents to achieve good behaviour, high attendance and pupil welfare. The parents will be called upon to play their part in promoting good behaviour and attendance and we will expect them to adopt a message consistent with ours. Where families appear to lack essential parenting skills, we will support them in a discrete way and encourage their involvement in the work of the school and other organisations so that they can develop.

All policies which promote good behaviour and pupil welfare will do so preserving the dignity of those concerned.

Jewish Studies lessons will support the behaviour policy by drawing on the religious teachings to underpin the expectations placed on all members of the school community.

Responsibility

Responsibility for behaviour, attendance and welfare lie with the Governors, delegated to the Headteacher, who will devolve aspects to either (depending on the experience of those appointed)

- The Deputy Head
- The Rabbi

These staff members will be

- Top of the hierarchy of sanctions
- Responsible for organising pastoral procedures within the school
- Child Protection Officer (including the co-ordination with other agencies)

A report on behaviour, attendance and welfare will be made by the Headteacher to the Governors every term. They may become involved in the most serious of discipline or child protection issues.

Attendance

For our children to gain the greatest benefit from their education

it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

Any absence that affects the pattern of a child's schooling

will seriously affect their learning.

disrupts teaching routines and so may affect the learning of others in the same class.

May put the pupil at risk as they may be inadequately supervised at these times.

Ensuring a child's regular attendance at school is a parental responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution. The School will work in partnership with parents and other agencies to maximise attendance especially for the most vulnerable pupils.

All members of school staff will have a duty to promote good attendance.

Strategies to maximise attendance:

Give parents/carers details on attendance in our newsletters

Report to parents/carers annually on their child's attendance with the annual school report.

Contact parents by phone or text on any day when their child is absent without prior notice.

Contact parents/carers should their child's attendance fall below the school's target for attendance.

Celebrate good attendance by displaying individual and class achievements;

Reward good or improving attendance through class competitions, certificates and outings/events.

Monitor attendance in conjunction with academic tracking

Persistent Absenteeism

A pupil becomes a 'persistent absentee' when they miss 10% or more schooling across the school year for whatever reason.

Absence at this level is doing considerable damage to any child's education and we need parent's fullest support and co-operation to tackle this.

We monitor all absence and the reasons given thoroughly. Any case that is seen to have reached the persistent level or is at risk of moving towards that mark is given priority and we will inform the parents/carers immediately.

All our persistently absent pupils and their parents are subject to an action plan which may include allocation of additional support through the Education Welfare Officer.

We may also use circle time, individual incentive programmes, individual targets and participation in group activities around raising attendance.

Targets

Targets for the school and for classes will be displayed in the school to encourage participation by all in reaching these.

The minimum level of attendance for any child at NJPS will be 90% attendance. We will keep parents updated regularly on their child's progress.

Our target is to achieve better than this, however, because we know that good attendance is the key to successful schooling.

Through the school year we will monitor absences and punctuality to show us where improvements need to be made.

The school has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend.

Behaviour Policy

We aim to create a welcoming, caring environment where relationships are based on respect and to develop a positive self-esteem in each child. The staff at NJPS are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well being while in school. We hope that all members of the school community actively support our approach to behaviour which will be of benefit to all.

Rights

All children have the right to develop their potential and be safe and happy

Rules

The rules or codes of behaviour are essential for maintaining the rights. These are split into three areas:

- Whole school
- Classroom
- Playground

Responsibilities

For their rights to be maintained children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

NJPS Code of Conduct.

The standards we expect will be clearly defined and reinforced. They are:

- Do as you are asked by members of staff, at the first time of asking.
- Show equal regard and respect to those around you and value their differences.
- Listen in silence when others speak.
- Keep hands and hurtful comments to yourself.
- Respect school property and the property of others.
- Be a 'Mensch'! (a Yiddish term connoting generosity and fair-mindedness)

Acceptable Behaviour

At NJPS the children will be encouraged to:

- Try hard to do their best.
- Be kind and speak politely to everyone in the school community.
- Respect other people, their possessions and school property.
- Be helpful.
- Ask for help or tell an adult if they are unhappy.
- Accept responsibility for the things they do.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour.

Examples of such behaviour will be praised in class, both verbally and by receiving tangible rewards such as stickers. Children may also share their achievement with the Head and certificates will be awarded during achievement assemblies.

The behaviours listed above are also those which assist in learning, and so we would expect co-operative behaviour to lead directly to better learning outcomes for all pupils.

- Unacceptable Behaviour
- Lack of respect.
- Violence.
- Threatening behaviour including bullying.
- Deliberate disobedience.
- Discrimination.
- Deliberate vandalism of school property.

Children will be taught what is unacceptable behaviour and will be made aware of the consequences of breaking the rules.

Minor incidents will be dealt with within the classroom, by reminding the child of the rule or task, or introducing such consequences as withdrawal of privileges.

A more serious punishment will be to miss all or part of playtime, and parents will be informed by letter if their child has received this sanction as a consequence of misbehaviour.

If a more serious problem occurs the issue will be escalated to a senior member of staff.

Persistent misbehaviour will be dealt with in the following ways:

- A home/school contract – working with parents to produce a programme to encourage improvements in behaviour.

- Seeking help from outside agencies such as the Educational Psychologist.

- In extreme cases the Head may decide that a child must be restrained using reasonable force.

- Extreme cases of behaviour will be dealt with by internal exclusion, where pupils are placed in isolation from the rest of the school under the direct supervision of the Headteacher. A meeting is called with parents to discuss re-integration back into class which will be done subject to strict agreed conditions.

- In the event that a child's behaviour is unmanageable in school, he/she will be externally excluded as a last resort. OFSTED reports that "The school's philosophy, a supportive and stable school environment, and strong relationships between the school and parents are important factors in preventing very young children from being excluded from school". This is exactly the environment which NJPS is creating, and consequently we expect exclusion to be a rare event indeed. In the event of an exclusion, a member of school staff will be in regular contact with the home to minimise the amount of work missed. The re-integration back into school will be a carefully managed process, with one key member of staff taking responsibility for the child for at least two weeks after return to school. The partnership between the parents and the school is crucial for the management of this difficult process.

All staff (teaching and non-teaching) will have training in behaviour management, with the aim that there will be a consistent approach across the school.

Anti Bullying Policy

The School will not tolerate any form of bullying, whether

- Physical

- Emotional

- Social

School Responsibility

- To teach pupils how to build co-operative relationships

- To raise awareness of what bullying is

- To ensure active supervision of playground and school buildings

- To train staff in related PSHE procedures ie circle time, friendship relationships, playground buddies

- To act upon each situation with understanding and fairness in accordance with our statement

- To record and monitor bullying

- To inform parents and other staff

- To follow up the situation

- To help to share feelings and gain greater understanding

- To confront bullies

- To provide support to victims and bullies

- To evaluate our policy regularly

- To empower pupils to challenge unfairness

- To discuss policy at the 'School Council'
- To keep up to date on new initiatives from other professional bodies
- To bring both parties together to resolve situations
- To have an anti-bullying day each term
- To purchase anti-bullying resources and books

When Bullying is Reported – a School Response

Whoever hears of the bullying deals with it or passes it on that day to a senior member of staff. If passed to another staff member, the bullied child is informed of this and agrees to it.

Discussion happens that day and a written record is kept.

Action plan is agreed with pupil and recorded. This plan is shared with relevant staff, e.g. Key Stage Co-ordinator, Inclusion Co-ordinator, Mealtime Supervisors.....by the next day.

Parent of bullied child is informed if doesn't already know.

Meet with parent, who agrees action plan, and monitoring of the plan.

This monitoring of the action plan should, for the first week, be on a daily basis, with the child meeting with agreed adult and reports made to parent. After this week monitoring will continue but at agreed variable intervals.

For the bully an action plan is also agreed, recorded and monitored. This may not be the same adult – decide on individual circumstances. This plan will include support and probable sanctions if action is repeated. Parents will always be involved.

What School Staff Should Do

- Always take bullying seriously
- Encourage pupils to tell an adult
- Always investigate if your suspicions are aroused
- Listen well when child and / or parents report bullying
- Follow agreed response procedure
- Keep to agreed action plan
- Be vigilant, bullying can be hidden

Bullying – Signs for Parents to Look Out For

Changes in the child's behaviour which could include:

- Not wanting to go to school
- Being moody and bad tempered
- Changes in behaviour
- Being quiet and withdrawn
- Headaches / tummy aches / minor ailments
- Doing less well at school work
- Falling out with previously good friends
- Clinginess and wanting to remain with parents
- Nightmares / not sleeping well / bedwetting
- Anxiety
- Returning to a less mature form of behaviour
- Bruises and cuts that are not explained
- Bringing money into school which is not necessary
- Possessions going missing
- Not eating / over eating
- Nail biting
- Different treatment of siblings – acting out aggression

Pupil Welfare Policy

All members of the school community must treat each other with respect and take responsibility for their relationships and behaviour. It is important to remember that we have a duty of care for the pupils in daily attendance within our school. We are in a position of trust to ensure that we take this responsibility, in all its various dimensions, seriously.

HMI specifications for care and welfare are that we take steps to ensure that we have effective management structures in place for:

- the school's ethos and its links with the community
- the care and welfare of pupils
- support for pupils
- accommodation, staffing and resources in relation to the care and welfare of pupils

The School will listen to the voice of pupils, and will create a form of "school council", allowing them to run it themselves when they are old enough.

The Care and Welfare of Pupils

At The New Jewish Primary School we hope that by developing skills of self-esteem and self-awareness in our pupils we empower them to give of their best at all times. We do this by creating an ethos which promotes and rewards positive behaviour of children and staff as this has an influence on attainment, achievement and expectations. Within our school there are planned opportunities for pupils to develop the skills of active citizenship.

The care and welfare of each pupil not only involves academic development but also his/her social, emotional and physical needs. Individual support and guidance is given to pupils with additional requirements. All staff have a clear understanding of their roles and responsibilities for providing individual health and medical support to pupils taking account of their confidentiality, dignity and privacy.

