

# **Free School Application 2013**

**Application for**

**St Andrew the Apostle Greek  
Orthodox School**

## 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:		
<b>Section A:</b> Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> 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. <b>Independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to <b>mainstream.fsapplications2013@education.gsi.gov.uk</b> 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 <sup>rd</sup> 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 <b>Section A</b> 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 <sup>th</sup> 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], [REDACTED], Leatherhead, Surrey, [REDACTED]							
3.	Email address: [REDACTED]							
4.	Telephone number: [REDACTED]							
About your group								
5.	<table border="0"> <tr> <td rowspan="6">Please state how you would describe your group:</td> <td><input type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input checked="" type="checkbox"/> Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input type="checkbox"/> State maintained school</td> </tr> <tr> <td><input type="checkbox"/> Other</td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group	<input type="checkbox"/> Teacher-led group	<input checked="" type="checkbox"/> Academy sponsor	<input type="checkbox"/> Independent school	<input type="checkbox"/> State maintained school	<input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group							
	<input type="checkbox"/> Teacher-led group							
	<input checked="" 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.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input checked="" type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input type="checkbox"/> No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input checked="" type="checkbox"/> Yes		<input type="checkbox"/> No			
Has your group submitted more than one Free School application in this round?	<input checked="" type="checkbox"/> Yes							
	<input type="checkbox"/> No							
8.	<p>If Yes, please provide more details:</p> <p>The King's Church of England Free School (Brighton LA) 11-19 Secondary</p> <p>Twickenham New School (Richmond-upon-Thames LA) 11-19 Secondary</p>							
9.	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td><input checked="" type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input type="checkbox"/> No</td> </tr> </table>	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			
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.	<p>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> <p>The office of Archbishop of Thyateira and Great Britain and the Classical Education Trust worked with RET to develop this proposal. The vision for the school came from the Archbishop and CET who sought support from RET to turn the vision into precise plans. An RET subsidiary – <b>RET St Andrew the Apostle Greek Orthodox School Trust</b> has been set up to reflect the unique nature of the school and through its articles the authority of the Archbishop in matters of faith teaching (similar to that in Anglican and Roman Catholic academy trusts). RET will set up and run the school but appoint directors of CET onto the Board of Governors.</p>							

	The Archbishop will nominate his own clerical representative. (See answer 21 in relation to directors)	
<b>Details of company limited by guarantee</b>		
11.	Company name: RET St Andrew the Apostle Greek Orthodox School Trust	
12.	Company address: [REDACTED], [REDACTED], Leatherhead, Surrey, [REDACTED]	
13.	Company registration number: 7959264	
14.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Parent Trust RET (07452885): (i) RET is part of a joint trust running Bristol Free School with Bristol Parents' Voice. BFS Trust 07474359. Opened September 2011. (ii) An RET Subsidiary Trust (RET Becket Keys Church of England Trust) is established to run Becket Keys (an 11-19 secondary school) in Brentwood opening in September 2012.	
<b>Company members</b>		
<p>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.</p>		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	

<b>Company directors</b>	
<p><b>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.</b></p>	
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: ██████████
19.	Please provide the name of the proposed chair of the governing body, if known: -
<b>Related organisations</b>	
20.	<p>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.</p> <p style="text-align: right;"> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No         </p>
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>Through all its members and directors (with exception of Archbishop's appointee) RET St Andrew the Apostle Greek Orthodox School Trust is connected to its parent trust, the academy sponsor the Russell Education Trust (07452885).            RET will set and run the school: The members of the RET subsidiary trust are RET and two RET directors. RET members will appoint all directors to the <b>RET St Andrew the Apostle Greek Orthodox School Trust</b> with the exception of the headteacher, two elected parents and the cleric director who is appointed by the Archbishop of</p>

	<p>Thyateira and Great Britain. <b>The Articles of the RET St Andrew the Apostle Greek Orthodox School Trust</b> also require that at least three of the directors appointed by RET to the Trust (and subsequently governing body) must be directors of the Classical Education Trust (Company number 7650602).</p> <p>RET will appoint at least 3 of the directors of the Classical Education Trust (7650602) as directors of <b>RET St Andrew the Apostle Greek Orthodox School Trust</b>. CET will, through its directors, advise RETSATA in relation to Classical Studies and languages and the Christian ethos of a Greek Orthodox Secondary School. The other company directorships and/or affiliations of individual directors are listed on the personal declaration forms – but none of these is relevant to this question.</p>
22.	<p>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).</p> <p>Greek Orthodox</p>
<b>Existing providers</b>	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p> <p>n/a</p>
27.	<p>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:</p> <p>n/a</p>
28.	<p>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:</p> <p>n/a</p>
29.	<p>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</p>

	<p>years: n/a</p>
30.	<p>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:</p> <p>The Russell Education Trust (07452885) is an approved academy sponsor. RET is sponsored by Education London, a specialist school improvement and project management company. RET works in partnership with a number of outstanding primary and secondary schools to disseminate best practice and support the establishment of Free Schools.</p> <p>1. The RET prospectus says:</p> <p>Our approach is based on the practice in the very best schools in which each child's needs and aspirations are met in a stimulating and safe environment. We understand that excellent discipline and the security of each pupil to both express individuality and take responsibility at school are fundamental to personal, social and academic success. We know that in the best schools and academies, pupils are not only taught exceptionally well, but are also trained and encouraged to progress to the jobs, training and higher education most suited to their talents and abilities, irrespective of their social or economic circumstances.</p> <p>The Russell Education Trust [RET] has found the experience of working with parent groups to envision, propose and then plan Free Schools, exceptionally rewarding. We are now working with parents, communities, and diocesan authorities to set up and run new Free Schools. These schools will be inclusive comprehensives with the highest possible academic standards, serving their locality and working as part of their local family of schools. Both we and the founding groups with whom we work are firmly resolved that our Free Schools will all be judged to be good or outstanding by OfSTED and their communities within two years of opening.</p> <p>2. RET is involved in two existing Free Schools.</p> <p>RET is part of a joint trust running Bristol Free School with Bristol Parents' Voice.</p> <p>An RET Subsidiary (RET Becket Keys Church of England Free School Trust) is established to run Becket Keys (an 11-19 secondary school) in Brentwood opening in September 2012.</p> <p>3. RET aims to have between three and five secondary Free Schools open in 2013 and to complete its group with five secondary and two primary schools by 2014/15. Further detail is given in Sector F.</p>

Free Schools in 2013  
St Andrew the Apostle Greek Orthodox School

**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: Member of company**

**Print name:** ██████████

**Date:**

**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:	<b>St Andrew the Apostle Greek Orthodox School</b>
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" 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:	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  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Greek Orthodox faith school
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input checked="" type="checkbox"/> Yes – and will be designated as having a religious character <input type="checkbox"/> No	

Free Schools in 2013  
 St Andrew the Apostle Greek Orthodox School

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Greek Orthodox
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	The preferred site is in Enfield. There are two other identified possible sites in Barnet.
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Barnet, Haringey and Hertfordshire. (Within a 5 mile radius)
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> <p>n/a</p>	

## Section C: Education vision

**Criterion C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.**

**Key features of the proposed school:**

St Andrew the Apostle Greek Orthodox School will bring together the vision for a new Greek Orthodox faith Free School in North London with the capacity and capability of RET as a Free School sponsor. This secondary school will serve pupils of all faiths and none in the 11-19 age range; It will be located in Enfield but also serve families in Barnet, Haringey and Hertfordshire. It will be designated as a faith school and if oversubscribed will admit 50% of its pupils on the basis of faith. The school's preferred location is part of the Middlesex University Campus at Trent Park (being vacated by the University in July 2012) but two other sites in Barnet are also being investigated.

**The influence of the group's belief and affiliation on the ethos and curriculum:**

There is a thriving Orthodox Community and in particular Greek Orthodox community in North London, Barnet, Enfield, Hertfordshire and Haringey. That community is well respected and retains its precious cultural and religious identity whilst being fully integrated into the wider communities in the capital. Yet London is one of the few major capitals in which there is no state-funded Greek Orthodox secondary school. The establishment of such a school has been an ambition for the church and the community for over ten years. The proposers want to establish a secondary school because in Barnet and North Enfield there is significant demand for an outstanding maintained school based on the values and Christian beliefs of the Greek Orthodox Church. There will also be a shortfall in secondary places in Barnet and Enfield by 2014 and there is a current shortfall in the availability of high quality, mixed, faith school places in Barnet and Enfield.

This Free School proposal has developed from the beliefs and vision of a wide group of parents, teachers, businessmen, and intellectuals in the Greek Orthodox community and the church itself. It is strongly supported by Archbishop Gregorios of the Holy Archdiocese of Thyateira and Great Britain and Ireland, and by other church leaders and community organisations in North London.

RET's aim that each of its schools should be judged outstanding by OfSTED at first inspection and beyond is consistent with the initial vision of the Archbishop and CET. The school will reflect the Christian beliefs on which it is founded and provides an outstanding academic experience for the very able (with opportunities to sit external exams at the end of Year 8 and throughout a longer KS4 in Yr 9, 10 and 11); but it will also be an inclusive school in which children with SEND or from disadvantaged backgrounds can also make exceptional progress. The proposers aim to raise standards across the ability range: by offering academic options which are less commonly available in the state system.

RET intend to use academic experts from within CET and from local Greek Orthodox churches to work with us to design the distinctive elements of our curriculum and in some cases to deliver it.

### **Location**

We expect to locate our school in Enfield so that we can serve the boroughs of Enfield, Barnet, Haringey and Hertfordshire where there is clear evidence of demand for St Andrew the Apostle as proposed, and where the LA and neighbouring Barnet LA, need more secondary places, and in particular mixed, faith places.

We intend to locate our school on the Middlesex University Trent Park Campus site which will become vacant in July 2012 when the university relocates to Hendon. The site has a number of appropriate buildings which could be combined to establish a school of between 8,000 and 9,000 square metres (which is the size suggested by Partnerships for Schools for an 11-19 school with an intake of 150 pupils each year). We have conducted a detailed analysis of the non-listed portion of the University's buildings.

### **St Andrew the Apostle Free School will be distinctive because**

It will be the first maintained Greek Orthodox secondary school in England. It will be a faith school, if oversubscribed giving 50% of its places to children of faith background with Greek Orthodox faith being the preferred criteria. The religious education (RE) curriculum will be approved by the Archbishop's office and promote the Christian beliefs and traditions of the Greek Orthodox Church. The RE curriculum will also teach the links of other world faiths and promote the duty of understanding and tolerance between people of diverse faiths and belief systems. St Andrew the Apostle Free School will also be distinctive because it will be the first Greek Orthodox secondary school to model the Church's approach to service; serving pupils in the wider community in North London, of all faiths or none, whose parents are attracted to the school by its distinctive ethos and academic foundations, high expectations and high standards. It will deliver an integrated classical curriculum from age 11-18, yet maintain the necessary focus of any inclusive comprehensive school on English, maths and science, across the ability range.

We will offer a secondary curriculum for 11-19 year olds, which is suited to the broad ability spectrum, including the exceptionally able. We intend to offer a core classical curriculum in KS3 and classical options alongside the options more usually offered in maintained schools, although we intend to focus strongly on English, maths and science and to deliver the English Baccalaureate to the great majority of pupils.

We intend to offer a core classical, humanities and literature curriculum in KS3 and to create language options in Year 8 (rather than the usual Year 10) onwards.

We will study classical civilization and teach both Latin and Greek (including Modern Greek, Ancient Greek and Classics at A level).