Support for pupils

As a school, our primary responsibility is to ensure that all aspects of learning and teaching are designed so that every child can achieve full potential and a major part of our duty of care is to provide support for our pupils. While our aim is to provide programmes of study which are coherent, progressive and comprehensive we must ensure that there are systems in place to provide a 'safety net' to catch those who are experiencing difficulty. Communication with parents is a vital part of this process and the use of homework diaries, standard letters on assessment, invitations to meetings with class teachers or support staff, curricular workshops for parents, information letters on use of new resources and regular newsletters are all ways in which we can achieve this aim.

We provide support for learning through the provision of appropriate learning and teaching methodology, programmes of study, appropriate resources and additional input, direct or indirect from Psychological Services, Network Support, Early Intervention and the school's Support for Learning Co-ordinator.

The Management of the care and welfare of pupils

It is the responsibility of all who come into contact with pupils who are experiencing difficulties to inform the Head Teacher who will then co-ordinate any required support within, or out with, the classroom. Please remember the onus of confidentiality is upon us all in any sensitive situation involving children within our care.

This support can take a number of forms. It may involve ancillary staff, promoted staff, support staff, parents, local authority managers, psychological services, behavioural support, the school doctor, social work department or the police.

The School will comply with all the rules and guidelines of

- Health and Safety
- Safe recruitment
- Child Protection

Accountability

The Headteacher has responsibility for the overall running of the school, and has overall responsibility for attendance, behaviour and pupils welfare. Every week he/she will create a short report of Key Performance Indicators for governors, which will include numerical data on attendance and punctuality as well as a summary of behaviour and welfare issues.

These will also form part of the termly report to Governors' and the Self Evaluation document.

Section D7: The local community and its needs

Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

Introduction

Our ethos is that we are firmly a community school, and our policies aim to reflect the aspirations of this local community, both Jewish and non-Jewish.

Location of the school

The New Jewish Primary School's location will be within the wards of Totteridge, Mill Hill, West Finchley and Finchley Church End within the London borough of Barnet:



While the admissions policy of the school allows for the catchment covering a wider geographic area than this, we have focused more of our attention on these areas.

Research

We have validated and increased our understanding of the needs of the local community, both Jewish and non-Jewish, using a range of desk, online- and extensive face to face research and consultation including:

Consulting the Barnet Children and Young Person's Plan, census and demographic information and Office of National Statistics information for the local area;
Conducting an online survey of local parents attitudes, consulting with the Local Authority and a range of other key stakeholders;
Identifying a cohort of 'peer schools' with comparable locations or demographic intake so as to identify realistic and appropriately ambitious targets;
Undertaking a programme of engagement with the local community, with further plans to continue this process of engagement and consultation as our application progresses.

More detail on each of these areas of activity is below. While the process is by no means complete we are confident in our understanding of the needs of the local community and that our plans for the school take appropriate account of this.

The local community and its needs – general information on Barnet

(from the Barnet Children and Young Person's plan)

Numbers and Background

Barnet Children's Trust state that "Barnet children do well at school, enjoy good health, benefit from low crime rates and access to high quality open spaces. Barnet Children's Service is rated by OFSTED as performing excellently".

Barnet is the most populous borough in London. There are 88,600 children and young people aged 0 to 19 in Barnet, making up just over a quarter of Barnet's population; by 2013 the 0 to 19 population will rise to 91,000.

See Section C for primary school roll projections. We are informed by the LEA that there are no current plans to build additional schools. With some schools currently operating a "bulge year", this demonstrates a serious need for local school places. The immediate North Finchley locality where we plan to situate our school is one of the areas of greater shortage

Language, culture, deprivation and other key characteristics

Around 57% of children and young people living in Barnet are White; the next largest populations are Other ethnic group (10%), Black African (9%) and Indian (8%). Within the wards where we have focused our attention most, the key ethnic groups (5%+) other than White British are White Other (many of whom will have been covered by the specific research we have done into the Jewish population) and Indian, although it is clear that potential applicants from the school could come from a very wide range of ethnic backgrounds.

Barnet is a linguistically diverse borough. There are 140 languages spoken by pupils in our schools

Barnet is religiously very diverse. Barnet has the largest Jewish community in London, with more Jewish children than any other London borough. It is also home to the fourth largest Hindu community in the UK.

1,282 children with statements of Special Educational Need; 2.7% of the school population

it is estimated that there are around 1,000 young carers in Barnet, who look after ill or disabled relatives

In 2010 Barnet was responsible for around 310 children in care and 200 children with a Child Protection Plan.

Figure 1: Deprivation in the Borough of Barnet



A significant area of deprivation lying right next to the target area for the school is Mill Hill East. We have deliberately targeted children's services in this area

Mill Hill East

Barnet Children's Trust

Barnet Children's Trust gives as its objectives, in summary:

Ensuring the safety of all Barnet's children. There are generally low levels of crime, children generally feel safe, but despite this, there is a need to reduce bullying, identify risk and strengthen families

Narrowing the gap for children at risk of not achieving their potential

Staying healthy, preventing ill health and unhealthy lifestyles

Enjoying and achieving by narrowing the performance gap (poverty, SEN, etc), ensuring there is a good school for every child and sufficient school places are available, extending and broadening the role of each school in its community

Children making a positive contribution by increasing the participation of children, young people and parents in decision-making and empowering them to become more active citizens, reducing poverty

The Jewish Community in Barnet

Numbers

Barnet has the highest population of Jews in London – 46,696 in 2001 according to the census.

21% of the Barnet Jewish population is aged 0-15, which means that based on 2001 figures just over 650 Jewish children in Barnet alone need a school place.

Between 2001 and 2009 the total Barnet resident 0-15 population jumped by nearly 9%.

If this rate of growth continues, by 2013 an additional 100 Jewish children in Barnet will need a school place. This is a clear indication of need.

Local Schools

Jewish population of Barnet (2001 census).

The five wards in red are each among the top 50 Jewish wards in the UK by population, but are not served by the existing Jewish school.

Number	Ward	Borough	Jewish population	percentage of local population
1	Garden Suburb	Barnet	5,460	37%
2	Edgware	Barnet	5,436	37%
3	Golders Green	Barnet	4,790	29%
4	Hendon	Barnet	4,680	30%
6	Finchley Church End	Barnet	3,949	29%
11	Hale	Barnet	2,800	18%
12	Mill Hill	Barnet	2,592	17%
15	Totteridge	Barnet	2,411	17%
20	West Hendon	Barnet	2,118	15%
28	Cockfosters	Enfield	1,461	12%
30	Oakleigh	Barnet	1,406	10%
39	West Finchley	Barnet	1,280	9%
43	East Finchley	Barnet	1,204	8%
46	Woodhouse	Barnet	1,045	7%

Source: ONS, 2001

There are two Jewish primary schools in our target area

Akiva, which oversubscribed and has a waiting list. Despite this, some Akiva parents have expressed the desire for more academic rigour and a higher standard of Jewish studies

Morasha, which is both private and very restrictive in its admissions in terms of synagogue membership and religious observance.

There are other Jewish schools within a few miles (including another new free school in Mill Hill), but indications from our survey suggest that families are looking for schools closer to where they live.

Two new Jewish secondary schools have opened in or near Barnet in the last 5 years. Both have driven the standard of education higher (Yavneh having OFSTED grade 1, JCoSS has not had an inspection yet). Both of these schools have attracted new families to consider Jewish education (JCoSS specifically sets out to do this).

All of these factors suggest that the provision of a new Jewish primary school will complement existing provision and help to raise standards.

Online local survey

Our primary areas of engagement with the local community has been so far via the local media, local nurseries for children of all communities, online, and a range of local synagogues representing all sections of the Jewish community.

We ran an online survey to consult stakeholders on their priorities, backgrounds and views, with over 150 responses. Key learnings are summarized as follows:

What features of schools are important to you?

These aspects were all identified as important or essential: safety, quality of education, that it is a Jewish school, opportunity to mix with others from similar background, opportunities to mix with others from diverse backgrounds (this is why the idea of a

cross-communal Jewish school with a fairly open admissions policy is ideal!), opportunities for sport/music/recreational activities.

Aspects of school

Age of the school: unimportant

Size of school: medium and small were favoured by a majority

That it is local to where I live: important

Denomination

There was no desire to have a school representing a particular (Jewish) denomination

What schools are you actively considering

Respondents were actively considering other non-orthodox schools or non-Jewish schools

What aspects of Jewish education are important to you?

These aspects were listed as important or essential:

- Strong Jewish identity

- Jewish friends or social life

- understanding Jewish history and culture

- ability to read, write and speak Hebrew

- understanding Jewish laws and customs.

How much financial contribution could you make to the school each year?

75% said £500 or more; 50% said £1000 or more

Consultation and engagement

We have consulted the Jewish Leadership Council (education research section), a cross-community education body, and Eden school in Haringey, an inclusive Jewish Free School in Haringey which is oversubscribed after its opening this, and the Jewish Community Day School Advisory Board.

Vitally, we have consulted with the Local Authority on several occasions to seek validation of our plans and their support. Further detail is in section E2 below.

Implications and learning

All our consultation and research has reinforced our views on the need for this sort of school in the local area – a new school which can:

- Relieve some of the pressure on schools in general

- Provide a high standard of Jewish education and rigorous secular education

- Be cross-communal and inclusive in its admissions and ethos. It is clear the lack of a Jewish school of this kind in North Finchley matters to local families. We want to create a new model of Jewish school that accepts and supports children from all backgrounds equally – Orthodox, Reform, Liberal, Masorti or secular – alongside children from other communities. Our consultations also show that many Jewish families want their children to understand their own background but not be cut off from other children or communities.

Key ways in which this consultation has shaped our plans includes:

- A greater level of focus on ensuring our curriculum plans are welcoming to all sections of the community, and those of other religions. 10% of Eden's intake in its first year are non-Jewish, and they have been successful in doing this. As a result we have appointed a Governor with special responsibility for this issue.

Ensuring we have representation from different sections of the Jewish community, so as not to exclude or alienate families from Jewish denominations who may otherwise feel the school is not “for them”.