We aim to establish a nationally recognised reputation for examination and university entry success in Classics, Greek and Latin as well as maths and sciences; and to support local primary schools who are currently teaching, or beginning to teach these subjects.

**Our aspirations for the school and the achievement of individual pupils**

Our aspiration is that St Andrew the Apostle will be judged outstanding by OfSTED at first and subsequent inspections – and that it be judged similarly by parents and the wider community around the school. That judgement will only be possible if each pupil makes outstanding progress against national standards. We will target a value added score of 1015 between KS2-4 which will only be achievable if all our pupils, irrespective of ability, need or social background make good or outstanding progress. To support this we will also target 95.5% attendance overall and 40% of pupils having achieved an A or A\* at GCSE in either a modern foreign language, maths or one science by the end of Year 9. This will be achieved through effective target setting, tracking and reporting of each pupil within the framework of our planned, differentiated curriculum.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		150	150	150	150	150	150	150
Year 8			150	150	150	150	150	150
Year 9				150	150	150	150	150
Year 10					150	150	150	150
Year 11						150	150	150
Year 12							150	150
Year 13								150
<b>Totals</b>		150	300	450	600	750	900	1050

## Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

### **Criterion D1: Set out a viable curriculum plan with appropriate focus on core areas of learning.**

Our curriculum will be organised so that in all lessons and school activities there will be an underlying focus on the social, moral, spiritual and cultural development of pupils and on developing pupils' literacy and numeracy skills. Teachers will be trained to make the most of every possible opportunity to ensure that pupils have the necessary literacy and numeracy background to support them in their studies and to prepare them for the world of work, but also the moral grounding expected by parents choosing St Andrew the Apostle.

Our curriculum will be broad and balanced and will meet the needs of the full range of our pupils. It will be organised into a condensed (two year) KS3 and followed by a 3 year KS4. We plan an approach to GCSE in which at least half of pupils (especially those with two languages spoken at home) will take a foreign language at the end of Year 8 or in Year 9, and one science or maths in Year 9. The remainder will sit one science or maths GCSE in Year 10 and remaining GCSEs in Year 11. No pupil will be allowed to sit English or English Literature before Year 11. Our curriculum plan is designed to help each pupil to meet his/her maximum targets: pupils will only be entered for public examinations at the point at which they will achieve their end of KS4 target.

We have chosen a range of qualifications for KS4 and Post 16 which is based on the current range of qualifications available. We are aware that vocational qualifications and pathways are under government review and that the range of such qualifications (and courses of study) that will be available to our pupils may be subject to change.

The condensed KS3 will provide a broad curriculum for all pupils; We will deliver a core, classical, humanities and literature curriculum. Pupils who speak another language at home in which the school has competence, or who have a particular foreign language aptitude, will be able to take a language at GCSE at the end of Year 8. Those pupils whose English Language skills are well below national average on arrival in the school will be given intensive support, including reading recovery, at the start of Year 7 and then throughout the year. The Year 7 and 8 enrichment session (Period 7) devoted to MFL acceleration will also be available for additional and individual support in Year 7 and 8 for English Language skills.

Our curriculum in Key Stage 3 and Key Stage 4 is designed to stretch the very brightest and develop them intellectually but to also provide courses and methodologies which meet each pupil's needs. For those arriving with

attainment in line with national expectations in English, maths and science, our effective curriculum and teaching will ensure they each attain at least 5 or more good passes, including English and maths (5+A\*-C, inc E&M). We expect a high proportion to achieve a C grade or better in English, maths, science, RE, humanities and one language. Our key aim of outstanding KS2-4 progress will mean a high proportion of those below national expectations on entry will also get 5+A\*-C, inc E&M. It is our intention that more than half of pupils will attain a good grade at GCSE in a modern foreign language at the end of Year 8. For those with prior attainment significantly above national averages, our expectation is that they will attain a significant proportion of passes at A and A\* in at least eight subjects and a high number will also achieve passes in Greek or Latin and Classical Civilization (we are mindful of the conditions of the English Baccalaureate but do not see this as a risk in view of our aim for 9 subjects for upper sets).

The KS3 and KS4 curriculum will place an emphasis on ensuring that the maximum number of pupils meet the requirements of the English Baccalaureate. Option choices will be directed so that pupils who need additional literacy, numeracy or MFL support will be directed into that rather than an additional option. This will further support the core of English, maths, science, RE, one MFL and one humanities subject at GCSE. This strategy is designed to support those of below average prior attainment who will profit from doing fewer subjects well, and gaining good passes.

The very academic demands of the English Baccalaureate may not suit all pupils. To address this situation we will offer a range of qualifications to enable every pupil to gain a sense of self-worth and achievement; and courses and qualifications to equip him or her for Post 16 Education, training and/or employment. We will therefore offer (using current qualification titles) GCSE, GCSE short courses, ELC (Entry Level Certificates) and BTEC courses. We plan to offer an academic A level based sixth form, yet with a level 2 pathway and 2 BTECs or their future equivalents.

Our emphasis on classical studies is intended to support academic excellence but we will follow the best practice in Key Stage 3 (from both primary and secondary sectors) in which the study of ancient Greece and Rome in humanities and literature is well managed across the full ability range. This study therefore sits alongside, and in many cases informs, other aspects of the humanities curriculum, but does not exclude a broad and balanced approach to history, geography, philosophy and literature.

**Key Stage 3 Curriculum (Year 7 and Year 8)**

Art  
Design & Technology  
Drama and Dance  
English



<p>Humanities and Classical Civilisation          Mathematics          Modern Foreign Languages. (It is the expectation that at least half of pupils will attain a good grade in a modern foreign language at the end of Year 8)          Music          Physical Education          Religious Studies          Science          PSHCE</p> <p><b>Our Key Stage 4 Curriculum</b> is slightly more speculative at this stage, but makes the assumption that the current qualification system will remain.</p> <p><b>Core subjects</b>          English Language and English Literature GCSE          Maths GCSE(s)          Science GCSE(s)          A humanities subject          A modern foreign language          English &amp; Maths Entry Level Certificates          Science Entry Level Certificate          Religious Studies GCSE          Physical Education, Citizenship &amp; PSHCE (NON EXAMINED)</p> <p><b>Options</b>          Study support options (literacy, numeracy and MFL)          Ancient Greek GCSE          Art &amp; Design GCSE          Business Studies or Economics GCSE          Classical Civilisation GCSE          Design &amp; Technology GCSEs          Drama GCSE          Dance or PE GCSE          Latin GCSE          Music GCSE          Information and Communication Technology GCSE</p> <p><b>Post 16 (from 2017)</b>          Level 2 courses and 1 Level 2 pathway          2 BTECs</p> <p>A levels in: Ancient Greek, Modern Greek; Art; Economics; Biology; Chemistry; Classics; Drama; Dance; English Literature; Geography; German; Government &amp; Politics; History; Latin; Mathematics; Music; MFL options; Psychology or Philosophy; Physics; Religious Studies.</p>
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The proposed curriculum model is outlined below.

KS3 Curriculum model (Y7 and Year 8) – periods per week / %										
English	4	13.2%		Humanities	4	13.2%		Art	1	3.3%
Maths	4	13.2%		/ Classics				Music	1	3.3%

Free Schools in 2013  
St Andrew the Apostle Greek Orthodox School

Science	4	13.2%	RS	2	6.6%	Drama	1	3.3%
Technology	3	10%	Language	3	10%	PSHCE	1	3.3%
						PE	2	6.6%

Enrichment activities including additional modern foreign language provision and extracurricular activities will be delivered in Period 7 after school.

**KS4 (Y9, Y10 and Y11) Curriculum model – periods per week / %**

English	5	16.5%	PSHCE	1	3.3%	Humanities	3	10%
Maths	5	16.5%	RS	2	6.6%	MFL	3	10%
Science	6	20%	PE	2	6.6%	Option	3	10%

**Post 16 Curriculum model**

All pupils would have a core offer consisting of PSHCE, RS, PE, General and Extended Studies within 5/6 periods per week (3hrs) and half termly special activity days. A Level as well as Level 2 and Level 3 vocational courses will be taught within the remainder of the week in 5/6 period blocks.

Please see Section G on initial costs and financial viability for budget details about how the curriculum will be introduced but is likely that in the initial years some teachers may need to deliver some lessons in their second subject.

It is particularly important to recruit teachers who feel competent to deliver good lessons in a second subject, because in practical terms this dictates the number of ability sets that can be introduced in the first two years. RET school improvement capacity, particularly our full range of subject expert teachers and inspectors, is used to support second subject teaching. For example our Lead Maths Adviser supports scientists teaching maths; similarly it is likely that geography and history (or history and RE – or PE and geography) will be taught by one person in year one. The 'non-first degree' subject is set up with its Schemes of Work by RET and lessons supported and monitored by the RET specialist.

**Criterion D2: Provide a coherent and feasible school timetable and calendar.**

It is envisaged that there will be 25 'taught' hours per week, arranged as 30 x 50 minute lessons. However, we intend to offer a 15 minute 'break' at the end of the main school day and then 'Period 7'. Period 7 will provide additional language learning for those taking GCSE at the end of Year 8 and will also be used to provide sports, music, Community Service, and other extra-curricular activities and learning support. In Key Stage 4 Period 7 will be used in a similar way, for example for those wishing to take an additional option or for whom additional teaching time is desirable. We are using 'Period 7' to facilitate our partnerships with the community and to serve it.

It is expected that all bilingual children, and at least half the year (based on profile of surrounding area) will sit a GCSE in a modern foreign language at the end of Year 8. It is likely that for a significant number of Orthodox pupils this will be Modern Greek or Russian but it could also be French or Spanish or any common local community language, for example Turkish or Urdu.

We intend to be part of the local family of schools and we will therefore comply broadly with the agreed local authority term dates following the three term year. Our starting and finishing times will be negotiated with neighbouring schools and will take account of public transport. A travel plan will be formulated to ensure that pupils are able to travel safely, efficiently and with minimum impact on the environment.

Pupil groupings: Attainment groups (setting) will often be used to focus the range of attainment with which the teacher is working. Tutor groups (which reflect the gender balance and full ability range) will be the basis for at least PE, Art, and Design and Technology to maintain and develop friendships and cooperative working. Groups in KS4 will vary in size but on current funding 15 is likely to be the minimum size.

The 150 pupils in each year group will be divided into 6 tutor groups of 25; these tutor groups will be the basic unit for pastoral activity, Personal, Social, Health Education and Citizenship (PSHCE), PE, Art & Technology (in KS3) and registration. Each half year block will be timetabled separately to facilitate setting, which will be particularly important in the first two years of the school's life in view of subject specialist teacher numbers. But as the school moves to full capacity, year groups will be block time-tabled for English, maths and science in KS3 and KS4 to facilitate at least 6 ability sets. In the long term, we envisage upper sets being larger than those at the lower end of the ability range as a general rule.

Tutor groups will be year based and mixed ability throughout Key Stages 3 and 4 (and Post 16). Setting by ability will be introduced in maths and science from mid Year 7 and into all core subjects and

languages in Year 8 - and the timetable design will be led by this decision. The number of sets achievable in Year 7 and Year 8 will effectively be determined by the distribution of second subject teaching among those appointed. But we will aim to establish at least half year blocking and therefore setting in English, maths, science and languages by the start of Year 9. Early setting in languages will facilitate the Classical Studies pathway into GCSE and potentially 'A' level. The need for grouping by attainment has, in the early years, to be balanced against the even greater impact of expert subject teaching, within budget limits.