Highlighting the cross-communal nature of the school in the local press, to help make those of other faiths feel welcomed.

We need to engage more fully with the local Indian population as a significant minority ethnic group in the area. To do this we intend to consult with umbrella groups such as the Barnet Hindu Forum as well as seeking the advice and support of the borough’s first Hindu school in Edgware.

The NJPS subscribes fully to the targets and objectives in Barnet Children’s Trust’s Children’s Plan and has taken account of the demographic mix of its target population. It is clear that expectations on pupils should be high, although there must also be specific additional focus on children from areas of higher deprivation and children with Special Educational Needs to support them to narrow any performance gap and promote a safe and supportive environment.

It is clear that we have the potential to attract children from a very broad range of demographic and cultural backgrounds. It is therefore essential we do not engage solely with particular community or faith groups with a much narrower focus. To date we have focused our engagement and promotional efforts beyond the Jewish community on nurseries that welcome children from all ethnic and cultural backgrounds and the local free press which is read by all.

We are fully aware of our responsibilities under the Equalities Act 2010 and will ensure we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. Our admissions policy is compliant with this act and with the admissions code of practice.

Putting the ethos into practice

It is in the above context that we will provide an opportunity for Jewish families who want an excellent primary education within the framework of a pluralistic and open-minded cross-communal Jewish school. This school will suit people who want a family and community-oriented school, who are serious about learning, about their Judaism, and who have a deep commitment to the wider community. Parents are regarded as the primary educators and essential partners in the education process.

All members of the school community (children, teachers, school staff, families and friends) form part of our community of lifelong learners. Siblings and grandparents will be particularly welcomed in the school community. Pupils, teachers and parents, who have opportunities to learn together, in different settings including Family Education, will see themselves as a close-knit community of friends and learners in which engagement in learning is valued, enjoyed and modeled.

We believe that excellent relationships between children and all adults within the school community are conducive to learning and to the social and personal development of pupils. Good communication between parents and the school will help to create a cooperative and supportive atmosphere in which children will learn effectively, develop and flourish. The school will have a happy, warm and caring atmosphere where children feel free to develop relationships, express themselves and be kind, respectful and supportive of their peers.

Volunteering will be actively encouraged and is close to the heart of this proposal. Active parental and other adult involvement (with CRB checks where appropriate) will be encouraged to support and enrich the curriculum: music, arts, reading, drama, after school clubs, Parent School Association, school trips, child care arrangements, (e.g. for

non Jewish children during Jewish holidays), and any other talents and areas of expertise. The parents are potentially a fantastic resource for the school, and with their commitment to excellent education and community, they will be welcomed and their talents harnessed to be partners in building this school community for them and their children.

Pupil performance targets

From informal discussions, many non-Jewish families would consider a Jewish school for their children. In order to make a Jewish school appealing to as wide a population as possible, aside from the efforts made to make pupils from non-Jewish backgrounds feel welcome and able to thrive, we believe the most important factor is academic performance. We are aiming high with this school.

Barnet's academic results are among the strongest in the country. Within the borough we have identified a cohort of 'benchmark schools', as outlined in section D4. We aim for our performance targets to be:

In the top third in our very demanding 'benchmark group' of local schools

In the top quarter of Barnet schools as a whole. Barnet is one of the UK's highest performing local authorities, so this is a demanding target indeed.

We believe one of our highest levels of performance will be English, because our Jewish studies curriculum includes substantial Hebrew language education and we believe this focus on languages will increase the ability of children to learn English. This is borne out by Akiva who have 100% of children making expected progress in English.

See section D4 for the precise figures and targets. However, we believe these are appropriately demanding given the geography, cohort and benchmark schools and will help attract children from all backgrounds to the school.

Plans for working with other schools, educational establishments or the wider community

We already have links with some of our neighbouring primary schools, including our neighbour Frith Manor and the other cross-communal Jewish school, Eden. We share an ethos of excellent education and community-building with our other neighbouring schools: Moss Hall, Northside, St. Mary's and Queenswell. We will create relationships with these schools: sharing learning and teaching resources where possible, offering opportunities to learn from each other and our practices and traditions. We want to help create a village of cooperative primary education.

Our school will develop close links and good relationships with the local community to enrich the curriculum, widen its context, and make a positive contribution to the wider community.

We aim to open the school for community use and we will share our resources with others. Our hall will be available for after-school clubs, and groups that need a meeting place outside school hours, enabling the school to be a meeting-place for parents – a hub of the community. IT rooms can be used as an internet cafe, and (depending on the final design of the building) sports facilities can be opened to clubs. The school will organize community events to support learning and create community across the families in the school, for example Shabbat meals, celebrating festivals and life-cycle events. We will seek to have excellent relationships with the other local primary schools, sharing best practice and supporting each other.

How we will promote good community relations

Social justice is a core value of Judaism, referred to in the Jewish community by the term Tikkun. This will be central to our school's values and activities in the wider community. We will foster relationships with all local synagogues and their social justice work, e.g. New North London Synagogue's Tikkun Olam Centre. Many of the school's Governors and prospective parents have years of relationships with local social justice projects, including Homeless Action in Barnet, supporting asylum seekers, and interfaith relations. The school will build on these, and foster good relationships with local Churches, the Finchley Mosque, the Hindu Cultural Society, and other community groups such as the Japanese and Sikh communities. Were these other groups to open schools (as the Japanese and Hindu communities have done) they would be obvious schools with which to develop links.

We are committed to being an integral part of the local community, and to be a resource wherever we can: to libraries, other primary and secondary schools, and to other faith groups. We would seek to be involved with CommUNITY Barnet, to be part of the local involvement network. The school would support the BCYP Participation Project, including the Bobby Panel (from Year 4). We will welcome local young people for work experience, or mentoring (with CRB checks where appropriate), to help them develop work-related skills.

We will be a Fair Trade school, using Fair Trade products wherever possible, and encouraging our children and families to do the same. This will be reflected in the curriculum, so that children learn the principles behind it and how it benefits real people's lives.

We will also be a Green school, taking responsibility for optimising environmental friendliness. We will work together with Energise Barnet and their project for Schools, to ensure that the building and the school community is as Green as possible. As part of the curriculum, we will teach our children to understand environmental issues, and as a school be part of Barnet eco-initiatives.

The New North London Synagogue runs a programme to help asylum seekers by providing advice, clothing and food. While many travel a great distance to access the services, others are more local, and representatives from the NJPS have begun to engage these families. It is hoped that the NJPS could be the school of choice for some of these families. This would be a great cultural benefit to all concerned.

Plans for Further Engagement and development of community links

As our plans progress, and in particular once our school's precise location is determined, we intend to:

- Call a series of public meetings to consult the wider general public

- Visit each nursery in person to highlight our plans and reach out to local parents
- Run a focused engagement and consultation programme with Barnet's Children's Centres. In Barnet, Children's Centres are focused on the top 30% most deprived areas in the borough so this will help us reach the most disadvantaged and vulnerable children who may particularly benefit from our school's high quality. They also offer specific outreach to the most vulnerable children, and expertise in offering Special Educational Needs support. We wish to benefit from their expertise in both these areas, and to organise joint engagement and promotional activity in relevant geographical areas.

- Consult with and engage local churches, the Finchley Mosque's community and the North Finchley Islamic Association.

- Hold information sessions in local libraries, which have high levels of penetration to

the local population

A 'door drop' to those houses in close proximity to the school's site, to encourage local stakeholders to get involved

With each of these strategies, we will have three key objectives in mind:

to gain parental support and encourage them to send their children to the school
to learn more about the needs of the community they serve, and how we can make them feel welcome in our school

vitally, to learn how we can add depth to our curriculum and enrichment activities within the school to ensure we meet as wide a range of needs as possible, and maintain close links with the local community.

For example, when teaching Modern Hebrew it will be useful and instructive to involve native Arabic speakers to highlight the commonalities in the language, and Christian biblical scholars to show how biblical Hebrew relates to commonly used words and phrases in English. These community links will be very helpful at times where religions hold festivals in common – the winter festivals of light across many religions and Passover/the Last Supper. This will help relate the curriculum being studied at school with what some pupils will be experiencing at home.

Once we have approval for opening and before the first set of families have applied to us, we intend to

Create a focus group of parents to help develop the curriculum

Help decide what extra-curricular activities should be offered

Investigate what community projects could feasibly be run from the school

Section D8: Providing for the needs of all children

Show how the needs of all children (whether of a particular faith or none) are fully provided for within the education plan

The Aims of the New Jewish Primary School

This will be a Jewish primary school where everybody is welcome: a simple concept, but one that is both original and long overdue in our educational system.

Section D7 outlines the population breakdown within Barnet. In addition to the many different strands of Judaism, children at the school will be from a range of other ethnic backgrounds, particularly Indian, and from a range of other faiths including Christianity in its various forms, Hindu children and those who profess no religious denomination or are entirely secular. Our school must appeal to them equally.

We believe that a faith school has a special opportunity – and indeed a responsibility – to promote inter-communal harmony and understanding. Mainstream community schools can reflect diversity; ours will promote it from within the context of a nurturing, supportive, Jewish-based education. It is a new model that accepts and supports children from all backgrounds equally: Orthodox, Reform, Liberal, Masorti, and vitally children of other faiths or none, where children are encouraged to accept responsibility for themselves and their community.

Our desire and goal is to be authentic to Jewish tradition – to recognise that there can be a multitude of interpretations, to know and understand and respect differences in family and denominational practice. We would like to hope that this is not just a model for our school and for education at our school, but also a model for Judaism in the wider community. Jewish values and education will be present in the school and its curriculum in a seamless way.

As section D7 outlines, some of the key drivers of attendance at this Jewish school by children from other backgrounds will be academic excellence, its openness to children of all backgrounds, and physical proximity. However to be successful we must *feel* welcoming and familiar to children of all backgrounds as well as *be* open to them in practical terms.

The Local Population

Section D7 outlines the population breakdown within Barnet. Within the Jewish community there are many different strands of Judaism, and with them there will be a wide range of prior knowledge among our families, beyond the Jewish community there are large local populations of Christian children, and those who profess no faith.

How we will ensure that the school will be welcoming to pupils from all faiths and none

A member of our Governing Board, [REDACTED], will take special responsibility for inclusion and ensuring our curriculum takes account of the needs of children with religious affiliations other than Jewish. [REDACTED]

The School's dress code will be inclusive, and as far as possible not too prescriptive. For example, there will be a uniform which will be acceptable to all faiths, and children will not be required to wear 'kipot' and Jewish religious clothing, a practice that would make children of other faiths feel uncomfortable, marked out or excluded (in the school or outside it). Some items will be forbidden, such as jewellery, makeup and immodest clothing. The staff dress code will be take account of similar issues.

Learning about the customs and beliefs of all religions – not just Judaism – is a vital part of our school's life. This aspect of the curriculum will be catered for both within the Jewish Studies lessons where appropriate and elsewhere in the curriculum, for example on particular festival days. The process of engagement with organizations of other religions will be vital in ensuring we have representation from those of all relevant religions (including those of all

those present at the school) at relevant times of the year. Displays will enhance the multi-cultural welcome messages.

The wider circle of religions and cultures will be presented to the children as just as much a part of the world we live in as Judaism. There will be no concept of them being 'other'. On the contrary, they will be seen as 'together' with the Jewish life of the school.

The School will provide food which is acceptable to all. In this respect it will be fully kosher, and will cater for vegetarian children as a matter of routine – a standard which is acceptable to those less religious or of other religions.

The Curriculum

The curriculum has a strong Jewish Studies element (22%), as section D1 outlines. However, the core 'religious studies' aspect of this element of the curriculum is relatively small, and most of this curriculum is in fact relevant to, and welcoming to, all children regardless of background.

Specific examples of how Jewish Studies will be useful and relevant to children of all backgrounds includes:

Ethics

A key focus of the Jewish Studies curriculum is to educate our children in morals and ethics, which while being rooted in those of Judaism are equally applicable to people of other faiths or none, and which are part of the teachings of the three great monotheistic religions. Most of the messaging will be based on everyday situations and therefore are totally suitable for a multi-cultural class.

Comparative Religion

As a cross-communal school, comparative religion will be taught. While part of this will be looking at strands of Judaism, there will also be study of other religions. Many Christian schools teach Judaism, but it is a rare thing for orthodox Jewish schools to teach about other religions. We hope that this is part of what will make this school unique and very desirable to a wide section of the population.

Modern languages

Hebrew will be taught both as a modern, living language. We believe that learning a language – any language – to a high standard at an early age helps to develop pupils' understanding of their own language, and skills to learn other languages later in life, and our English language attainment targets reflect that belief. We will therefore make learning Hebrew relevant for all children, regardless of background. In addition, our aim would be to teach the linguistics surrounding the language, making it relevant and interesting for pupils from any culture, and to show how languages such as Arabic, Aramaic (the language of the New Testament) and Ancient Greek are related.

Festival celebrations

The process of celebrating Jewish festivals will be enhanced by drawing parallels and differences with festivals of other religions, for example comparing the 'festivals of light' of many world religions: Chanukah, Christmas, Diwali, Eid. While the focus will be more heavily on the Jewish festivals than in a community school to reflect our ethos, we will pay attention to all key festivals to reflect our inclusivity.

Citizenship

Although citizenship forms part of the 'Jewish Studies' curriculum in this plan, in practical terms the focus will be on helping children of all backgrounds understand the importance and benefit of playing a full part in their communities.

Prayer

Prayer will form an integral part of the school day through assemblies, as it does at many schools. This prayer will be carefully designed to meet the needs of all Jewish pupils. Many

of the prayers will be acceptable to those following other monotheistic religions. However, it will be the right of parents to withdraw their children from religious ceremonies should they wish to do so and the School will make alternative provision.

Optional extra study

Part of the Jewish Studies learning will be through optional lessons in the early mornings. These studies will have two aspects

Enabling children whose parents wish their children to learn a 'more orthodox' Jewish curriculum to take their learning to a higher level

Enabling children from non-Jewish families (or Jewish families who have less prior knowledge) to have an introduction to Judaism, or additional support to enable them to access aspects of the Jewish Studies curriculum that may be more challenging without the cultural background.

These classes, and the relationships they will foster, will be a major help in allowing non-Jewish children to gain in confidence and develop in our school. This will not impact on the work done in core curriculum time, and will ensure the full spectrum of Jewish religious observance and knowledge (from orthodox to non-Jewish) are taken into account.

How we ensure equality of achievement

As part of the school's quality assurance, the Headteacher, Rabbi and a panel of governors will check schemes of work and lesson plans to ensure that inclusivity is built in.

As part of the assessment system, performance and progress will be monitored across different groups (including language and ethnicity) to ensure that the curriculum is being accessed fairly.

As part of the lesson observation protocol, equality of access will be specifically checked.

Section E1: Evidence of demand and marketing

Evidence of demand from parents of children of the right age

The distinctive elements of this school

The New Jewish Primary School, as proposed is distinctive in the following respects

A high standard of Jewish education (combined with a broad and balanced curriculum) available in a school which does not restrict its admissions to exclusively orthodox families.

A Jewish school which is genuinely cross-communal in its admissions and operation

Families which sign up for the school are therefore making a definite commitment to a particular type of school and are highly likely to follow through with their commitment.

Data on registrations

It should be noted that this level of demand has been shown before definite approval has been granted and before a fixed location has been established.

As described in section D, the school has been marketed for entry in both reception and year 3 for the next three years.

See the back of this section for the data and the location map.

The survey questions

This demand was determined by an online survey. Despite only being set up in January 2012, in total we have received 158 responses, a sign of the extraordinary level of response to the idea of this school. Responses are from across the Jewish community – Orthodox, Masorti Reform, as well as people with no synagogue membership or religious affiliation.

After filling the personal details of parents and children, the questions we asked to determine this demand were as follows:

School Registration

13. I have read the ethos statement and plans for developing the school:

- This would be my first choice of school for my child
- I do not have a child of suitable age but would like to be kept up to date with developments

School Registration

Admission Information

12. Tick ONE of the following to indicate the entry for your child:

- Reception (age 4) Sept 2013 (current age 2 or 3)
- Reception (age 4) Sept 2014 (current age 1 or 2)
- Reception (age 4) Sept 2015 (current age 0 or 1)
- Reception (age 4) Sept 2016 (born after 31 Aug 2011)
- Year 3 (age 7) Sept 2013 (current age 5 or 6)
- Year 3 (age 7) Sept 2014 (current age 4 or 5)
- Year 3 (age 7) Sept 2015 (current age 3 or 4)

Although not all of these responses indicated their intention to select this as their first choice of school, they must all be considered very strong candidates to join the school as the shape of our plans become clearer.

Their locations are somewhat spread, indicating the high levels of motivation of some of those registering to send their children to this school, but with a clear peak around our proposed location.

06/27/2009	*							N2	
09/26/2010			*					N2	
06/19/2010		*						nw11	
03/05/2009		*						n3	
09/10/2010			*					n15	
09/16/2006						*		N3	
09/08/2011				*				NW7	
08/28/2011			*					NW3	
12/02/2011			*					N12	
07/21/2009	*							nw7	
06/27/2006						*		N2	
07/11/2010		*						NW6	
03/07/2010		*						N3	
11/07/2008	*							n2	
07/02/2011			*					N12	
03/28/2009	*							N6	
11/22/2012				*				N20	
04/20/2010		*						N3	
06/03/2011			*					N12	
11/05/2008	*							not given	
09/15/2010		*						EN4	
09/02/2009		*						Nw11	
05/01/2009	*							N3	
08/09/2010		*						N12	
01/08/2011			*					NW2	
07/25/2009	*							N10	
12/24/2008	*							N3	
04/08/2006						*		N3	
05/15/2011			*					N3	
05/08/2009	*							N3	
12/01/2009	*							Nw11	
03/31/2009	*							N2	
09/08/2008	*							N12	
06/06/2008						*		N2	
09/26/2009		*						N2	
01/13/2011			*					N12	
02/26/2011			*					n3	
01/12/2009	*							NW11	
04/13/2007						*		NW11	
12/28/2011				*				N19	
11/30/2011				*				N3	
09/01/2009		*						NW3	
01/18/2012				*				N20	
05/04/2011			*					N3	
07/28/2010						*		NW7	
09/19/2010		*						NW7	
07/10/2010		*						N2	
11/19/2008	*							EN5	
11/26/2008	*							NW11	
10/11/2010			*					N2	
08/14/2006						*		N2	
12/18/2009	*							N20	
01/06/2010		*						N20	
03/05/2009	*							N2	
03/11/2006						*		N3	
09/29/2010		*						N12	
01/20/2011			*					NW7	
06/11/2009	*							HA8	
02/13/2009	*							N3	
12/26/2009		*						N3	

12/23/2011				*				En5	
06/01/2006						*		N3	
04/10/2009	*							N2	
12/23/2008	*							N3	
12/27/2010			*					N3	
10/29/2009		*						NW7	
07/27/2009	*							N10	
08/31/2010		*						nw7	
05/17/2011			*					N2	
05/17/2011			*					N2	
07/15/2011			*					NW11	
02/28/2011			*					NW11	
07/31/2008							*	NW3	
07/13/2010		*						N2	
09/14/2010			*					N10	
10/15/1977			*					N3	
06/12/2008							*	N3	
08/04/2011			*					N3	
08/27/2009	*							NW11	
06/08/2010		*						N3	
02/17/2010		*						N12	
02/17/2010		*						N12	
05/10/2010		*						N3	
03/30/2010		*						N12	
08/15/2009	*							N10	
10/25/2010		*						NW11	
12/05/2009		*						WD6	
02/13/2011			*					N3	
10/19/2009		*						N3	
07/03/2009	*							NW2	
05/13/2011			*					NW2	
06/17/2008	*							NW6	
09/04/2010		*						N2	
02/18/2010	*							n11	
04/02/2011			*					NW7	
				*				N2	
02/07/2010		*						NW4	
06/29/2012				*				NW6	
10/22/2010		*						N12	
10/25/2009	*							N3	
05/08/2009	*							NW11	
09/09/2009	*							N12	
06/22/2011			*					N3	
11/03/2010		*						NW11	
02/10/2010		*						N12	
		*						not given	
04/19/2010	*							NW11	
04/24/2010		*						N2	
05/13/2008							*	N12	
05/23/2009	*							NW7	
Total	45	46	35	10	10	4	8		
	Starting Reception				Starting Year 3				
	2013	2014	2015	2016	2013	2014	2015		

Location map of applicants



Section E2: Reaching out to the wider community

How we intend to reach out to the wider community, including children from a range of backgrounds, faiths and abilities

Introduction

Our ethos as a genuinely inclusive cross-communal school commits us to reaching out to the wider community and to children from a range of backgrounds, faiths and abilities – this is a priority for us.