**Criterion D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.**

Learning will be organised so that pupils are fully supported in the classroom by teachers and support staff. For those pupils with Special Educational Needs or disabilities (SEND) and for those for whom English is an additional language (EAL), a comprehensive structure of support will be offered both in and outside the classroom to ensure that all children have equal opportunity to reach their maximum potential as detailed below:

The responsibility for the achievement and performance of all pupils, but particularly those with SEND, lies with the class teacher. This will be particularly true in the initial years when the school will not have the full complement of teaching assistants. The leadership and ongoing effectiveness of the special educational needs coordinator (SENCO) will be crucial in ensuring that pupils with SEND perform at their best. St Andrew the Apostle Free School's approach to supporting pupils with SEND is based on:

- Pupils' individual needs, including SEND, is the business of all staff in the school within a whole school framework, and as a consequence every member of staff will be trained in SEND issues and will know how to draw on specialist support.
- Each pupil is entitled to equal access to the curriculum which in itself is a crucial aspect of inclusion.
- Including all pupils from the outset is a starting point rather than adding children with SEND and disabilities to a system and context that has been devised for children without SEND, including those who aren't categorised as having SEND such as gifted and talented (G+T) and those with English as an additional language (EAL).
- Diversity in all forms will be welcomed and valued at the school.
- The school will ensure that high calibre inclusion practice is embedded across the school and will remove barriers to learning.

Our languages programme for children hearing community languages at home is set within the context of best practice in relation to EAL. It will make a contribution to pupils' overall educational attainment in those groups in which first and second language progression is below national averages.

We will work to ensure every pupil is competent and confident in the core skills of English/literacy, maths/numeracy, and ICT. If this requires intervention, it will be quickly identified and acted on. Every pupil should be accredited in core subjects by age 16 or earlier in line with national targets. Our study support option in KS4 is also designed to support this aim.

ICT will be used to enhance learning in every lesson and securely embedded throughout every curriculum subject. Pupils' ICT skills will be mapped across the curriculum to make sure that they are fully equipped to continue on to the next stage of their education or into the world of work. If there are concerns about the ICT development of an individual pupil there will be the opportunity for booster classes as part of Period 7.

Extra-curricular provision will be delivered in Period 7 and beyond that when needed, including weekends, and will be a mix of learning support (to secure the highest possible outcomes in examinable courses) and the other extension activities in Period 7 particularly languages, as well as cultural, musical and sporting activities. Our staffing model includes teachers being timetabled for 2 x period 7s a week.

Planning and delivery structures from Year 7 onwards will be informed by the ultimate requirements of GCSE or equivalent syllabuses and prior learning. Whilst cross-curricular links and skills are embedded in schemes of work, most learning will be delivered through traditional subject disciplines, as this is the current basis on which exit qualifications are awarded; subject leaders can thereby track the 'vertical' development of the skills and knowledge to be externally assessed at age 16 (and often earlier) and 18. Pupils with SEND will enjoy the full curriculum which will be appropriately differentiated at subject level. Some further reduction of the curriculum options, to consolidate the core subjects, may be necessary for a few pupils according to their identified needs – and in consultation with parents and other professionals.

A virtual learning environment (VLE) will be established to enable pupils to access the curriculum, homework and lesson content from outside the school environment using new technologies. This will support learning at the home and will ensure that pupils can perform at a high level even though they are not at that moment directly supported by a teacher.

Early identification of need and allocation of resources for pupils with SEND and disability will be an essential starting point. The experience and skill of teachers from pupils' primary schools and the significant knowledge they have of individual pupil needs on transfer will play a fundamental part in decisions about provision in the school. RET (and their sponsor Education London) have experience of successful SEND strategies in secondary schools and academies (and the outcomes of their approval with Bristol Free School in which SEND pupils' progress is

outstanding in all core subjects by February half-term) had informed our planning. We understand that that every subject department takes responsibility for differentiating the curriculum and teaching to meet the identified range of SEND assessed as present. Key features of St Andrew the Apostle School's approach will therefore be:

Regular evaluations of progress and, where necessary, small group or individual work supported by expert practitioners.

Annual Reviews for SEND pupils which will be fully integrated into the whole-school review and the target setting cycle.

Judgements not made solely on category of need, but also on pupils' ages and starting points (baseline), alongside the time pupils with SEND have been receiving specialist support/been at the school to analyse progress.

The ability to staff smaller groups of pupils as detailed in the curriculum model above - but the needs of pupils will be met in mainstream lessons wherever possible.

Specialist teaching assistants and teachers will rarely be designated to individual pupils, but rather to subject departments (this model has been implemented in a number of schools and evaluated very positively by OfSTED).

Clear focus on literacy, numeracy and ICT skills development for all pupils, but especially for those identified with Special Educational Needs and Disabilities.

Monitoring of the progress of micro-populations of pupils to examine outcomes for pupils with a wide range of needs, leading to decisions about next stages of appropriate support.

Involving parents and the identified pupils in the process.

The SEND policy will be developed with reference to The Green Paper SEND (support and aspiration: a new approach to SEND and disability) and the SEND Code of Practice, relevant legislation and subsequent guidance. This will be based on the best practice in the other two RET Free Schools and in RET's partner outstanding schools and academies.

Exceptionally able pupils will be challenged to meet their full potential through high calibre differentiated tasks and activities; the consistent and very effective delivery of personalised learning; and a properly differentiated curriculum and exam entry policy. As many pupils as possible will sit a GCSE in a modern foreign language at the end of Year 8 and there will be the opportunity for particularly able pupils to take mathematics, and one of the three sciences or another modern foreign language GCSE in Year 9 and/or Year 10, this approach will support additional maths GCSE for top sets in Year 11 and high levels A and A\* overall for the very able. The St Andrew the Apostle Free School early entry policy will be consistent with current research and will be guided by advice from the Russell Education Trust/Education London education advisers. RET's principle that early entry is to support the most able to gain early A/A\* rather than for pupils on the D/C borderline, will be adhered to.

Our approach to pupils with disabilities is informed by our faith and the teachings of the Church.

To support pupils with disabilities, we will ensure that:

- every aspect of the curriculum is accessible to pupils irrespective of disability
- school buildings and facilities are designed or adapted to meet varied needs
- we plan to meet Disability Equality Act requirements and are proactive and above all welcoming ensuring that pupils with disabilities are not discriminated against or treated less favourably.
- we will involve pupils and adults with disabilities in our planning and seek out good practice in other secondary schools.
- we help pupils to learn and listen to their experiences and their parents/carers
- we are aware that national research suggests that children with disabilities are subject to disproportionate levels of bullying and we will actively prevent this through our Christian ethos, responsibility structures, behaviour management and anti-bullying approach.

**Criterion D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.**

The secure and robust educational vision for St Andrew the Apostle Free School, combined with a creative and appropriate curriculum and inspirational teaching, high calibre leadership of teaching and learning, and outstanding leadership and management will ensure that the school meets its targets.

As the obvious starting point we will measure ourselves against the OfSTED inspection framework for an outstanding school in terms of overall effectiveness as outlined in the 2012 inspection schedule:

***“The school’s practice consistently reflects the highest aspirations for pupils and the expectations of staff.***

***Teaching is likely to be outstanding,***

***There is a rich curriculum, which is highly relevant to pupils’ needs, and contributes to outstanding learning and achievement,***

***Other principal aspects of the school’s work are good or outstanding.***

***The school’s thoughtful promotion of the pupils’ spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.***

***Pupils and groups of pupils have excellent experiences at school, ensuring that they are very well equipped for the next stage of their education, training or development.”***

In this OfSTED context and in the context of our vision for St Andrew the Apostle, success will be measured by:

The progress and attainment of pupils annually (with reference to

national norms and progress measures). (please see following page)  
Attendance and punctuality. (please see following page)  
Breadth of curriculum and success of Period 7 approach.  
The faith and no-faith composition of our school and the extent to which it reflects the composition of the surrounding area.  
Pupil involvement and enjoyment in extra-curricular activities. It is expected that every student will attend at least one extra-curricular activity every week.  
Significant involvement in local community service from our pupils  
The feedback received through pupil voice and parents' questionnaires and interviews (with particular reference to happiness, enjoyment and freedom from bullying). We would expect a high degree of satisfaction from our surveys but will follow up any concerns quickly and robustly.  
School self-evaluation and external monitoring.

An analysis of the performance of the 21 secondary schools within a five mile radius (Enfield, Barnet, Haringey and Hertfordshire) of the proposed site demonstrates that half have attainment levels below the national average. (2011 published figures). With respect to the schools' value-added scores one third are below the national average. The greatest number of local schools (12) are within the Borough of Enfield but others are located in Barnet (4), Haringey (3) and Hertfordshire (2).

Of the Enfield schools approximately half meet or exceed national average attainment and half have average or above average value added. However, of the six schools closest to the proposed site four (Southgate, Enfield County, Chace Community and Broomfield) have below average value-added demonstrating that progress between Key Stage 2 and Key Stage 4 is too low and one school is currently in Special Measures.

Targets at end of 'first Year': 97% attendance, 100% involvement in at least one club, team or society. Good or outstanding progress in all subjects (measured by RET trained inspectors in July 2014)

Targets for summer 2015 – As above and 45% of Year 8 with A\*-B in a modern foreign language.

The proposed 2018 Year 11 performance targets for St Andrew the Apostle Free School will be:

In terms of attainment the proportion of Year 11 pupils attaining five or more A\*-C grades including English and mathematics will be significantly above (+5%) the national and Enfield averages.

The proportion of GCSE passes at A and A\* grades will be 45%.

In terms of progress the value-added score will be 1015. (Significantly above the national average).

From the cohort of pupils who can meet the requirements of the English Baccalaureate 85% will do so.



The attendance target for 2017-18 will be 96%. In addition there will be a separate target for each year that the school is open leading up to 2018.

The proposed 2012 Year 13 performance targets for St Andrew the Apostle Free School will be:

The Key Stage 4 to Key Stage 5 value-added score will be at least 1015.

We expect almost every Year 11 student to continue in school to follow courses in Years 12 and 13.

However, it must be acknowledged that all of the above targets are provisional and may be adjusted when 2013 pupils' prior attainment has been received and analysed.

### How will targets and success measures be monitored?

1. Targets and success measures will be monitored by the governing body, headteacher, subject leaders, teachers, pupils and parents, each at the appropriate point in the planning and reporting schedule. This is simplified diagrammatically below.

Outcomes and success measures in:	By whom?
<b>Level 1</b> School Development Plan Whole-school Targets	Governing Body
<b>Level 2</b> Subject Development Plans	Headteacher
<b>Level 3</b> Lesson Plans	Subject Leaders
<b>Level 4</b> Individual pupil performance	Class teachers
<b>Level 5</b> Individual performance (against targets)	Pupils and Parents

2. Outcomes and success measures are an essential tool for performance management, so the diagram above is mirrored in the performance management process which both supports and monitors the performance of all staff.

The success of the whole school at each of the levels outlined can only be measured by having a secure way of analysing the success of each individual pupil. Every teaching professional's (and many support staff's) success and effectiveness must be fundamentally measured against the attainment, progress, behaviour and attendance of each group of pupils. This is the method by which the governing body will hold the headteacher to account and the headteacher will hold teachers and other staff to account.

The performance review cycle will be designed to support the school so that it can meet each pupil's and the school's targets and support an outstanding OfSTED judgement.

We will use RET subject experts to ensure that the school remains on track in every department. However, although using an OfSTED style approach and indeed, using RET OfSTED accredited inspectors to carry out such reviews, the reviews will be diagnostic and focus on how things can be further improved or existing outstanding practice secured, rather

than just reporting on performance and progress.