Our marketing strategy has two very clear target segments:

Children of the Jewish faith

Children of local families who are committed to the ethos of the school

Within those groups, we have additional important target sectors:

Families in the immediate vicinity of the school (once its location has been finalised)

Families in Mill Hill East (from both segments), an area of Barnet that has significantly higher levels of deprivation and is subject to a regeneration strategy that will lead to above-average population growth in the coming years

Families from the Indian community, the Christian and Hindu populations which are strongly represented in the local communities.

Marketing to date

We have done a significant amount of work to engage the local Jewish community, working across all the communities as the detailed application forms with their varied sources demonstrates.

Marketing to the Jewish Community

We contacted the following Jewish organisations by phone and email, consulted directors/senior staff, and secured their agreement to disseminate information about the school to their members and families:

Shaarei Tsedek Reform Synagogue / Alonim nursery, [REDACTED]	Yavneh Nursery at Woodside Park United Synagogue, [REDACTED]
Finchley Progressive Synagogue, [REDACTED]	New North London Synagogue / Gan Alon nursery, [REDACTED]
Southgate Progressive Synagogue, [REDACTED]	Assembly of Masorti Synagogues, [REDACTED]
Finchley Reform Synagogue, [REDACTED]	Kol Nefesh Masorti Synagogue, [REDACTED]
Gan Talpiot nursery, [REDACTED]	Edgware Masorti Synagogue, [REDACTED]
Noah's Nursery, Arkley	Belsize Square Synagogue, [REDACTED]
Sharon Kindergarten, Finchley Synagogue, [REDACTED]	New London Synagogue, [REDACTED]

We also posted information about the school on the online Jewish Baby Directory.

Marketing to the Non-Jewish Community

We have already done a significant amount of work to engage the wider community with this school. We have developed a website, which explains our ethos and admission policy, and invites local families to register. The website has been visited over 1,000 times in the 7 weeks since it was launched.

A key marketing channel has been local nurseries open to children from all communities and with all backgrounds. We have visited 9 local nurseries to generate parental support, and spoken to a further 29 local nurseries to seek their support and to ask them to promote the

project. A number of these groups were specifically in areas serving under-privileged families such as the Strawberry Vale Estate and Mill Hill East.

We contacted the following community nurseries and pre-schools in person and by email. We had a discussion about our proposed ethos and operation (with the Principals where possible), provided them with information and printed publicity about the school, and asked them to distribute it to their pupils' families:

Lavendale Montessori Nursery	Tinies Nursery, [REDACTED]
The Rocking Horse Nursery, [REDACTED]	Laurel Way Playgroup, [REDACTED]
Magic Daycare Nursery, [REDACTED]	Moss Hall Nursery School
Academy 4 Kids Day Nursery	Cupcakes Nursery, East Barnet
ELY Nursery, [REDACTED]	Active Learning, [REDACTED]

We also contacted the following nurseries across a wider area by email and asked them to disseminate information about the school to their pupils' families.

Bright Learners Montessori, Barnet	Bright Sparks Nursery, Barnet
Foulds Pre-School, Barnet	Little Acorns Preschool, Barnet
Noahs Arkley, Barnet	Pine Trees Nursery, Barnet
Underhill Children's Centre, Barnet	Woodlands Nursery, Barnet
Nightingale Nursery, East Barnet	Kids Unlimited, East Barnet
Puddleduck's Nursery, [REDACTED]	Little Leo's Nursery, [REDACTED]
Oakhill Community Nursery, [REDACTED]	Teddies Nursery, [REDACTED]
Scribbles Nursery, [REDACTED]	Hampstead Garden Suburb Preschool, [REDACTED]
Old Barn Preschool, [REDACTED]	
St Philip's Preschool, [REDACTED]	Rainbow Playhome, [REDACTED]
Magic2 Daycare Nursery, [REDACTED]	Mace Montessori, [REDACTED]
Headstart Nursery, New Barnet	Monkey Puzzle, [REDACTED]
Clowns Nursery, [REDACTED]	Twinkle Stars Montessori, New Barnet
Pentland Nursery, [REDACTED]	Gan Sabres, [REDACTED]
Golders Green Day Nursery, [REDACTED]	Great Learners Montessori, [REDACTED]
Kidz Choice Nursery, New Barnet	David Lloyd Nursery, Finchley

Other media

In addition, we have done a significant amount of promotion via facebook and viral marketing, including posting information about the initiative on the following facebook groups with wide local membership:

- Babies Babies Babies Facebook group
- Top Tips for Mums Facebook group
- Finchley [REDACTED] Facebook Group

We also targeted the local media, including the Finchley and Hendon Press, which as a free newspaper delivered by door-drop has a very wide distribution across all communities in the area. Examples of the press coverage we have received are below. We have also engaged as widely as possible with all areas of the local Jewish community, consulting and securing the support of 15 Jewish groups and communities for our plans.

Attitude survey

Our initial marketing included an attitude survey. We conducted a survey within a wide sector of the community asking what features of schools they are looking for. This survey went to a range of Jewish and non-Jewish organisations within our local area. A summary of the results of the survey appears in section D7.

Local authority engagement and consultation

We had a preliminary discussion with [REDACTED] ([REDACTED]) who identified a 400-place across the borough in the immediate future, with North Finchley being an area of medium need. The LEA had no plans to build or permanently extend any of the existing schools. She said that elected council members were supportive of free schools.

We had a further meeting on 2nd February 2012 with Councillor Andrew Harper (Deputy Leader of the Council; and Cabinet Member for Education, Children and Families), and [REDACTED] ([REDACTED]). We outlined the full plans, and it was clear the LEA welcomed free schools. Councillor Harper outlined plans under consideration to fill gaps in local primary provision, including re-developing and enlarging several primary schools. He agreed to send us a "terms of engagement" letter to outline how the LEA would work co-operatively with us. It is attached at the end of this section.

In addition, following a meeting with [REDACTED] ([REDACTED]), she has agreed to keep us informed of land or buildings which become available, and agreed to assist with planning and assessment of sites.

Engagement with Jewish strategic groups

We had detailed discussions with:



Future plans while our application and planning progress

As our plans develop, we intend to make use of a range of marketing communications and engagement channels to ensure we reach out to the wider community as comprehensively as possible, including:

Barnet's Children's Centres and Outreach projects

We will run a focused engagement and consultation programme with Barnet's Children's Centres. In Barnet, Children's Centres are focused on the top 30% most deprived areas in the borough so this will help us reach the most disadvantaged and vulnerable children who may particularly benefit from our school's high quality. They also offer specific outreach to the most vulnerable children, and expertise in offering Special Educational Needs support. We wish to benefit from their expertise in both these areas, and to organise joint engagement and promotional activity in relevant geographical areas.

Website

We will build on the website to include more information on the school vision and ethos, the key provisions we are making to be welcoming to children from a range of backgrounds and abilities, relevant news and developments, and where possible endorsements of our plans from all sections of the community.

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.

Open Site Days

Providing a "touch and feel" experience for parents and prospective students at the site (once identified). This would include a mock-up of our ideal classroom.

Invited Speaker Evenings

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 inclusive 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.

Adverts

Adverts in the local tube station, and local press, building on the same marketing concept as the flyers

Nursery visits

We will visit each nursery in person to highlight our plans and reach out to local parents from all communities

Religious communities

Consult with and engage local church communities, the Barnet Hindu Forum, the Finchley Mosque's community, and the North Finchley Islamic Association.

Libraries

Hold information sessions in local libraries, which have high levels of penetration to the local population with all backgrounds

Door drop

For those houses in the closest proximity to the school's site, to encourage local parents to find out more and get involved

With each of these strategies, we will aim to gain parental support to encourage them to send their children to the school. We will also aim to learn more about the needs of the community we will serve, and how we can make them feel welcome in our school.

Finally, and vitally, we will aim to learn how we can add depth to our curriculum and enrichment activities within the school to ensure we meet as wide a range of needs as possible, and maintain close links with the local community. These community links will be very helpful at times where religions hold festivals in common – the winter festivals of light across many religions and Passover/the Last Supper. This will help relate the curriculum being studied at school with what some pupils will be experiencing at home.

Building links with the local community once the school is open

Once the school is open, we aim to open the school for community use and we will share our resources with others.

Our hall will be available for after-school clubs, and groups that need a meeting place outside school hours, enabling the school to be a meeting-place for parents – a hub of the community.

Depending on the final design of the building, IT rooms can be used as an internet cafe, and sports facilities can be opened to clubs. The school will organize community events to support learning and create community across the families in the school, for example Shabbat meals, celebrating festivals and life-cycle events. We will seek to have excellent relationships with the other local primary schools, sharing best practice and supporting each other.

Ensuring school policies will ensure that the free school is inclusive of pupils of other and no faith

Our curriculum plan makes it clear that both the material and the methodology are targeted at a cross-communal student group. All the lessons including Jewish studies will be placed in a context where they are both accessible and relevant to non-observant Jews, those of other religions and those of none.

In a similar way, our behaviour and welfare policies ensure that every child is cared for – this is fundamental to the ethos of the school. When pupils are tracked and monitored, the performance of each different group will be checked to ensure that no individuals or clusters of pupils are left behind.

It is our intention to provide an exceptionally caring and supportive environment, and it would therefore be an ideal choice for children who were vulnerable. Our aim would be to make this facet of the school well known locally.

The school will run a range of activities, many of which will require parental contribution. It is our aim, as an inclusive school, that our charging policy precludes no-one from any activities, and that less wealthy families are actively encouraged to participate, and supported financially where required.

A member of our Governing Board, [REDACTED], will take special responsibility for inclusion and ensuring our curriculum takes account of the needs of children with religious affiliations other than Jewish. [REDACTED]

The School's dress code will be inclusive, and as far as possible not too prescriptive. For example, there will be a uniform which will be acceptable to all faiths, and children will not be required to wear 'kipot' and Jewish religious clothing, a practice that would make children of other faiths feel uncomfortable, marked out or excluded (in the school or outside it). Some items will be forbidden, such as jewellery, makeup and immodest clothing. The staff dress code will be take account of similar issues.

Learning about the customs and beliefs of all religions – not just Judaism – is a vital part of our school's life. This aspect of the curriculum will be catered for both within the Jewish Studies lessons where appropriate and elsewhere in the curriculum, for example on particular festival days. The process of engagement with organisations of other religions will be vital in ensuring we have representation from those of all relevant religions (including those of all those present at the school) at relevant times of the year. Displays will enhance the multi-cultural welcome messages.

The wider circle of religions and cultures will be presented to the children as just as much a part of the world we live in as Judaism. There will be no concept of them being 'other'. On the contrary, they will be seen as 'together' with the Jewish life of the school.

The School will provide food which is acceptable to all. In this respect it will be fully kosher, and will cater for vegetarian children as a matter of routine – a standard which is acceptable to those less religious or of other religions.

Leaflet 1: for use at Limmud



Leaflet 2: Jewish organisations



Leaflet 3: the cross-communal flier



Local and Jewish press coverage

██████████

██████████

██████████



London Borough of
Barnet

Councillor Andrew Harper
Cabinet Member for Education,
Children and Families

<Redacted>
<Redacted>
London
<Redacted>

<Redacted>
<Redacted><Redacted>
London <Redacted>

tel: <Redacted>
_date: 2 February 2012
our reference: AH/kl/12 02 02 blainfreeschool

Dear <Redacted>

FINCHLEY JEWISH PRIMARY SCHOOL

Thank you for expressing your interest in setting up a free school in Barnet.

Barnet's children benefit from diverse educational provision and the Council recognises the role that free schools can play in helping to meet parental preference and providing much needed school places. We are supportive of groups that wish to set up a free school to meet local needs where there is evidence of demand, a robust business case and available property.

As we have discussed, there is pressure on primary school places in Barnet and neighbouring boroughs, with not enough permanent places to meet demand. The Council has a statutory duty to ensure that there are sufficient school places in the area, and any new schools in the borough, including free schools, will have an impact on our overall strategic school planning. As such, we encourage free school proposers to engage with us as early as possible, as indeed you and your colleagues have done.

I would like to emphasise that this letter does not indicate a commitment to any capital funding, property or land. Alongside the development of any free schools, we need to ensure that in our borough there is an appropriate balance of community, religious, and mixed and single sex provision to meet parental demand wherever possible.

Please do keep us updated about your proposal.

Kind regards

Cllr Andrew Harper
Cabinet Member for Education, Children and Families

Section F: Capacity and capability

Demonstrate that there is sufficient education, financial and other relevant expertise to run the school

Skills

We identified the skills required to set up and govern the school.

School governance

School management, especially primary school

Legal

Finance

ICT

Human resources

Property and project management

General administrative skills

There will be key members of staff (most notably the Headteacher, Rabbi and Business Manager) who will take over most of the professional roles once appointed, leaving the governors to set strategy and monitor in accordance with best practice of school governance.

Our People

Structure

This is a school founded and started by parents of young children who wanted a particular type of school for their children. The majority of those involved have been parents of prospective pupils, and the ethos has been driven by this philosophy.

The company was founded by three subscribers who were appointed directors.

We chose to have a model where all the initial volunteers for were offered the chance to become company members and stand to be elected directors. In the event, 11 people put themselves forward, and were approved by the directors to become members. These were then all elected as directors (interim governors). Therefore the first of the tables below gives the names of all governors who are also the members and the directors. Their skills and experience are summarised, along with the area in which they would lead.

The people who put themselves forward (many of them prospective parents) were very keen for the school to go ahead and volunteered a lot of time, but this did not cover all the skills areas required. Some others had limited time but were still eager to assist, and so created a "Professional Panel" whose expertise could be used as required. It was understood that they would not be governors, but would attend governors' meetings as required. The second table lists this group of people along with a brief summary of their skills and experience and the area in which they will lead or assist.

Generally governors were able to give 3-4 hours a week (averaged over time) and the professional panelists about 2.

The combination of the two groups managed to cover all the major areas of expertise which removes the expensive requirement to buy in professional services.

We have been fortunate in gaining the services of several people who have served on governing bodies before.

Governors / Members / Directors

Name	Lead / Expertise	Relevant Experience	Hours available
<Redacted>	<Redacted>	<Redacted>	4 per week (average)
<Redacted>	<Redacted>	<Redacted>	4 per week (average)
<Redacted>	<Redacted>	<Redacted>	4 per week (average)
<Redacted>	<Redacted>	<Redacted>	4 per week (average)

<Redacted>	<Redacted>	<Redacted>	4 per week (average)
<Redacted>	<Redacted>	<Redacted>	4 per week (average)
<Redacted>	<Redacted>	<Redacted>	4 per week (average)
<Redacted>	<Redacted>	<Redacted>	4 per week (average)
<Redacted>	<Redacted>	<Redacted>	3 per week (average)

<Redacted>	<Redacted>	<Redacted>	4 per week (average)
<Redacted>	<Redacted>	<Redacted>	4 per week (average)

The Governing Body will include up to 6 parents (elected), one will be elected from the staff, and it is expected that the rest may be co-opted (this may well include several more parents). It is not the intention to allocate governing body seats to the different religious sectors of the Jewish community, but there is every likelihood that some communities will be represented.

Non-Governor Professional Panel

Name	Expertise	Relevant Experience	Hours available
<Redacted>	<Redacted>	<Redacted>	4 per week (average)
<Redacted>	<Redacted>	<Redacted>	2 per week (average)
<Redacted>	<Redacted>	<Redacted>	2 per week (average)
<Redacted>	<Redacted>	<Redacted>	2 per week (average)
<Redacted>	<Redacted>	<Redacted>	2 per week (average)

<Redacted>	<Redacted>	<Redacted>	2 per week (average)
<Redacted>	<Redacted>	<Redacted>	2 per week (average)
<Redacted>	<Redacted>	<Redacted>	3 per week (average)

It should be pointed out that some of these people have been recruited relatively recently and did not have time to make an input to the application. In particular we were without an expert in school finance for much of the writing time which made the benchmarking difficult. However, some new people recently joined the group who do have a financial background, and it is our intention to undertake some governor training (particularly in the finance field) at the earliest opportunity.

Services which we need to buy into

We will use the services of ASCL to advise us on the appointment of the Principal.

It will not be necessary to use a recruitment consultant, but the intention would be to advertise widely.

It may be necessary to use an employment lawyer to draft contracts of employment.

Depending on the location of the final site, the services of architects, builders, etc will be needed to build and fit out a building. While there are many in the community who will do some of this work for nothing, the main building work will form part of the start-up costs.

Staffing Structure

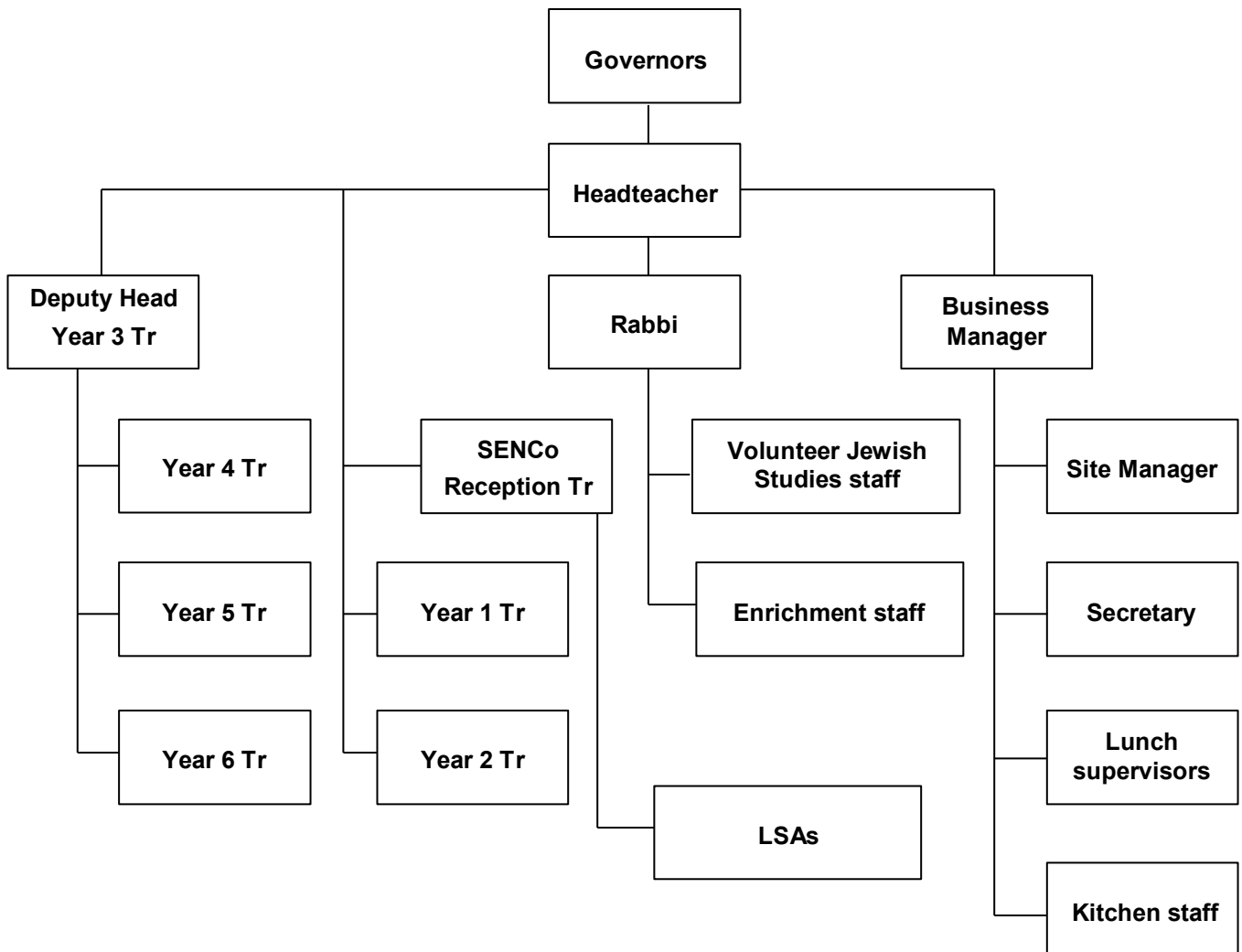
The staffing structure for the full staff is shown here.