RET's approach (which is common to all schools we support) in terms of training, monitoring and challenging the headteacher, all senior staff and middle leaders is fundamental to ensuring that we not only set high targets for pupils, but our staff are trained and supported to ensure these targets are met through outstanding teaching.

All pupils will have targets (referenced against levels in the National Curriculum/GCSE and A Level) for their performance in all subjects, which they will have discussed with their parents and their teachers. These targets will be based on prior attainment. Reviews of performance against these targets will also involve parents, pupils and teachers as part of a cyclical process. We will have half-termly assessment tasks or tests in every subject and a formal examination period, in summer, for all year groups, to test progress against targets. All staff will have access to and use the Management and Information System (MIS) to track and predict pupil performance, providing information to teachers and in turn to senior managers about subject level and individual progress. Pupil tracking information will be gathered every half term and will be used by teachers to inform their lesson planning and set targets for individual pupils. Pupils and their parents will also have access to their own tracking data. RET are acutely aware even the most apparently sophisticated attainment tracking system is only as good as the accuracy of teacher assessment against national standards; so RET subject leads will moderate the accuracy of marking and assessment data to ensure an alignment between internal and national standards.

**Criterion D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.**

**Proposed Admissions policy 2013/2014**

The admissions policy reinforces the educational vision upon which St Andrew the Apostle Free School is being established. The school will be inclusive, will meet the individual needs of all learners and will be based on the principles of the Greek Orthodox faith.

*The agreed admissions number for Year 7 of the school will be 150. That number of places will be offered in Year 7 annually.*

*Where the number of applications for admission is greater than the number of places available for any given intake, the following over-subscription criteria will apply, in the order set out below:*

1. Children who are looked after by a local authority in accordance with Section 22 of the Children Act 1989 at the date the relevant application for admission is made, and who the local authority has confirmed will continue to be looked after by it in accordance with the said section at the time they are admitted to the school.
2. All children assessed as having a continuing sensory or physical

impairment and where they have been in receipt of additional funding to support their needs, or are assessed as needing additional support to meet these needs within an educational setting.

3. Children who, on the date of admission, will have a sibling on the roll of the school. Sibling means a full, step, half, adopted or fostered brother or sister, but not cousin, who will be living permanently with them at the same address at the date of their entry to the school; the school may require proof of relationship.

*This is a designated Greek Orthodox School and if oversubscribed, up to 50% of the places available after the application of 1, 2 and 3 above can be based on a "faith" criterion. The following over-subscription criteria will be applied – in order:*

4. 75 pupils on the basis of faith (as defined by a Priest's letter, confirming baptism certificate and regular attendance at a Greek Orthodox Church). If more than 75 pupils qualify on this criteria then these places will be offered in order of distance to home address from the school (see (ii)).
5. Any of the 75 places not allocated to Greek Orthodox pupils will be given to pupils of other Christian faiths (defined as members of *Churches Together in England and Wales* by priest's letter) These places will be offered on the same basis as in 4 if there are more applicants than remaining places.
6. It is expected that any places not allocated in 4 or 5 will be given to pupil of other world faiths (advice sought on clarity of definition).
7. The remaining places, (after places in categories 1-6 have been allocated) will be offered to any other applicants – again distance will be used to determine entry if demand exceeds the number of places on offer. 'Faith applicants' unsuccessful because of distance in category 5, will automatically be considered against the distance measure for non-faith places, but will receive no priority.

**Notes:**

- (i) Where in any year the school receives more applications for places than there are places available, a waiting list will operate [at least until the end of the autumn 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. A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria set (as applicable). Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.
- (ii) \*The home address is where the child spends the majority of time and is living with the person who has parental responsibility and is

the parent as defined in Section 576 of the Education Act 1996 (we may require documentary evidence). If a child regularly lives at more than one address the Governing Body will have to reach a conclusion about which should be counted as the main address when allocating places. This will normally be the address where Child Benefit is paid and where the child is registered with a doctor.

- (iii) Distance being measured in a straight line from the middle of the front door of the pupil's accommodation to the centre of the main front gate of the school. For this purpose, the ground floor is considered closer than the first and so on. Should there be a 'tie' between two or more applicants for a place in any category then lots will be drawn.

### **Sixth Form**

The first group of sixth form pupils will enter Year 12 in 2018. At this stage any admissions policy into post-16 education at St Andrew the Apostle Free School will be provisional because of possible national changes, but it is likely that:

1. Any pupil wishing to pursue an AS and A level course of study will normally need to have attained 6 or more subjects at grade B or above (including English and mathematics) at GCSE level.
2. To be able to study a particular subject at AS or A level a pupil will be expected to have attained a B grade in that subject at GCSE.
3. Targets for level 2 entry; currently less predictable.

### **Criterion D6: Describe how your approach to behaviour management, wellbeing and attendance will improve pupil outcomes.**

High expectations are fundamental to St Andrew the Apostle Free School and this goes far beyond academic/examination performance and into all areas of school life. We will promote gospel values of kindness, tolerance, justice, and forgiveness through our policies and procedures so that St Andrew the Apostle ensures the safety and wellbeing of all its pupils. In planning our approach, we are mindful in this school of the 2012 OfSTED criteria for outstanding behaviour and pupils' safety:

Parents, carers, staff and pupils are highly positive about behaviour and safety.

#### **Pupils:**

Make an exceptional contribution to a safe, positive learning environment.

Show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.

Are consistently punctual in arriving at school and in lessons.

Are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management.

~~There are excellent improvements in behaviour over time for any~~

individuals or groups with particular behavioural difficulties. Instances of bullying, including for example, cyber-bullying and prejudice-based bullying relating to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are extremely rare.

Are acutely aware of different forms of bullying and actively try to prevent it from occurring.

**The school:**

Has an active and highly effective approach to identifying and tackling bullying.

All groups of pupils feel safe at school at all times.

Are highly aware of how to keep themselves and others safe. (It is likely that attendance will be above average for all groups of pupils or will show sustained and convincing improvement over time)

When parents choose to send their child to our school, they will know that we have a distinctive ethos and that we demand high standards of behaviour and attendance, with substantial parental involvement in all aspects of school life being seen as an important part of achieving the high standards we desire. We will aim for 96% attendance and 98% punctuality, but we do recognise that from time to time there are public transport concerns which might create punctuality issues.

We intend to open dialogue with all feeder primary schools to give us an early insight into any behavioural and attendance problems that have been faced. This will enable us to plan accordingly and have discussions with other agencies who may be involved such as the Education and Welfare Service (EWS). For pupils who have emotional and behavioural difficulties, we will work with Educational Psychologists so that every teacher is aware of advised strategies and the child's behaviour is closely managed. We aim to explore every avenue as an alternative to exclusion, both permanent and temporary, in the unlikely event that behaviour is unacceptable.

**Behaviour**

Within the context of a faith school which values each child as a unique individual created in the image of Jesus Christ and which strives to be an inclusive community, St Andrew the Apostle Free School will implement the latest advice from the DfE on behaviour and discipline (April 2011) and encourage good behaviour and responsibility through our shared understanding. There is a significant amount of research evidence which identifies that when teaching and learning are high calibre the pupils are engaged and motivated and inappropriate conduct is rare. This will be a fundamental principle of RET's approach to teaching and learning and central to our approach at St Andrew the Apostle School. Therefore, our policy will:

1. Ensure that teaching and learning are of the highest quality and establish the link between teaching and learning and high expectations.
2. Foster exceptionally good conduct and attitudes in pupils based on our Gospel values.

3. Promote good behaviour, self-discipline and respect in the context of our beliefs about the value of every individual.
4. Ensure that bullying is tackled quickly and robustly.
5. Ensure that pupils demonstrate exemplary attitudes to learning. This will entail them being keen and interested in everything that they do and taking personal responsibility for the success of their own learning.

We anticipate our policy will cover:

Rights and responsibilities of pupils and school staff

Clear expectations of pupil and staff behaviour and our need to care for one another.

Recognition of good behaviour and of logical consequences of inappropriate behaviour.

Work with parents to ensure the good behaviour of their children in school and in the surrounding community.

Arrangements for regular monitoring and evaluation of the policy at school and governing body level.

The above is the framework for a school based policy, which is in line with current best practice. Nevertheless, the detailed development of the policy by the Headteacher designate with appointed staff (RET will advise on this session for June or July staff induction) is an important aspect of establishing ethos and expectations with new staff.

### **Attendance**

St Andrew the Apostle's approach to attendance will be based on RET best practice. The school's policy for attendance (and punctuality – to be understood in all cases below to be part of attendance policy) will create effective systems and procedures for encouraging regular school attendance, investigating and resolving the underlying causes of poor attendance, and for the early identification of persistently absent pupils and the prevention of their absence.

Policy will include sections on:

Procedures to record attendance.

The role of staff at all levels in implementing procedures and monitoring attendance.

Procedures for effective follow-up where attendance issues are identified.

Work with parents to ensure the good attendance of their children in school.

Arrangements for the regular monitoring and evaluation of the policy at school and governing body level.

Effective implementation of behaviour and attendance policies, together with the more general work of the school in ensuring that every pupil has the best possible learning experience, should ensure that pupil absence and exclusions of any sort are minimised. The experience of RET's partner schools suggests that it is complete clarity about the role of each member of staff, in relation to attendance and punctuality that makes the difference.

It is the responsibility of each member of staff to uphold the attendance policy by ensuring high attendance and to give appropriate support to pupils with genuine difficulties, including potential bullying. A rigid adherence to attendance procedures in school by every member of staff is observed in schools with very high attendance levels.

### **Anti- Bullying**

The school's vision and Christian ethos, as well as its positive approach to behaviour, attendance and punctuality will reduce the number of potential bullying issues to a minimum and this will be the fundamental principle underpinning the school's anti-bullying policy. However, should a bullying incident be reported it will be addressed robustly and very rapidly. The anti-bullying policy will monitor incidents of bullying overall and specific types of bullying, including for example cyber bullying and prejudice based bullying related to special educational need, sexual orientation, sex, race, religion and belief, and gender reassignment or disability. The situation will continue to be monitored to prevent an incident reoccurring.

Pupils will share an 'Anti-Bullying Charter' that is displayed in classrooms and other shared areas. We advise that the activity of drawing up an Anti-Bullying Charter with pupils, within the context of the school's behaviour policy, is a very positive induction activity for pupils. This induction helps pupils to identify what bullying and unkind behaviour are like; and to consider these from the perspective of the witness; the bully; and the victim. Such skilfully run sessions make a real contribution to pupil security, tolerance and understanding, whilst helping the first year group to assume their responsibilities for one another's happiness at school.

An 'Anti-Bullying Charter' is likely to be expressed in pupils' language and include:

- An agreed definition of bullying.
- How pupils should respond.
- An encouragement to "tell an adult".

The St Andrew the Apostle Free School safeguarding policy will adhere to statutory requirements and will ensure that all students will feel safe and free from any form of harm while they are in the care of the school. The maintenance of the Single Central Record will be the responsibility of the bursar and will record the names and details not only of current staff but also those who have left the school, and their destinations.

Child protection procedures will comply with those outlined nationally and by the Local Safeguarding Children's Board (LCSB). There will be a named appropriately trained adult Child Protection Officer and Child Protection Governor. There will be annual staff and governor training and new staff who join mid-year will be provided with 1:1 training so that they are familiar with the school's protocols and procedures.