The Headteacher is accountable to the Governors and is overall line manager for all staff. The Head will line manage the Business Manager, the Rabbi, the Deputy Head (when appointed) and the SENCO, along with the year 1 and 2 teachers. The Business Manager will manage all staff other than those teaching (in a formal or informal capacity). The Rabbi's position is not a managerial one, and so the staff managed will be few. The Deputy Head is a teacher and will therefore have limited management time – only managing three teachers.

The SENCO manages the LSAs, but again has limited time.

The teaching staff build up (so that the Headteacher does not manage the year 1 teacher until the second year and the year 2 teacher until the third year), etc.

Organisational Chart



The Deputy Head will effectively be Head of Juniors and would be expected to lead assemblies, contribute to discipline within the key stage.

The Rabbi will work alongside a panel of religious advisors and other interested groups to develop the Jewish Studies curriculum, but does not report to them.

Since the academic side of the school is so important, and since we are not teaching in a resource-heavy environment, our priority has been to staff the school generously, for example with one LSA for every class. This will provide many additional learning opportunities, such as withdrawal from class, as well as some extra time for preparation for teachers.

Staffing build up: Model 1 (Reception Intake only)

Year beginning Sept	2012	2013	2014	2015	2016	2017	2018	2019
Number of pupils	0	30	60	90	120	150	180	210
Position								
Headteacher	Y	Y	Y	Y	Y	Y	Y	Y
Caretaker	Y	Y	Y	Y	Y	Y	Y	Y
Secretary / Head's PA	Y	Y	Y	Y	Y	Y	Y	Y
Rabbi		Y	Y	Y	Y	Y	Y	Y
Business Manager	Y	Y	Y	Y	Y	Y	Y	Y
Reception teacher/SENCO		Y	Y	Y	Y	Y	Y	Y
Year 1 teacher			Y	Y	Y	Y	Y	Y
Year 2 teacher				Y	Y	Y	Y	Y
Year 3 teacher /Deputy Head					Y	Y	Y	Y
Year 4 teacher						Y	Y	Y
Year 5 teacher							Y	Y
Year 6 teacher								Y
LSA 1 (Hebrew)		Y	Y	Y	Y	Y	Y	Y
LSA 2 (music)			Y	Y	Y	Y	Y	Y
Welfare assistant / LSA				Y	Y	Y	Y	Y
Cover Supervisor / LSA					Y	Y	Y	Y
LSA 5						Y	Y	Y
LSA 6							Y	Y
LSA 7								Y
Lunch super 1		Y	Y	Y	Y	Y	Y	Y
Lunch super 2				Y	Y	Y	Y	Y
Lunch super 3						Y	Y	Y
Kitchen staff 1		Y	Y	Y	Y	Y	Y	Y
Kitchen staff 2		Y	Y	Y	Y	Y	Y	Y
Kitchen staff 3			Y	Y	Y	Y	Y	Y
Security		Y	Y	Y	Y	Y	Y	Y

Staffing build up: Model 2 (Intake into Reception and Year 3)

Teachers only – for illustration

Year beginning Sept	2012	2013	2014	2015	2016
Number of pupils	0	60	120	180	210

Position

Reception teacher/SENCO		Y	Y	Y	Y
Year 1 teacher			Y	Y	Y
Year 2 teacher				Y	Y
Year 3 teacher /Deputy Head		Y	Y	Y	Y
Year 4 teacher			Y	Y	Y
Year 5 teacher				Y	Y
Year 6 teacher					Y

Notes

Headteacher and Rabbi to provide some hours of teaching in the first year to allow for PPA. The Rabbi will probably not be a qualified teacher. May do some work as an LSA in the first year.

After-school sessions to be run by non-core staff, but who may, for example, be lunch supervisors.

Specialised roles (Ivrit teacher, music) could more cost-effectively be provided by LSAs than teachers.

Depending on the site, security may not be needed. The financial model again looks at a worst case scenario and allows for a security guard.

Plans for recruiting staff

NB for the recruitment of the Headteacher, any staff members or Governors, the full safeguarding procedures will be adhered to

Process

Create time plan for recruitment, bearing in mind any resignation dates which might apply, and working backwards from the start date

Create job description

Advertise in appropriate media

Collect replies and shortlist

Call for interview

Interviews and tasks

Appointment

People involved

For the Headteacher, Deputy Head and Business Manager, governors will be involved in both shortlisting and interviewing.

For the Rabbi, a rabbinical panel will need to be convened to give advice on the religious aspects of the job.

Once the Headteacher is appointed, it is expected that he/she, along with the Chair of Governors, will lead the appointment processes.

Where the job involves teaching (or other work with children), a panel of children will be convened to assess how well the candidates relate to children. In the event that this takes place before the school has opened, the panel may need to come from a partner school.

Specification

The job specifications will be standard ones, based on the TDA standards for teachers, headteachers, etc. In addition there will be questions and discussions on ethos, to ensure that applicants will augment the existing school community.

Recruitment of Headteacher

For this member of staff only, the help of an external advisor would be used. The ASCL provides a service to governors which assists in the appointment of a Headteacher. They can arrange a carousel of interviews and activities to ensure that all the skills needed in this crucial position are present.

Key skills /attributes will be

- Full agreement with our ethos, and a positive disposition to faith schools, multi-cultural schools and free schools

- Qualified and suitably educated (including the NPQH or equivalent if coming from abroad)

- A record of recent professional development or further qualifications that prepares them for this post

- A significant period of successful teaching and management experience. Experience in similar schools would be valuable (eg primary, small, Jewish) but this may not be possible. More important would be see the impact of previous work.

- Understanding of all aspects of the process of setting up the school

- Enthusiasm for the Jewish ethos and values and the capacity to develop and promote this to all stakeholders

- An empathetic understanding of levels of Jewish observance and respect and commitment to Jewish education

- A sound understanding of how students learn, how teachers can best teach and how to achieve high standards

- The ability to create and implement a strategic school plan linked to priorities and targets

- The ability to create a vibrant and challenging curriculum for all abilities which allows all students to achieve their potential

- The ability to induct and motivate staff; working knowledge of UK employment law and an understanding of the use of performance management linked to Continuing Professional Development to raise standards

- A good understanding of special educational needs and commitment to leading and managing an inclusive school

- A good knowledge and understanding of how schools can promote community cohesion

- Knowledge and understanding of the UK education system and the Governance of a UK academy

- High level of communication skills both oral and written

- Integrity, honesty and the ability to be an outstanding role model within the community

- The enthusiasm, stamina and resilience to take on the role of leader and provide clear direction, manage change and enthuse and motivate others

- Excellent interpersonal skills

Finding the Headteacher with all the correct attributes is crucial, as they will be the single most significant individual in taking the school from concept to actualisation. It is crucial, therefore, that their vision for the school is fully aligned with that of the governors.

This school, because of its size, will be unable to offer a very large salary. It will, however, be able to offer the autonomy and responsibility of creating a new and unique school, which to the right candidate would be very attractive. It is highly likely that a candidate will emerge from within the community itself.

Once the Headteacher is appointed "The Principal Designate", they would take over a lot of the professional tasks of setting up the school, assisted by Governors. This would include the lead on recruitment, an input into the design of the building, writing policies and curricula and building bridges with the community in order to promote recruitment of pupils.

Recruitment of Governors

Experience in Jewish school has shown that high quality professional people are available in abundance to volunteer to be governors. The existing board of governors will invite applications whenever a vacancy comes up, and will interview for the position.

Where the vacancy is specifically the staff governor or a parent governor, the Chair of Governors will arrange for there to be an election.

As with staff, agreement with the ethos will be the critical factor in choosing suitable candidates, along with an audit of what particular skills are needed.

Accountability

As described above the company members are the same people as the directors. The Headteacher is accountable to the governors (the directors).

The governing body as a whole may delegate tasks to committees, and some tasks may be taken by "Chair's action". For serious decisions, in either case, ratification by a quorum of governors will be needed.

Conflict of interest

The Jewish community is a small one, and it is therefore likely that when the governing body considers an issue concerning an individual (for example a job applicant, an applicant for a pupil place or an exclusion) there will be governors who know the person concerned. The governing body must adopt a declaration of interest protocol which involves the governor(s) concerned explaining their interest or connection, and then not taking any further part in the decisions.

Section G: Finance

Show how the school will be financially viable, offer good value for money during startup, be financially sustainable in steady state and resistant to fluctuations in income

Introduction

The NJPS is fundamentally about providing a first rate education for its pupils and all the plans (educational, staffing, premises and finance) must serve this goal.

The financial plans must first and foremost work to attract and retain the best staff. At a second level, there must be sufficient support staff to serve the needs of the pupils (and the wider school community) and assist teachers in doing their work. Finally, the finances must provide for sufficient resources to allow the school to deliver a high quality education.

There are details in the “assumptions” tab of the spreadsheet for all of the points below, and this section is purely to demonstrate how our philosophy dictated the formation of the plans.