**Criterion D7: Demonstrate your understanding of the local community**

**and its needs, and your plans for sharing facilities with other schools and the wider community.**

St Andrew the Apostle Free School will foster good community relations and promote active contribution to modern British society:

Our pupil intake will almost certainly be diverse for two main reasons: Firstly 50% of places are given on a faith basis, so we will have a strong constituency among Greek Orthodox and other Christians – but these may be drawn from some distance and certainly be drawn from varying economic circumstances (reflecting at least the congregations in Greek Orthodox Churches in North London). Secondly, our preferred site in North Enfield is at the centre of both some of the wealthiest and poorest wards in London, so we anticipate a school community that is economically and socially diverse. Our education plan reflects planning for this significant diversity, through our curriculum plan and our approach to supporting individual learning needs.

The school will be based on the Christian beliefs of the Greek Orthodox church and as such will actively encourage tolerance and respect for pupils (and people beyond the school) of all faiths and none. We will establish that the school is outward looking, and serving its local and school-based community. We have already made very positive contacts with a range of local primary schools (CofE, RC and community) in Enfield and Barnet and with independent preparatory schools. The Cockfosters Residents Association, the Church of England, Roman Catholic Church and Methodist Church in the area are all highly supportive and keen to develop the school as a community hub.

Pupils will be actively encouraged to join in Community Service in the local area as part of our 'Period 7' and to become involved in long-term commitments to charitable local organisations. As governors we will expect our Headteacher to monitor the participation of pupils in a whole range of extra-curricular activities – to ensure that no gender, religious or ethnic group is under-represented in any pursuit. This will contribute to the school community and building its role in the wider community.

We will set up working partnerships with other schools, not only the feeder primary schools but also with other local secondary schools. Working on the principle that good practice must be shared, we will develop networks with other schools focusing on areas such as teaching and learning and the curriculum. For example, it might be helpful for all local schools to participate in regular meetings focusing on the effective delivery of modern foreign languages, which in itself will support attainment within the English Baccalaureate. The intention is that this is an area in which St Andrew the Apostle Free School will excel. RET is giving all its Free Schools access to a languages VLE, engendering communication between pupils in identified modern foreign languages.

Our interest in the Trent Park Campus is part of a community initiative for that site, which will ensure that open space, sports and specialist facilities remain in shared community use.



**Criterion D8: If you are intending to be designated as a school with religious character, show how the needs of all children (whether of a particular faith or none) are fully provided for within the education plan.**

Please also refer to commentary in Criterion D1 and D3.

St Andrew the Apostle School is based on the values and beliefs of the Christian Greek Orthodox Church but it will meet the needs of the wider community. It will do this by offering an outstanding education to all of its pupils regardless of their background or prior experience. The school will provide an excellent academic experience which includes classical studies for the very able but will also be an inclusive school in which young people from disadvantaged backgrounds will also make exceptional progress. The school will welcome pupils of different faiths, and those who may not have a faith, in exactly the same way that it will welcome Orthodox pupils.

The proportion of timetabled lesson time devoted to religious education will be 6.6%. This allocation is in line with that of Roman Catholic and Church of England schools nationally. Nevertheless, the religious education curriculum will both teach the tenets of Greek Orthodox faith and ensure a good understanding of other world faiths. We see respect for other major world faiths as a Christian duty.

We will follow government guidelines on Collective Worship for schools designated with a religious character and the best practice found in those Anglican and Roman Catholic secondary schools in London which enjoy a religiously diverse intake. Collective Worship will be Christian and based on the Greek Orthodox Christian faith. In addition, St Andrew the Apostle is likely to have a more diverse intake than other faith schools, established under the Voluntary Aided regulations because those schools do not have a 50% faith element in their admissions. We will be mindful of this in our planning for Collective Worship, so that as many students as possible feel able to join Collective Worship, which will be based on the (Orthodox) Christian faith. We will make sympathetic arrangements for those children withdrawn from Collective Worship, so that their time is spent positively and no element of negativity is attached to their withdrawal. It is also our intention to support pupils' moral and spiritual development not only through the RE curriculum but through collective activities, linked to the Collective Worship programme. We are keen for pupils (in tutor groups or as individuals) to develop their own 'thought for the day' so that every day, for every pupil and member of staff, begins with a period of quiet reflection.

## Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.  
 If your school is new provision:

In **column A** please provide the proposed number of places in each year group.

In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.

Leave **column C** blank.

In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	150	181		120%	150	181		120%
Year 8					150	158		105%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	150	181			300	339		

## Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

**Criterion E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your school as one of the choices for their child.**

There is significant demand for St Andrew the Apostle as proposed for 2013. Well over 700 parents with children of school age have registered their interest in a place with the largest numbers in Year 3, 4 and 5. At the time of proposal Year 4 registrations are 158, Year 5 registrations are 181. Large numbers are also attending a public meeting at which we have asked to make a presentation about the school on 24 February. Parents took registration very seriously, because we actively offered to discuss the proposed school with small groups and with individual parents. Members of our PSG and parent volunteers gave many hours of their time, talking through the detail of our curriculum plans and aspirations for the school, with well informed and conscientious parents. Our registrations genuinely reflect those for whom St Andrew the Apostle will remain a first choice.

Our survey asked:

Do you support the ethos and objectives of our proposed school? And would it be your first choice if it opened in 2013?

Child information: name, DOB, Primary School, Year Group

Parent Information: name, email, address and postcode.

██████████

We have engaged directly with the community through:

2 public meetings organised by us - attendance and presentation at Residents Association meetings.

Attendance at four primary school events and a number of weekend Greek language schools.

Work with headteachers in primary schools in Barnet and Enfield, enabling us to distribute information about the school to parents of all faiths, through book bags and parent notice boards.

Appointing parent liaison volunteers in local primary schools, to alert parents to the campaign, website, events and progress.

Establishing a St Andrew the Apostle website and directing key Google searches to it.

Distributing our leaflets to local (Orthodox, Roman Catholic, Methodist, Church of England) churches and in shopping centres

Sending regular press releases to North London syndicated local papers.

Using Twitter and Facebook.

We have spoken to local Councillors and local MPs about our vision for the school so that they can respond to constituent enquiries.

**Diagrammatic map showing the proportion and location of parents who have expressed a preference for St Andrew the Apostle Free School.**

**HERTFORDSHIRE**

Year 5: 8%.

Year 4: 12%.

**ENFIELD**

Year 5: 52%, Year 4: 49%.

Trent Park Campus 

**BARNET**

Year 5: 21%.

Year 4: 20%.

**HARINGEY**

Year 5: 12%.

Year 4: 12%.

In addition there has been interest expressed from 11 parents of Year 5 students and 5 Year 4 students from some distance away who have said that they intend to relocate if they are offered a place at St Andrew the Apostle Free School.

**Criterion E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.**

We made our proposal attractive to parents with children of all abilities and have made our ambitious academic plans very public and in particular our intention to be a centre of best practice for languages and the Classics up to 'A' level. We have also made it clear that it is our intention to excel in the core subjects with early GCSE entry for the most able. Our emphasis on the importance of excellent achievement in maths, English and science for every child and on intensive support for English in Year 7 and 8 has demonstrated that this will be an inclusive school. Information on the website and published in the media, makes it clear that although this is a Greek Orthodox School with a distinctive ethos, it is an inclusive school that will serve everyone in its community and lead to the enrichment of our multicultural and multi-faith capital.

We have made the proposal known and attractive to parents from disadvantaged families by:

Situating the school in Enfield which has high levels of deprivation and 24% of pupils are entitled to a free school meal.

Drawing a large percentage of our pupils from two London boroughs in which the deprivation indicators are all significantly above the national average (for example percentage of pupils in Haringey entitled to Free School Meals is 31% and as already stated Enfield is 24%. Haringey contains some of the poorest wards in England)

Making it very clear in all our literature and electronic communication that our admissions relate to a school with a Greek Orthodox Christian ethos in North London (rather than a school exclusively serving Greek or Orthodox families)

We have ensured that the information about the proposal has gone to all local primary schools. It has also received wide coverage in the local press in Barnet, Enfield and Haringey on numerous occasions. All press releases and press comment make clear how parents/carers can find out more about the proposal and take part in the survey. Online and paper copies accompanied by our proposal outline leaflet, have been made available at primary schools, community centres and churches, so that those without internet access are not disadvantaged.

We believe that for many disadvantaged families our school will be attractive, because we will communicate our message of welcome and inclusivity for all pupils. There is nothing to suggest from our postcode and school analysis that our academic classical studies options are putting off economically disadvantaged families.

We have actively engaged with parents of other faiths and none.

We have run two major public meetings, one at a Greek Orthodox

Church and the other at a local Barnet primary school.

We appointed 'parent liaison volunteers' to the nearest primary schools to effect informal as well as formal communication between the school and a wide range of parents.

We have engaged with Roman Catholic and Anglican primary schools  
We have canvassed support from community primary schools and many parents and pupils of the Islamic faith.

We will make sure that there will be a choice of school meals which will enable pupils of different faiths to enjoy their food yet still feel welcomed and comfortable about what they are eating.

St Andrew the Apostle's policy on collective worship will outline that there will be predominantly whole school but also separate faith gatherings dependent upon religious observance or particular festivals.

The way that we intend to use the school as a community resource is set out in D7. We hope to expand on this at interview when outline negotiations with key stakeholders have reached the next stage (after 30 March 2012).

#### **Local Discussions and information about demand.**

There is an acute shortage of faith places in Greek Orthodox schools because there is no Greek Orthodox school anywhere in the capital, even in North London, where most Orthodox families live.

Enfield faith schools are heavily oversubscribed.

Additionally there is no faith school in Haringey that is a strong parental choice (Roman Catholic parents do not choose the local RC secondary school) and have to travel many miles to a faith school if they are fortunate enough to get a place.

There is a need for mixed faith school, with high academic standards, to serve Enfield and Barnet, and meet parental preference.

We have held discussions with the local Members of Parliament, Mike Freer (Finchley and Golders Green), David Burrowes (Enfield, Southgate) and Teresa Villiers (Chipping Barnet) and have received their support for St Andrew the Apostle Free School.

We have also had discussions with officers and elected members about pupil admissions and the need for additional secondary school places in both Barnet and Enfield.

In Barnet there is a shortage of places in schools which meet parental preference. Barnet Council has identified the need for additional secondary places in 2012/13 and 2013/14 which it believes could be met by expanding existing schools. The likelihood of a Secondary Free School proposal being accepted by the Secretary of State is also factored into their planning. In addition the Council is planning another secondary school of up to 9 forms of entry. Barnet's 'shortfall' figures are hard to reconcile with all the above, because they appear slightly higher

## Free Schools in 2013

### St Andrew the Apostle Greek Orthodox School

– with an 11 forms of entry shortfall by 2016. The Council is supportive of Free School proposals in general (rather than St Andrew in particular) and has factored the likelihood of one or even two Free Schools, into its current planning. We have had detailed discussions about our plans with officers and elected members, who have investigated alternative sites in Barnet (to Trent Park which is in Enfield, but near enough for Barnet pupils).

In Enfield, particularly North Enfield, there is a shortage of places in schools which meet parental preference. Enfield LA has identified a shortfall in secondary places of 4 forms of entry by 2015/16 and 10 forms of entry by 2016/17. It plans to open two or three new secondary schools. This authority has not, in its public documents, considered the implications or contributions of a secondary Free School. Nevertheless, local Councillors have raised officers' awareness of the contribution that St Andrew the Apostle might make to providing secondary places and extending parental choice in 2013.

## Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

**Criterion F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.**

A subsidiary trust has been established so that RET, an approved academy sponsor, can set up and run the school but appoint directors from the Classical Education Trust and a cleric appointed by the Archbishop, onto the school's governing body.

RET has set up and runs the 11-16 *Bristol Free School*, which opened in September 2011 as a part of a joint trust with the original parent proposers, Bristol Parents Voice. An RET subsidiary trust is set up for *Becket Keys Church of England Free School* in Brentwood which is opening in September 2012. We believe that RET's record so far illustrates our capacity and capability to deliver the vision for St Andrew the Apostle. *Bristol Free School* opened on time despite enormous local challenges both for BFS and the Department. The school is supported by an RET Lead Adviser and specialist subject inspectors and expert teachers. The progress made at BFS is recorded in a visit of 9 December 2011 by DfE; and at February 2012 half-term tracking point, students in all groups had made good or outstanding progress in all three core subjects.

Attendance is 97% and 141 of 150 places are taken for September 2012, despite the fact that BFS is not on its preferred site and two local popular schools have contributed 60 extra places for 2012. *Becket Keys* is oversubscribed for its first year, the Headteacher is appointed and site and curriculum plans well advanced.

RET has the capacity permanently to support the school through its corporate and educational services (finance, legal services, procurement, governance support, HR, insurances, H&S, corporate monitoring and quality assurance as well as high calibre educational and standards support – see F2)

RET's sponsor is Education London (EL) which is one of the country's leading school improvement organisations. The company's specialism in raising standards among those from disadvantaged backgrounds was demonstrated by its success in working for the DfE (2007 – 2011) as the sole education services contractor for the London Challenge programme to improve the performance of London's lowest performing schools. EL is also well known for its work with schools and academies working towards outstanding from good and for their long term relationship with schools that have moved from challenging circumstances to outstanding. Five multi-academy sponsors have used EL to accelerate improvement in their academies.



RET will (subject to project proposal approval from the Department) project manage the set up and opening of the school, as was the case with BFS and is currently with Becket Keys. RET's project management contains project managers with experience of setting up new academies and Free Schools; their sponsor, EL is one of 12 suppliers on the DfE national Project Management and Education Services framework. EL previously project managed the opening of a brand new secondary school in the London Borough of Haringey, which opened in September 2010. EL also led the educational and specialist ICT advice for the [REDACTED] BSF project, across 10 schools in the same borough, between 2007 -2010. This approach was held up as a model of good practice by Partnerships for Schools.

RET has a core team of education specialists and project managers both delivering educational expertise to our new school projects; and coordinating access to the additional support from within our own teams and from our partner schools and academies. By this method our schools have access to expert support in each secondary school subject; and in every aspect of leadership and management. RET's understanding of ICT in the curriculum and the management of the school makes a big contribution to educational standards; and to the shared use of attainment and tracking data between teachers, pupils and their parents.

Directors of the Classical Education Trust have expertise in the Classical subjects and access to specialist teachers of Modern and Ancient Greek. These colleagues will support RET in establishing this part of the curriculum and in appointing specialist staff.

We will make full use of the skills and capacity from within our planned joint trust if our application is approved. The initial proposers will represent the Greek Orthodox Community and its parents and the wider group of parents in North London supporting the school. They also bring an enormous range of professional skills on to the governing body and the planning group. RET will provide the bulk of the secondary educational, organisational and school financial expertise and capacity to set up and maintain the St Andrew the Apostle School. At the same time the Archdiocese will support the development of the school's RE curriculum (and wider cross curricular links) and the school's role within the Church's broader mission under the authority of Archbishop Gregorios.

### **Time Commitments**

The RET project management team will commit project management resources for Lot 1 and 2 services, allocating approximately 290 days to the project with between 200-220 assumed funding for Lot 1 and Lot 2. The remainder will be contributed pro-bono.

CET directors and the CET members of the Project Steering Group will

continue to contribute advice in relation to: community relations; local marketing; specialist curriculum development and liaison between the office of the Archbishop and RET, for religious designation and the design of the RE curriculum and Collective Worship; and the establishment of Chaplaincy. Seven members of CET are each prepared to contribute up to the equivalent of one day a week, between approval and opening; to remain on the shadow governing body; play a part in staff appointments; and carry out the tasks above.

**Criterion F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.**

RET has a team with substantial successful experience of dealing with every aspect of school finance and designing school budgets. This includes successful headteachers with responsibility for budgets up to [REDACTED] annually, Project Managers and LA officers responsible for much larger budgets. RET has a Finance Director and Business and Finance Manager. They are also advised by Chartered Accountants [REDACTED] who will monitor set up and provide audits.

An RET Finance Manager will be assigned to the school at an early stage. S/he will work in conjunction with the Project Manager and Headteacher Designate and RET advisers, to setup the required financial procedures as required in the Financial Handbook. RET's standard model procedures will be the basis of the procedures for RETSATA. The school will be linked to the state of the art, web-enabled *PS Financials* system used by RET, so that compliance with the agreed financial procedures can be monitored on a day by day basis and reports regularly generated for the Finance Committee of the Governing Body and for audit purposes.

RET and a Chartered Accountant from CET will support the Headteacher Designate to appoint school based finance and administrative staff. Finance staff and the Headteacher will be trained by RET to understand the Financial Procedures and the scheme of delegation agreed in that document by the GB.

**Criterion F3: Show how you will access other relevant expertise to manage the opening and operation of your school.**

RET has experience in setting up a secondary free school (BFS) and is setting up Becket Keys Church of England Free School to open in September 2012. RET is an approved academy sponsor and is staffed by experienced headteachers, OfSTED inspectors and expert practitioners. RET has established a subsidiary trust so that: the role of the Archbishop of Thyateira and Great Britain and the authority of the Greek Orthodox Church in St Andrew the Apostle are established through the Articles. Similarly RET has established the RET St Andrew the Apostle subsidiary trust so that the considerable professional knowledge and expertise of the members of the Classical Education Trust and of the parent support group, are represented on the school's

governing body. CET colleagues include:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The proposed time commitments from these individuals are set out in Criterion F1.

**How work on this school will be balanced against the development of other RET Free Schools?**

Work on St Andrew the Apostle Greek Orthodox School is already being balanced against the development of an existing secondary Free School, an 11-19 2012 opener; and two other secondary free school proposals in this round. The task of developing the St Andrew the Apostle proposal and establishing the school among the local community has been integrated into RET work scheduling for 11 months. Much of the detailed (informal) consultation and outline curriculum development work have already been completed; In particular RET have already investigated issues in relation to religious designation of the first Greek Orthodox secondary school and church stakeholders. We have, as a group, considered the options for supporting the classical curriculum and above all made plans for recruiting our headteacher and head of RE.

RET has planned its staffing and support on the assumption that all three proposals may be approved (the highest level of capacity need for RET) two may be approved, or one only. We have extended our capacity and planned for all scenarios in the following ways:

We have broadened the number of RET main board members acting as subsidiary trust directors.

We have appointed different RET directors to each subsidiary trust. The subsidiary trust model itself has been used so that the considerable expertise in the community/parent groups with whom we decided to work, is permanently gained by RET; because we can appoint three new sets of exceedingly capable school governors. We have assigned an RET Project Manager and APM to each school project. In addition RET have assigned (and introduced) an EL Specialist Adviser to each proposed school (this is where we gain cost flexibility until rejection or approval stage – if any school is not approved, the EL colleague will just remain available for other school improvement or project management tasks). If approved, the Education London Specialist Adviser is available at- cost to RET and the Free School project. Should only one proposal be approved no additional Specialist Advisers would be appointed. RET's central marketing, financial, HR and ICT functions are currently slightly over capacity in anticipation of new Free Schools potentially being approved. Our web based financial system was originally purchased with expanding capacity for ten schools, but that capacity has no current, negative implications for RET. Our legal advisers and accountants have confirmed capacity to support an additional three schools. RET has significant capacity to 'upscale' its school improvement and project management support through EL. For example during 2009-2010 EL successfully simultaneously supported 60 London Challenge schools and the project management of a ten school BSF project.

**Criterion F4: Show how your staffing structure will deliver the planned curriculum.**

Initially, we would appoint a headteacher, an assistant headteacher and subject leaders for core subjects, including RE. The assistant headteacher would lead a core subject for the first and maybe the second year. With an initial teaching staff of 10 (including the headteacher), the remaining posts would be on the Main Professional Scale (MPS). In all years there is an additional element of our pupil teacher ratio which relates to the timetabling of two out of five 'Period 7s' for both teachers and pupils (see budget on Section G). Support staff will be appointed as indicated in the budget plan. At year 5, with a full complement of 11-16 pupils, we would envisage having 1 deputy headteacher, 3 assistant headteachers, 7 heads of faculty, 2 key stage coordinators, 7 2i/c subject and 24 MPS; 45 teaching staff in all, having built up gradually from the initial 10 teaching staff.

In the seventh year of operation, with Year 12 and Year 13, there will be an extra deputy headteacher and a further 20 teaching staff, with a quarter of them likely to have a TLR allowance.

The gradual increase in staff (teaching and non-teaching) over the first years of the school until it is full is shown in the payroll section of the funding spreadsheet.

We envisage filling responsibility posts as the school develops from a combination of both internal and external appointments to ensure both a continuity of experience and school development as well as taking advantage of a continued influx of new talent and experience.

Specific responsibilities of the senior and wider leadership team will develop over the first seven years as the school grows and will be determined by matching the school's needs to the skill set of the staff in post and the opportunities for new appointments. Where possible we will aim to allow members of senior leadership to rotate and /or share areas of responsibility to ensure their continuing professional development.

**Criterion F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.**

We will appoint a Christian Headteacher, who shares our vision and has an appreciation of the classical curriculum, as soon as possible in the run up to opening:

We are acutely aware of the fact that there is a relatively small number of deputy headteachers and headteachers of the Greek Orthodox faith. Nevertheless, we are taking steps currently to make the proposal for St Andrew the Apostle known nationally in both the maintained and independent sector. We are currently aware (through EL's work on the London Challenge and our own Greek Orthodox retired headteacher, [REDACTED]) of three good deputy headteachers of the faith, in London secondary schools. We are also running early information sessions for teachers interested in the school, during this summer which will be advertised nationally through our website and the Orthodox press. We have already been contacted by a range of Christian teachers interested in working at the school if it is approved. Nevertheless, the Trust is above all committed to appointing a candidate who is an outstanding teacher with the capacity to become an outstanding headteacher. We will be fully prepared to appoint a Christian who fulfils this criterion and can be guided in spiritual matters by the school's cleric (on behalf of the Archbishop) and by the head of RE and other Greek Orthodox staff.

We want to appoint our Headteacher in autumn 2012 or January 2013, for them to be announced and introduced to parents straight away. We want him/her to take up post from April 2013 so that s/he can:

Establish a relationship with the parent and pupil body of our first intake as soon as s/he is appointed and before taking up post.

Play a full part in establishing our school as a real choice for parents (in Barnet, Enfield and Haringey and beyond in North London and Hertfordshire) who are attracted to our distinctive ethos, commitment to high standards and our wish to involve parents actively in the life of the school.

Be involved with the RET project team, and our directors in the shaping of our curriculum, so that our vision is established through the curriculum at the very earliest stages

Be involved in all staff appointments. We intend to appoint our staff as soon as we are able, to get the best available and so they become involved in the planning for the new school even before they take up post.

Firmly establish our school and his/her personal role in the boroughs of Barnet, Enfield and Haringey and wider afield in North London among the Greek Orthodox community and its churches.