Staffing

We will adhere to the national pay and conditions pay scale as it would be unviable to pay substantially more, and unwise from a recruitment point of view to attempt to pay any less.

Headteacher

The size of the school dictates the salary which can be paid. We opted not to pay the maximum on the scale, assuming that we would probably attract someone young and energetic, and the pay scale then leaves room for increments.

Deputy Head

It is important to have a Deputy, to support and deputise for the Head, but in such a small school it was decided that this could be achieved by a teacher with a class, with the addition of some additional non-contact time. The management of teaching staff is shared between the Head and Deputy. This post is not needed until year 4 of the school's work.

Rabbi

This is a crucial post, and thus necessary from the very outset. The correct person will not need to be a qualified teacher (nor an ordained Rabbi) and so it was difficult to benchmark the required salary. We looked at the salaries of jobs done by young graduates of yeshivas in order to fix our figure which is both affordable and attractive.

Business Manager

This was seen as an unnecessary expense at first, but in discussion with those running other small schools it was seen to be essential. A part time position was felt to be sufficient.

Teachers

In order to attract good candidates, we were generous with our allowances.

Learning Support Assistants

We were very keen to have specialist expertise, especially in Hebrew. LSAs with specific skills were a cost effective way to provide this, and therefore have a dual role. We tried hard to ensure that there were seven LSAs when the school reaches full capacity. While this enough for one per class, our approach is far more flexible than this, and each would have a varied role.

Play Leaders

Enrichment activities will be provided by inexpensive youth workers (who we hope might find other roles in the school too such as mealtime supervisors).

Volunteers

The morning Jewish Studies sessions would be staffed largely by volunteers. The sessions are short and earlier than the start of many people's working day, and we therefore hope that members of our school community would come to help lead those sessions.

Several synagogues have indicated the possibility of providing people free of charge in this way.

Charging and Voluntary Contributions

In line with our ethos, it would be unthinkable to exclude anyone from activities on the grounds of being unable to pay, and the charging policy will reflect this. (It might mean, however, that we would select cheaper activities, as it will not be possible to subsidise a substantial number of pupils.)

Many Jewish schools make a "voluntary" charge of many thousands of pounds to go towards the additional cost of Jewish Studies and security. While we will welcome any donations, it was decided that we would not write to all parents with the expectation of such a payment as this would be extremely off-putting to many of the people we were most hoping to attract.

Discrete approaches may be made to potential donors for capital projects or to contribute to hardships funds, resources, etc.

Resources

While it is important to run the best possible school, our feeling is that this is a school which relies on its ethos (a good work ethic and a supportive environment), and the very best staff to achieve its goals. It would not be desirable to spend a disproportionate amount of money on expensive resources.

Our plan would be to future-proof the school when building (for example installing a high quality computer network and interactive whiteboards) in order to create good value in the long term. We wish to support modern and engaging teaching methods, but would not, however, look to spend tens of thousands of pounds on the latest gadgets. For example, we would be more likely to invest in traditional musical instruments than a recording studio and expensive sound systems.

Our philosophy would be to ensure that all expenditure led to clear educational outcomes for the pupils.

Note on the viability of the school when 90% full

In the 90% model, it is possible to reduce learning resources and catering by a little, as they are dependent on pupil numbers.

However, most of the costs of running the school are fixed, the majority of the cost being staff.

Regrettably, some of the LSAs had to be cut from the staffing to balance the books in this situation. While this could impact on the quality of education (and is not what the ethos demands), the roles could be filled by more work from the Rabbi or by recruiting volunteers to help in the school.

NB All the sheets showing where benchmarks came from are attached

Name of Proposed School	The New Primary School (Finchley)
--------------------------------	--

Local Authority Area	Barnet
-----------------------------	---------------

Proposed Opening Date	September 2013
------------------------------	-----------------------

Age Range	Primary
------------------	----------------

If the selected age range is
'Other' please give the range
here:

[Redacted]

[Redacted]

Department for
Education

<Redacted>

[Redacted]

<Redacted>

<Redacted>

[Redacted]

[Redacted]

Name of Proposed School	The New Primary School (Finchley)
--------------------------------	--

Local Authority Area	Barnet
-----------------------------	---------------

Proposed Opening Date	September 2013
------------------------------	-----------------------

Age Range	Primary
------------------	----------------

If the selected age range is
'Other' please give the range
here:

90 % MODEL

Redacted





Department for
Education









Department for
Education



Department for
Education



Department for
Education



Department for
Education



















[REDACTED]

[REDACTED]



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]







[REDACTED]

[REDACTED]



Section H: Premises

This is an outline of the process we have gone through so far to identify suitable premises and the particulars of two possible sites

Aspects of our Ethos which impact on Premises

We are a community school and many of our families are looking for a school very local to them. The school should therefore be within a target which is where these people live. This was a clear outcome of the attitude survey. This is for reasons of

Easy transport to and from school. Walking or cycling would be ideal as it is part of a healthy lifestyle and reduces environmental impact.

Use of facilities by community groups.

(Some places are also reserved for people living some distance away in order to prevent people “purchasing” a place by moving closer to the school.)

As a community school, we are committed to open our spaces for use by community groups. It will therefore be necessary to have good sports and IT facilities as well as socialising spaces which may be valuable for community usage.

For the regular operation of the school, we will need

Big spaces for gatherings such as assemblies and concerts

Lots of small rooms for private learning, for example music, SEN withdrawal.

Be arranged in a way that there is a “wholeness”. For example, classrooms around a courtyard would be preferable to rooms spread along a corridor.

Security – see later.

Location

Primarily North, West Finchley, Woodside Park, extending as far as Whetstone
(see map for the target area)



Accommodation

SPACE	AREA REQUIRED (APPROX)
Minimum of 8 classrooms (55m ²)	5000 sq ft
School hall to be used for assemblies, gym, dining, theatre etc (100m ²)	1000 sq ft
Kitchen	500
Toilets	500
Staff room	500
Pupil welfare eg sick bay	500
Offices	1000
Cloakrooms	300
Music practice	500
Outdoor space for a playground	
Parking on site	
Total area (approx)	10000 sq ft * (910 m²)

* Outdoor space and parking are excluded.

Tenure

In order that we can fulfil the potential in this search we shall be looking for

Freehold

Long leasehold

Leasehold tenures

Planning Use

D1 (Non residential institution/Educational)

Special Requirements

Being an educational establishment we will require outside space for playground.

Ideally there would be parking on site, and there must be safe pedestrian access.

As a Jewish school, security would be an issue, and so any site would need to be capable of having all its boundaries secured, with (ideally) only one entrance which would be controlled.

Timing

Ideally we need to have full use of the site and buildings by July 2013 for a September 2013 opening. The time at which we would need to acquire the site would depend on the amount of work needed. For example, if there was an existing school on the site, the refurbishment might take a few months; if it was required to demolish buildings and build a school from scratch a year or more would be needed.

Should an ideal site be available but not within the timescale for the building or refurbishment, it would be preferable to open in temporary accommodation (as several other free schools have done) while the permanent site is being prepared.

Site Finding Process

The Estates Team

The school volunteer team has appointed three qualified people to carry out the search for suitable building/premises. All live locally and have good knowledge of the area.

██████████

██████████

██████████

The Search

Location boundary established by the core volunteer group. Account was taken of the addresses of all those who responded to the initial attitude survey. The most popular postcodes were ██████████ (30%), ██████████ (20%), ██████████ (8%), ██████████ (5%), ██████████ (5%). Contact made with a range of commercial and residential agents across North London
Drive through the target location and identify potential sites
Meeting with ██████████ (6th February)
to establish the possible use of Barnet council buildings or buildings formerly used by the council.
Meetings and discussions with various local landlords
Compile shortlist and receive details

Chosen Sites

Having searched for premises we have selected two which show initial suitability:

██████████, ██████████, **Finchley**, ██████████

Advantages: large site, possibility of shared usage of the space (either by finding suitable partners to share the space or by selling on part of it), access through safe residential streets (close to bus services)

Disadvantages: slightly outside our target area, but still very close to where a large number of the prospective families live

Formerly a Police Section House, now unused

The current freeholder is the Metropolitan Police Service

The site currently contains the accommodation buildings which offer 3,619.5m² of space on up to 3 levels. It is unclear whether some parts of this building could be remodeled into a school building or whether it would be more cost efficient to demolish and build from scratch. There would be a good amount of open space for parking and playgrounds. Total area of the site is 1.10 ha

The tenure offered is freehold with immediate availability

The size of the site gives great flexibility to build a school with generous accommodation and great scope for additional community usage

Some residential property developers have shown interest in the site. Once the School has been approved, we will look into sharing the site with them. They could fulfill obligations to provide social usage for part of the site (the school) and could contribute to the construction of the school buildings.

██████████ ██████████ **Whetstone London** ██████████

The site lies at the north-most point of our target area

The advantage of this location is that there are no existing Jewish schools anywhere to the north.

The site lies on the A1000 with good transport links including buses, and allows for easy access on foot and by car

Currently the site is used as office, studio and factory accommodation

Currently in commercial ownership

The existing buildings total accommodation of 1195m² which is an ideal size, but the buildings are not suitable in their current form (the building facing the road might be retained as it forms part of the local character, although it is not listed). The total area of the site is 0.235 ha

The tenure offered is freehold with immediate availability. Also available to let using existing buildings, and it is unknown whether the owner would be open to a leasehold

of the land with remodeling, or whether the owners would consider development at their own expense and leasing to the School.

There is an abundance of green space in the near vicinity of the site.

Funding

At this stage of the process, and with the sites identified, our expectation is that the capital project will be funded entirely by the DFE. However, once a site is found we will of course look for other sources of funding in order to maximise the possibility of acquiring the target site. This may include private donors or corporate sponsorship.

There are a number of additional sites in our area which belong to sports clubs. A shared ownership / usage agreement would be a very cost effective way to proceed. However, the owners of the two sites identified, while being happy to discuss in principle, were unwilling to take the negotiations further until our funding agreement had been signed.