Be involved with the project team in all aspects of the planning necessary to open the school in September 2013.

Work with us to ensure that we build partnerships with other local schools.

### **Process for appointment of Headteacher**

1. Early information sessions and informal head hunting/awareness raising.
2. Advert, job profile, person specification and information pack for applicants drafted by RET (with approval from the RET HR adviser) and then discussed and approved by Shadow Governing Body. Appointments Panel identified. Offers of informal discussion made again in the advert. Circulate all papers to the DfE Project Lead (PL)
3. Advert placed in Times Educational Supplement (on line and hard copy), local paper (if cost of this is not prohibitive), and on the school website. Appointment timetable drafted and approved. Whole application pack to be downloaded from the school's website and the application form and other requested items submitted to the school's administration area on-line.
4. Collect generated responses.
5. Long-listing by RET and then shortlisting, both using consistent scoring against the job and person specification by the Appointments Panel. The panel will have Advisers from RET and from the Archbishop's office.
6. The interview process will take place over two days. Shortlisted candidates will already have had the opportunity to undertake an initial site visit.

**Day 1** at an 'outstanding' partner school of RET in a neighbouring LA. Candidates will all be observed teaching a Year 7 class followed by three panel interviews and a data or management paper exercise. The panels will be made up of Trust directors, RET advisers and perhaps the head of the partner school. The lesson observations will be carried out by RET personnel who are OfSTED inspectors.

**Day 2.** Final applicants will be given two exercises including a formal presentation and a long interview (90 to 120 minutes). Questions will be agreed and a 'scoring' system defined. The panel will consist of directors of the Greek Orthodox Community School Trust and additional advisers from RET and hopefully a DfE adviser.

### **Conclusion of process**

We will run the whole process again if no candidate is chosen by the panel.

This can happen at the end of Day 1 or Day 2. If we appoint, RET advisers will give detailed feedback to the other candidates and collect feedback from them about our process using standard RET evaluation form.

### **Recruiting high quality members of staff**

Principles and processes in the pre-opening phase:

Keeping a high profile locally and nationally supports recruitment (258 applicants for 10 posts for example at Bristol Free School)

Let staff talk to us if they request information about the selection process. This should be confidential (in our experience while a few neighbouring headteachers may oppose the new school, their staff will apply for posts – this happened at BFS and is happening at Becket Keys)

Conduct a 'multi-matrix' shortlisting exercise with the Headteacher Designate (which prioritises ability **per se** against the criteria) so that the subject distribution among the three senior staff is kept open during the week of assessment and interviews.

Shortlisted candidates should all be observed teaching by an RET inspector (probably at a neighbouring primary school or an RET school partner in Enfield) and only those delivering a good or outstanding lesson be taken forward for interview. All candidates should complete a pupil data analysis exercise.

### **When open**

RET's experience of other schools starting with Year 7 only, is that the exact support and teaching staff recruitment strategy must be completely agreed and understood between the governing body and the headteacher. The exact subject and skill composition of the first cohort of staff informs the detailed planning for subsequent years' recruitment.

The principles and processes for recruitment, established in pre-opening, with its emphasis on observed teaching will remain in place permanently, for all teaching and senior teaching staff.

Local marketing, especially a well maintained website and widely distributed prospectus, is aimed not only at parents and pupils but at prospective staff. We will also invite any local teacher who wishes to come, to visit the school in its first year of operation.

### **Criterion F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.**

The **RET St Andrew the Apostle Greek Orthodox School Trust** (RETSATAGOST) is the governing body of St Andrew the Apostle Greek Orthodox School.

RETSATAGOST is a subsidiary trust of Russell Education Trust (RET) an approved academy sponsor, so all the members are from RET: they are RET, and two directors of RET.

The governing body will be 15 strong when the school opens:  
2 elected parent governors

1 Headteacher

1 governor appointed by the Archbishop of Thyateira and Great Britain  
11 governors appointed by RET, at least three of whom must be directors of the Classical Education Trust (CET).

### **Roles and responsibility**

**The members** are responsible for the establishment of the Trust and its objects and appoint the governors (except 4 above). In extremis, the members may take responsibility for removal of any of the 11 governors appointed by RET. Such removal should be notified to the Secretary of State. This is quite separate from the duty of any school governor to resign in circumstances prescribed by the Articles and other legal guidance. The members have a permanent duty to ensure that those with the appropriate skills and capacity are appointed to the governing body.

### **The Governing Body**

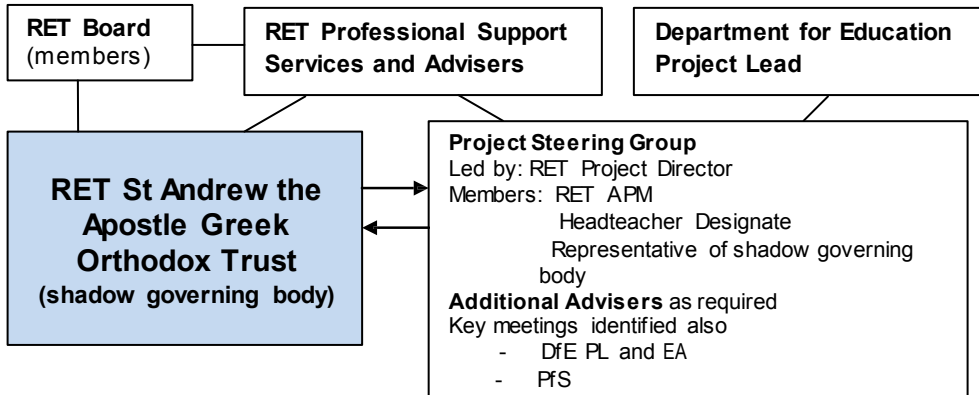
- Acts in partnership with the Headteacher who is its Chief Executive.
- Acts as a critical friend to the headteacher offering support and advice.
- Set the strategic direction for the school reflecting the expectations of the community and also sets its standards and key targets.
- Agrees the planning, policy and budgetary framework for the school.
- Monitors the achievements and outcomes of the school in relation to the targets and success criteria set out in the School Development Plan, subsidiary action plans; and in the Finance Plan, Financial Procedures and school budget.
- Ensures processes for regulatory compliance.
- Keeps school policy and procedures under regular, cyclical review and emergency review in exceptional circumstances.
- Ensures there is appropriate professional support, advice and challenge in place for the Headteacher, so that the school's aims are realised and standards targets met.
- Manages the performance of the Headteacher.
- Agrees a scheme of delegation, which outlines which decisions it will delegate to a governing body committee, the headteacher or another individual.

### **The Headteacher**

- Acts in partnership with the governing body to lead and manage the school.
- Is the governing body's Chief Executive and Adviser.
- Is responsible for the day-to-day management of the school; managing people; process; and resources.
- Is responsible for exercising all those responsibilities delegated by the governing body and the Secretary of State.
- Manages the school so that the aims and targets set by the governing body are met.
- Leads the school community by exemplifying the values and aims on which the school was founded; protecting and enhancing its reputation.
- Takes advice from the governing body and from any advisers appointed by them.

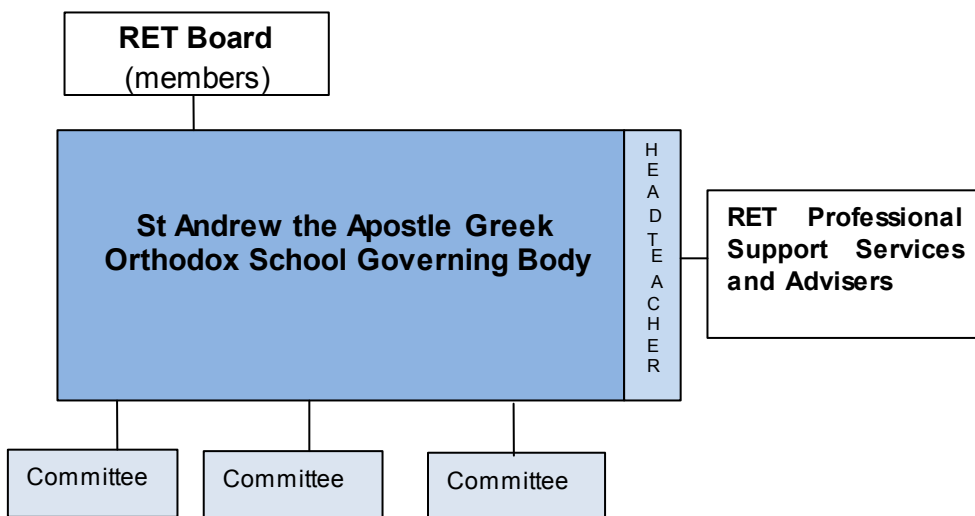


**Governance structure in Pre-Opening Phase**



In the pre-opening phase the shadow governing body is the key decision making maker, but it will delegate most day-to-day decision making and taking action to a Project Steering Group. The PSG will be led by the RET Project Director who will direct the RET project team and coordinate the work of other contributors and directors in accordance with the Project Plan. S/he will regularly update the plan, review the work of the team, ensure resources are properly managed and alert the team the shadow governing body to risk using an agreed risk register and alert system. The RET Project Director will be the key link with the DfE through the Project Lead, until opening. The Headteacher Designate will join the PSG whenever possible after appointment, and permanently after taking up post.

**Governance Structure when school is open**



1. The governing body will conduct its business in accordance with its adopted Standing Orders. The Standing Orders will outline a complete scheme of delegation; and the roles and responsibilities of committees and named governors. The Standing Orders will determine the advisory

and delegated duties of key committees and governors (e.g. Child Protection governor)

2. At the start of Year 1 the governing body will confirm (or amend) its acceptance of the Financial Procedures agreed by the shadow governing body (and advised by RET and Headteacher Designate) and then keep these under annual review.
3. The cycle of governing body meetings and its committee meetings will be scheduled by the Clerk, Governing Body and Headteacher so that the cycle is integrated into the school's target setting and pupil tracking and reporting schedule. This will ensure that the processes supporting the School Development Plan, Implementation, Pupil Target-setting and tracking points, and parental reporting, work simultaneously for governors, teachers and parents.

## Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

**Criterion G1 and G2: Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year, and show how the school will be financially sustainable once there are pupils in each year.**

As requested, two separate financial plans have been provided, one outlining the budget with a complete cohort of students and the other outlining the budget for a school that is 90% full. We are confident that we will be using the first rather than the second financial plan.

Based on the evidence of demand from the surveys that we have undertaken we are confident that the school will open with a full cohort of 150 in September 2013.

Using the DfE funding spreadsheet (2013/14 costs and no inflation) we have modelled our income over the first 8 years as the school grows and moves into "steady-state".

FSM has been modelled at the Enfield average of 24%, and numbers of pupils on School Action, School Action Plus or with statements at close to the Local Authority (LA) average (23.5%).

We have costed our first year curriculum and included sufficient staffing flexibility to enable us to make appropriate appointments, necessarily of teachers able to teach in more than one curriculum area. Support staff positions have also been costed and there will be flexibility to provide pupil support from our teaching staff as well.

Although total staff costs in year 1 ██████████ are 102% of indicated formula income this is covered by the diseconomy element calculated in the start-up grant and the school can operate an in-year balanced budget from 2020/21, when all diseconomy funding has ceased; at steady state, staff salaries will be approximately 76.4% of formula income.

We are determined not to make the mistake of appointing a large number of staff in year one but rather to establish a simple management structure focussed on good and outstanding teaching.

Income has been calculated using the Free Schools planning template and is therefore the most accurate estimate available.

Clearly, until students are actually admitted we can only make an estimate

for FSM and SEND factors. We would welcome an early discussion with Education Funding Agency (EFA) on the precise funding figures that would apply.

The key revenue expenditures are on staffing which are relatively precise. We have based our other figures for expenditure on current CFR budgets of several existing (outstanding) secondary schools and our Free School in Bristol and then projected them on to this school's situation. They are modelled on schools' experiences in that there are two elements to most of them: a fixed cost and a per pupil factor. We will gather data as soon as practical and continue to do so thereafter to track accuracy and, where necessary, refine these models for the school. For example, utility costs may be more closely planned once the final decision on the site is taken. They could be calculated from existing usage if we are given access to that data or more broadly estimated from building energy performance data.

SEND pupil income is contained in the spreadsheet calculation and until we have more details of which pupils with identified needs have been admitted we cannot be more precise with this. The process of naming schools for secondary transfer of statements will take place post approval of our initial plans and when this happens then we will make plans to meet the needs identified on a case by case basis. We understand that for 2013/14, SEN funding for statements will still remain with the LA and therefore they would either delegate funding for teacher or TA support or provide this from their own personnel. However, from 2014/15 the system is likely to change and families may be given the option to have a personal budget at their disposal; this process is currently out for consultation via a Green Paper.

We have carefully modelled our first year curriculum and we are confident we can deliver it with the number of staff detailed. We do of course appreciate that we will be looking to appoint some exceptional teachers, all of whom will have to teach outside of their subject specialism for some of their time initially. It is particularly important to recruit teachers who feel competent to deliver good lessons in a second subject, because in practical terms this dictates the number of ability sets that can be introduced in the first two years. RET school improvement capacity, particularly our full range of subject expert teachers and inspectors, is used to support second subject teaching. For example our Lead Maths Adviser supports scientists teaching maths; similarly it is likely that geography and history (or history and RE – or PE and geography) will be taught by one person in year one. The 'non-first degree' subject is set up with its Schemes of Work by RET and lessons supported and monitored by the RET specialist.

The planned number of teaching assistants should be viewed in conjunction with three other factors:

Support staff - the 0.5 welfare assistant initially and the 1.5 admin / clerical. It is our intention that all staff should have some level of engagement with student support;

The pupil teacher ratio is only 15 in 2013/14 and we would use some of the spare teaching staff capacity to ensure that additional learning

needs are met, particularly support for reading;

One of the distinctive features of the school will be the continued engagement of parents in supporting children's education – we do not intend to be a secondary school where parents give up the close involvement they have had with their children's primary schools.

E02 Supply Staff is only for staff employed by the school under STPC. Additional costs for this are included under agency staff E26. It is hard to be precise about the amount and division of these costs as the school develops and it may also be appropriate to insure against some of these risks. We would also over time use appropriately trained support staff such as HLTAs to defray these costs. In the first year, some absence could if necessary be managed carefully from within the higher teacher pupil ratio. The first year budget, however, includes [REDACTED] for these costs i.e. about 16 days cover at [REDACTED] a day from agency.

We have not yet obtained estimates for insurance but these are separately and directly funded. A new build secondary academy in London has annual premiums totalling [REDACTED] for example, but we cannot at this stage cost the site and building specific elements to these. We will therefore include them in the model as balanced income and expenditure when more accurate figures are available.

The cost of the rates will be dependent on the confirmation of the preferred site. The cost will be matched by grant income.

We intend to contract catering out as a managed service and will endeavour to negotiate a package that is cost neutral from the start. We recognize however that there may be a need to subsidise it initially and have modelled a reducing subsidy.

Depreciation is not separately reported under CFR and is included in our estimates which are modelled on established schools' actual outturns. ICT is the most obvious example which is detailed above. Of the [REDACTED] per pupil expenditure on ICT under CFR E20 heading 30% had been budgeted for refresh (depreciation) in line with the recommendation from PFS/EFA. Similarly building maintenance includes an element of repair and replacement for furniture and equipment.

The DFE spreadsheet model does not include inflation modelling, clearly any significant gap between funding increase or changes and the significant areas of expenditure such as staffing costs would require us to re-model our provision and expenditure appropriately.

Our own spreadsheet models enable us to factor in inflation in a number of ways: broad approximations for increases in income and expenditure across all years or individually; separate changes to income streams (for example SEND funding elements of the formula if this is reviewed); changes to salary scales as a result of national pay agreements; changes to individuals' pay as a result of salary progression and performance

review; changes to NI and pension contributions.

Until the non-staffing expenditure is more clearly defined through being in operation, it is not practical to plan in more detail as the variance could exceed inflationary effects. These cannot be modelled for support staff as they will be calculated actuarially on the profile of the staff appointed. We have used a figure from an existing LA with a relatively high employer contribution.

In our current plan, from the second or third year of operation, small surpluses are generated in the model and these will go some way to deal with any mismatch between the level of cost inflation and the increase in funding. Beyond that, like any school, we will have to deal with any potential mismatch by critically examining its expenditure and looking to maximise its sources of income each time it produces its detailed annual budget.

The forecast balance sheet and cash flow forecast are quite difficult to calculate at this stage but will need to be prepared as the school moves towards opening so that we and DfE understand any possible solvency issues. The financial modelling spreadsheet indicates however that there is a carry forward every year bar one, so we do not anticipate that normal school revenue funding mechanisms providing income at intervals throughout the year will cause any difficulty with cash flow.

The most significant element of cash flow, being salaries, is regular and even and with a small delay in due date for pension contributions and a month for NI, a regular monthly income from EFA would suffice, provided there was some measure of front-loading of income.

Some costs however, could significantly impact on cash flow, for example insurance premiums payable in advance, the timing of rates invoices and the likely early expenditure of resource and equipment budgets at the start of each year, particularly the first year. We would wish to agree some flexibility or buffer to deal with this in the early years of the school's establishment until regular patterns of cash flow could be determined and subsequently managed.

We have chosen Leadership Team (including the Bursar) salaries deliberately at what might be regarded as the 'high end' of expectation, to ensure that we attract high quality candidates to these key posts at the outset.

Incremental drift of pay for teachers and support staff has not been modelled directly. We have used high (top of main pay spine and UPS 3) estimates for example to recognise that we intend to recruit experienced staff initially. They would have less impact on annual drift figures and in later years we would expect to achieve a more balanced experience profile which the figure used represents. It has therefore been considered and implicitly rather than explicitly modelled. Our experience of appointing

founding staff to another Free School has been that initial salary costs were comfortably inside the modelled expenditure because of our cautious projections.

Our intention is that the top-slice for RET services will be only 4.0% at 'steady state'. But, it has to begin higher (6.5%) because of the small pupil-led budget.

RET will give pro-bono services to the school in year one above that covered by 6.5% and adjust in Year 3 and Year 4 (we have been advised on this device by our accountants, who advise a number of multi sponsors). This RET top-slice covers all legal, governance, HR (excluding tribunal and dismissal proceedings) school improvement support and CPD and marketing advice. Up to and including when the school is at steady state, this will represent exceptionally good value for money in comparison with LAs (often 11% for the same services) and many multi sponsors who provide less school improvement support for the same percentage (or larger) top-slice. Top slice is also good value for money because services are all provided at cost only, through RET and the school trust.

Clearly, at this stage although our staffing budget can be calculated with a fair degree of accuracy, other costs are somewhat speculative and based on other schools of similar size. Nevertheless, without a detailed site survey, it is hard to accurately predict repairs, maintenance or utilities costs. However, with the amount to be spent on staffing as it is, we are confident of being able to maintain a balanced budget over the next 8 years and to have an on-going "in-year" surplus.

Our start-up year and 8-year budget assumes that HR, payroll, legal and financial services, and educational support and recruitment will be provided by the school Trust, through RET, covered by 6.5% of annual budget in year 1 reducing by 0.5% a year until 4.0% steady state (comparable with best practice among multi-sponsors). At this stage, the figure is somewhat speculative and is based on the known practice of other multi sponsors. As we develop our models of practice between now and the opening of the school, we expect to get a close match between the level of services offered and the cost to the school.

**Criterion G3: Show how the school will be financially resilient to reductions in income.**

We recognise that this budget forecast is built on the premise that we will be up to PAN from opening in September 2013. We have also modelled opening at 90% capacity and continuing to recruit at this level.

To balance the budget, we have reduced staffing and other costs in proportion, but recognising that some costs are less 'pupil number' led than others.

Although we have planned on the above basis, we recognise that these numbers could vary considerably and that our staffing and budget plans will

need to be flexible. In the early stages, we will need to be flexible in the deployment of staff, both teaching and non-teaching, between the different key stages, to make the most effective use of staff available. If numbers are smaller than planned for then we may have to make more use of the expertise and experience to be found in the RET to support the school.

Considering the 90% budget, in 2013/14, we project that staffing costs [REDACTED] will be 106% of income, dropping to 78% in 2020/21, when the school reaches "steady state", albeit at 90% capacity. In addition, at this stage, small surpluses are generated, year on year.

**Criterion G4: Provide realistic financial plans that are consistent with other aspects of your application.**

Both financial plans (100% and 90%) have been cross-checked with other areas of this submission such as the curriculum and premises aspects and are consistent with the expected projections. As stated earlier in this section some costs are by necessity speculative at this stage, but it is not expected that they will vary by a significant amount. We are therefore confident that we are in a strong position to open and run the School within the expected budget.

**Criterion G5: Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure.**

Please see attached spreadsheets.

All assumptions made in compiling the plans are outlined in Criterion G1 and G2 above. Benchmarking data from Enfield LA, our other free schools and similarly sized schools in other LAs have been used to ensure that our projected figures are realistic and accurate.



## Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

Our preferred site for St Andrew the Apostle Free School is the University of Middlesex Trent Park Campus.

The address and postcode for the campus is [REDACTED], [REDACTED]. This is an ideal location to serve our pupils from Enfield, Barnet, Haringey and Hertfordshire.

Enfield Council's planning department have been in touch with us to discuss the re-naming of part of the Trent Park site as St Andrew the Apostle Greek Orthodox School and are giving helpful advice in this respect.

The site is currently being used by the current freeholder, the University of Middlesex and houses the teacher training division. This faculty will move to a new site in Hendon in July 2012. The site is already used for educational purposes and there are laboratories, workshops and lecture/classrooms already set up. There would not need to be a significant amount of remodelling to enable the school to open in 2013. The building is very well suited for school use. The University and its agents are well aware of our interest in the site and of the significant planning advantages of allowing part of the site (identified below) to be used for continued educational purposes. We are in discussions with proposed purchasers of the other buildings who also favour St Andrew the Apostle as an education partner on the site. These issues can be fully outlined at interview.

The site is extensive, sprawling and we would therefore not wish to use all of it. The buildings that we would be particularly interested in would be:

[REDACTED]

[REDACTED]

[REDACTED] The three buildings above would provide about 9,000 square metres of gross building area, which is in line with the Partnership for Schools recommendation for a 150 PAN 11-18 secondary school. There are also extensive sports grounds for shared use.

There are other buildings which are of far greater commercial interest to buyers: The Mansion House (listed), Repton, Orangery and Stableyard.

The site will be available from September 2012 which would allow sufficient time for St Andrew the Apostle Free School to open on schedule in September 2013.

Free Schools in 2013  
St Andrew the Apostle Greek Orthodox School

## **Annexes**

If there is any additional information that you wish to submit as part of your application please include it here.

Two Financial spreadsheets are attached as outlined in 6.19 to 6.25